Abraham S. Fischler College of Education and School of Criminal Justice

2003

2003-2005 FGSE Catalog

Nova Southeastern University

Fischler Graduate School of Education and Human Services Catalog 2003–2005

Policies and programs set forth in this catalog are effective through June 30, 2005. Regulations and requirements, including fees, are necessarily subject to change without notice at anytime, at the discretion of the Nova Southeastern University (NSU) administration. FGSEHS reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this catalog. Updates and addendums will be made available as appropriate.

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.

Published June 2003.

NSU Holiday Calendar—2003

Holiday	NSU Observed Date
New Year's Day	Wednesday, January 1, 2003
Martin Luther King Day	Monday, January 20, 2003
Good Friday	Friday, April 18, 2003
Memorial Day	Monday, May 26, 2003
Independence Day	Friday, July 4, 2003
Labor Day	Monday, September 1, 2003
Rosh Hashanah	Saturday, September 27, 2003
Yom Kippur	Monday, October 6, 2003
Thanksgiving Day	Thursday, November 27, 2003
Day after Thanksgiving Day	Friday, November 28, 2003
Christmas Eve (closed 1/2 day)	Wednesday, December 24, 2003
Christmas Day	Thursday, December 25, 2003
Day after Christmas Day	Friday, December 26, 2003
New Year's Eve (closed ½ day)	Wednesday, December 31, 2003

NSU Holiday Calendar—2004

Holiday	NSU Observed Date
New Year's Day	Thursday, January 1, 2004
Day after New Year's Day	Friday, January 2, 2004
Martin Luther King Day	Monday, January 19, 2004
Good Friday	Friday, April 9, 2004
Memorial Day	Monday, May 31, 2004
Independence Day	Sunday, July 4, 2004
Day after Independence Day	Monday, July 5, 2004
Labor Day	Monday, September 6, 2004
Rosh Hashanah	Thursday, September 16, 2004
Yom Kippur	Saturday, September 25, 2004
Thanksgiving Day	Thursday, November 25, 2004
Day after Thanksgiving Day	Friday, November 26, 2004
Christmas Eve	Friday, December 24, 2004
Christmas Day	Saturday, December 25, 2004
New Year's Eve	Friday, December 31, 2004

NSU Holiday Calendar—2005

Holiday	NSU Observed Date
New Year's Day	Saturday, January 1, 2005
Martin Luther King Day	Monday, January 17, 2005
Good Friday	Friday, March 25, 2005
Memorial Day	Monday, May 30, 2005
Independence Day	Monday, July 4, 2005
Labor Day	Monday, September 5, 2005
Rosh Hashanah	Sunday, September 4, 2005
Yom Kippur	Tuesday, September 13, 2005
Thanksgiving Day	Thursday, November 24, 2005
Day after Thanksgiving Day	Friday, November 25, 2005
Christmas Eve	Saturday, December 24, 2005
Christmas Day	Sunday, December 25, 2005
Day after Christmas Day	Monday, December 26, 2005
New Year's Eve	Saturday, December 31, 2005

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 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 University is authorized by the Washington Higher Education Coordinating Board 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, 2005, and authorizes Nova Southeastern University to offer the following degrees: Doctor of Education in Child and Youth Studies and Doctor of Education in Educational Leadership. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board 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.

NOVA SOUTHEASTERN UNIVERSITY INSTITUTIONAL REPORT CARD—ACADEMIC YEAR 2001–2002

Institutional Report Card 2001–2002			
Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate
Basic Skills (CLAST)	**282**	**263**	**93%**
Subject Area Exam	**255**	**223**	**87%**
Elementary Education 1–6	68	55	81%
Computer Science K–12	6	6	*Rule of 10
Reading K–12	50	48	96%
MG Science 5–9	1	1	*Rule of 10
Speech/Language Pathology K–12	7	7	*Rule of 10
Varying Exceptionalities K–12	137	120	88%
Professional Education	**245**	**239**	**98%**
Summary of Individual Assessments	**309**	**260**	**84%**

* Rule of 10 indicates that if there are fewer than 10 test takers, scores are not calculated by the Florida Department of Education.

The following charts are analyses of the institutional report card. The institutional report card contains a breakdown of the number of students in a subject area indicating how many of those students took the Basic Skills, Subject Area, and/or Professional Education. It also shows the pass rate for each of these categories. The institutional report card does not break this down into undergraduate and graduate. Chart one provides you with these numbers. Chart two provides you with the number of students taking any or all portions of the FTCE with a passing rate. This is the pass rate that the FDOE acknowledges.

This chart is an analysis of students taking the Basic Skills, Professional Education, and/or Subject Area. Chart one shows the number of program completers for each area and it shows how many of those program completers took an exam and how many passed the exam. This chart shows the breakdown of each area by graduate and undergraduate.

Analysis of Program Completers by Exam 2001–2002									
Program Completers (Major)	Basic Skills			Professional Education			Subject Area		
	# Taken	# Passed	%	# Taken	# Passed	%	# Taken	# Passed	%
Elementary Education (103)—undergraduate	83	83	100%	63	60	95%	68	55	81%
Reading (52)—graduate	41	38	93%	41	41	100%	50	48	96%
Varying Exceptionalities (171)	145	131	90%	128	125	98%	137	120	88%
Undergraduate (57)	55	55	100%	36	35	97%	39	34	87%
Graduate (114)	90	76	84%	92	90	98%	98	86	88%
Computer Science K–12 (8)—graduate	6	5	83%	5	5	100%	*6	*6	Rule of 10
MG Science 5–9 (1)—undergraduate	0	0	0%	1	1	100%	*1	*1	Rule of 10
Speech/Language Pathology (7)—graduate	7	6	86%	7	7	100%	*7	*7	Rule of 10
TOTAL	**282**	**263**	**93%**	**245**	**239**	**98%**	***255**	***223**	***87%**

* Does not include Rule of 10 numbers.

This chart indicates the Summary of Individual Assessments, which is found on the last line of the Institutional Report Card. This chart shows the subject area (not broken down by undergraduate and graduate) and shows how many students took any number of the FTCE subtests and passed. This number does not indicate that all 309 students took all 3 subtests. It simply indicates that 309 students took any or all portions of the FTCE and passed any or all portions of the FTCE. That is how FDOE determines the 84% institutional pass rate. A failure of any of the tests would not be counted. Therefore, 309 students (across all majors) took any or all portions of the FTCE and 260 passed.

Individual Summary 2001–2002			
Major (number of program completers)	# Taking Assessment	# Passing Assessment	Percentage Passing
Elementary Education (103)	88	74	**84%**
Reading (52)	50	46	92%
Varying Exceptionalities (171)	156	127	**81%**
MG Science 5–9 (1)	1	1	100%
Computer Science K–12 (8)	7	6	**86%**
Speech/Language Pathology K–12 (7)	7	6	**86%**
***TOTAL	**309**	**260**	**84%**

*** This total includes the areas that have fewer than 10 program completers.

PRESIDENT'S MESSAGE

As a student of Nova Southeastern University, you are a member of a very select group. Every day, as you move forward in your education, you are building the skills that will advance both your individual community and our society as a whole. Choosing the Fischler Graduate School of Education and Human Services shows that you share our commitment to excellence in the teaching and human service professions. Practical, collaborative thinking is the essence of NSU and FGSEHS. It is the reason our institution is here today, and it is the reason our courses and delivery systems have always been reality based.

Ray Ferrero, Jr.
President, Nova Southeastern University

As president of NSU, I welcome you to our family, whether you are a full-time student on our 300-acre main campus or a part-time student at any of our convenient locations spanning the globe. Most importantly, I thank you for playing your part as an ambassador for NSU—both today as a leader among your peers and tomorrow as a member of our growing network of international alumni. I know that, as a result of your association with Nova Southeastern University, you, too, will make a significant difference in the world.

MISSION STATEMENT

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool 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 hundreds of professional men and women associated with the Fischler Graduate School of Education and Human Services, I welcome you to the threshold of a new world.

We are dedicated to providing the means by which you will be able to succeed in achieving high standards and realistic goals. Our commitment to your success is predicated on our sense of community and our belief in the idea that we are all, indeed, the masters of our own destinies. To that end, we offer perhaps the widest array of programs, curricula, and modes of delivery of any graduate school. Our faculty and staff members are well versed in developing new approaches to teaching and learning. They are excellent problem solvers. Perhaps even more important, our employees are all deeply committed to the concept that the resources of the entire graduate school should be focused on student success.

As you begin your journey in graduate education, we wish you well and stand prepared to assist you in whatever reasonable ways necessary to assure your success. These statements are, of course, based on the belief that successful students in graduate programs exhibit characteristics associated with leaders and are self-motivated learners. As a practicing professional, we expect you to adhere to all the rules and regulations associated with the production of quality graduate work, including, but not limited to, the support of issues associated with doctrines of decency and respect toward others.

H. Wells Singleton, Ph.D.
Education Provost and University Dean

MISSION STATEMENT

The Fischler Graduate School of Education and Human Services (FGSEHS) 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 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 the education and related fields, and to be prepared to accept changing responsibilities within their own organizations.

Fischler Graduate School of Education
& Human Services

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Doctoral Studies Orientation

DSO 8000 – Doctoral Studies Orientation Seminar

The two-day doctoral studies orientation seminar, conducted at the North Miami Beach and Davie campuses, provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library, and student services.

Attendance at this noncredit seminar is required for all students entering a doctoral program at FGSEHS. Students must attend both days of the orientation, and attendance must be completed within four months of enrollment in the first doctoral course. Students are responsible for all costs that may be incurred as a result of attending DSO.

For more information regarding the Doctoral Studies Orientation (DSO), please visit *www.fgse.nova.edu/dso*.

LIBRARY RESOURCES

In the fall of 2001, the university opened a 325,000-square-foot, joint-use library serving NSU students, faculty and staff members, and citizens of Broward County. The new library, research, and information technology center has 800,000 volumes, 975 user seats, 20 electronic classrooms, a 500-seat auditorium, and a café.

The Alvin Sherman Library, Research, and Information Technology Center (LRITC) houses the university's major collection of books and journals in the humanities, business, education, and sciences. Indexes, many in full text, are available via the Internet and campus network. The online catalog of the Nova Southeastern University libraries (NovaCat) is accessible for remote searching, as well as for searching catalogs from other university libraries.

The LRITC is a member of the Southeast Florida Library Information Network (SEFLIN) and the Florida Library Information Network (FLIN), cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document-delivery services to students. It is a cooperating library of the Foundation Center in New York, which gives students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or email. To contact Distance Library Services (DLS) by phone, call (954) 262-4613, or 800-541-6682, ext. 4613. Use the toll-free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by email at: *library@nsu.nova.ed*u, or on the Web site: *www.nova.edu/librar*y.

The LRITC also maintains the East Campus Branch Library. It is located on the second floor of the Tower Building of the east campus. This branch library supports the academic programs at the east campus with reference service, library instruction, document delivery, and online services. For more information about these services, call (954) 262-4614.

The Fischler Graduate School of Education and Human Services has its own library at the North Miami Beach campus. This branch library serves faculty and staff members and students with reference service, library instruction, document delivery, and online service. Six 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/nmb/gennmb.htm.*

The Health Professions Division (HPD) Library, located on the main campus, is open 105 hours per week. It contains books, continuations, journals, audiovisual materials, and other materials pertaining to osteopathic medicine, pharmacy, optometry, physical and occupational therapy, dentistry, and public health, as well as a core collection in the preclinical basic sciences. The librarians maintain a Web site, which allows access to several health-related electronic databases, many of them full text. Users can also search the integrated NSU catalog; view library publications, tutorials, and class schedules; and generate purchase and interlibrary loan requests online. Membership with the National Library of Medicine and various consortia provides cooperative lending relationships, which afford HPD students and faculty members with access to international library holdings.

The Shepard Broad Law Center's Law Library and Technology Center houses a collection of nearly 300,000 volumes. The library has more than 300 data ports with direct Ethernet connections to the center's network. In addition, a wireless network ensures network access from the library and Law Center classrooms. Students, faculty members, and staff members can access the network from anywhere in the world. Memberships in SEFLIN and the Consortium of South Eastern Law Libraries (COSELL) provide resource-sharing opportunities. The library is a selective U.S. government depository and one of only two United Nations' documents full-depository libraries in Florida. The Law Center/Law Library and Technology Center's Web site provides access to administrative, student, and research information at *www.nsulaw.nova.edu.*

The William Springer Richardson Library, at the Oceanographic Center, houses a specialized collection of books and periodicals in physical, biological, geological, and chemical oceanography. The University School Media Center maintains an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

TECHNOLOGY FACILITIES

The university maintains an extensive information technology network for teaching and learning, research, and administrative computing. Comprehensive fiber-optic and wireless networks provide connectivity for user access. A dedicated wide area network (WAN) supports high-speed access to central computing resources from all campuses. Dedicated high-speed Internet access is provided to both on-campus and remote educational sites.

Students and faculty and staff members have access to university computing resources from desktop and laptop computers, and numerous microcomputer labs are conveniently located throughout university facilities for student use. Administrative computing resources consist of dual Sun Microsystems Enterprise servers and numerous other application-specific Microsoft Windows NT servers.

The university's administrative operations are supported by the SCT Banner 2000 system. Additional administrative systems include medical, dental, optometry, and mental health clinic systems. Multiple Sun Microsystems servers support academic applications and World Wide Web-based tools. Separate Sun servers support the university's email system. Synchronous and asynchronous Web tools are used for the delivery of distance education, including a four-building virtual campus. Electronic classrooms and microcomputer labs provide hands-on technology support for the students and faculty members. Multimedia technology training labs support technology-training opportunities for faculty and staff members.

Videoconferencing using Integrated Services Digital Network (ISDN) is provided for distance education. Through a videoconferencing bridge located on campus, up to 36 sites can be linked to form a global classroom. The university provides 28 videoconferencing rooms located throughout Florida, and 50 student desktop videoconferencing systems, located at clinical sites and in students' homes. Training for faculty members and students in the use of videoconferencing is also provided.

Classrooms and Computer Labs at FGSEHS

The Fischler Graduate School of Education and Human Services has several high technology classrooms throughout the campus. Each classroom is equipped with a SmartBoard—a video/data projector and an instructor station housing a computer, VCR, and DVD player. All equipment in these rooms is controlled from a touch-screen monitor installed in the instructor station.

Three computer labs provide support for classes and Internet access for students while on campus. In addition to these permanent labs, 36 wireless laptop computers are available for student use during classes.

BASIC 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.

Email Accounts

Upon admission to a graduate program, students are required to obtain an NSU email account, which may be done online at *https://www.nova.edu/sbin/account_request*.Your email name and password will allow access to NSU email, Webmail, the NSU Electronic Library, various NSU Web applications, and online WebCT courses.

Recommended Technology and Software Specifications*

Students should have access to either a PC or Mac computer with at least the following:
- CPU speed of at least 233 MHz (most computers sold from 2002 on will have CPU speeds of 750 MHz to 1.5 GHz)
- RAM of at least 64 MB (most computers sold from 2002 on will have at least 128 MB)
- Hard drive of at least 1 GB (most computers sold from 2002 on will have at least 10 GB)
- A 56 Kbps or faster modem (v.90 standard). Note: a 28.8 Kbps modem may be used, but this will result in slower download speeds, etc.
- Windows 98 or higher operation system for PC users, MacOS version 7.0 through 9.x.
- Internet Explorer 5.x or Netscape Communicator 4.77.
- Adobe Acrobat Reader 3.01, 4.05, or 5.05.
- Word 6.0 or WordPerfect 6.1 are the recommended word processors.
- Additionally, students are expected to provide their own Internet service provider (ISP).

Graduate programs at FGSEHS may have additional technology and/or software requirements. Students must check program specific information in the catalog and program Web sites to determine whether their graduate program has additional technology requirements.

* Nova Southeastern University is not responsible for providing computer equipment, software, or ISP services.

HELP DESK

The Online Computing Help Desk provides students with answers to technical questions and problems. Among other things, the Help Desk can help with questions about forwarding NSU email to another email account, retrieving a lost password, downloading required plug-ins, online registration, and WebCT.

Help Desk hours are Monday through Friday, 7:00 a.m.–4:00 a.m. and Saturday and Sunday, 9:00 a.m.–11:00 p.m. (E.S.T.)

Contact the Help Desk by calling (954) 262-4357 or 800-541-NOVA, ext. 4357, or by emailing *help@nsu.nova.edu*.

TEXTBOOKS

Textbooks should be purchased before the first day of class and are available at the NSU Bookstore. The NSU Bookstore is located in the Rosenthal Student Center and is open Monday–Friday 8:30 a.m.–6:15 p.m. and Saturday 10:00 a.m.–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, 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:
NSU Bookstore
3301 College Avenue
Fort Lauderdale, FL 33314-7796
Telephone: (954) 262-4750 or 800-509-BOOK
Fax: (954) 262-4753
Web site: *www.nsubooks.bkstore.com*

CAREER RESOURCES

The purpose of the Office of Career Services is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans. The center strives to educate students and alumni to develop a career-life plan, from choosing a major to conducting a job search; explore career and/or graduate/professional school opportunities; and secure employment.

Services include career counseling, resume writing and other job search assistance, career testing and assessment, a career resource library, online registration, job searching, campus recruiting, and more. Additionally, the Office of Career Services organizes annual job fairs and other special events for students that will aid them in achieving career success. The office encourages personal responsibility on the part of the 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. To register with career services, or for further information, contact (954) 262-7201 or 800-541-6682, ext. 7201. Visit the career services Web site at: *www.nova.edu/career.*

NSU ALUMNI ASSOCIATION

Nova Southeastern University has more than 76,000 alumni that reside in all 50 of the United States and in more than 55 foreign countries. The NSU Alumni Association provides special programs, services, and benefits to alumni. The NSU Alumni Association also works to promote the professional and intellectual growth of graduates and maintain communication between graduates and the university. Alumni chapters play a vital role within the NSU Alumni Association. There are more than 20 active alumni chapters located throughout the United States and in Jamaica and Canada. If you require additional information, please contact the Office of Alumni Relations at 800-541-6682, ext. 2118, or (954) 262-2118.

Policies listed in this section apply to all FGSEHS students and programs, unless otherwise stated within this text.

GENERAL

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term *student* as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

INSTITUTIONAL AND ACADEMIC INFORMATION

Nova Southeastern University and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintain at least one full-time employee to assist all students in obtaining information.

AMERICANS WITH DISABILITIES ACT (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in, or be denied the benefits of, the services, programs, or activities of the university, or be subjected to discrimination by reason of his or her disability. Documents or requests for reasonable accommodations should be made through the FGSEHS ADA coordinator (Mark Seldine at *seldines@nsu.nova.edu*). Please see the disabilities policy listed in the *NSU Student Handbook* online for a more comprehensive statement (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

DOCTORAL CANDIDACY POLICY

Doctoral students must attain candidacy status prior to being recommended for graduation to the university's president and board of trustees. This graduation requirement for FGSEHS doctoral students reflects the belief that the rigor and quality of the doctoral program are enhanced by a quality check by a Candidacy Committee made up of doctoral faculty members from all FGSEHS doctoral programs and by demonstrating that the programs are meeting the spirit of the criteria of Nova Southeastern University's regional accrediting body. FGSEHS doctoral programs grant candidacy to degree-seeking students who have successfully completed all coursework and comprehensive examinations, when required, and whose dissertation proposal has been approved. A fully approved dissertation proposal includes clearance by the Institutional Review Board (IRB).

INVOLUNTARY CALL TO DUTY POLICY

Students called to involuntary service/duty to the services of the country of their citizenship may request a program time-out. Time served while on active duty will not be charged against the established time frame for degree and/or program completion. Students who receive a program time-out will also be entitled to a full refund for the uncompleted term of enrollment during which the call to service/duty occurred.

Requests for a program time-out must be submitted in writing to the program office and must be accompanied by a copy of the orders. Notification of re-entry must also be submitted in writing to the program office. Program time-outs will be for the duration of service only as documented by the student.

NOTICE OF NONDISCRIMINATION

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title III, Title VI, Title VII, Title IX, Rehab Act, ADA), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, 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 scholarship 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 status, 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 to all the rights, privileges, programs, 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 program

In the event a student feels discriminated against by another student, an NSU faculty or staff member, or an employee, she or he should contact the appropriate academic center representative or the Office of the Dean of Student Affairs at (954) 262-7280. Students may also want to refer to the *NSU Student Handbook* regarding Grievance Procedures for Nonacademic Disputes (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

PRIVACY OF RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA), located online at *www.firn.edu/doe/bin00014/pdf/ferpa.pdf*, places certain limitations on the disclosure of personally identifiable information maintained by the university with respect to students and the access to educational records. FERPA limits the right to access, the right to obtain copies, the right to seek correction of such records through informal and formal internal procedures, and the right to place a statement in such educational records explaining any information that the student believes to be inaccurate or misleading.

The university has adopted a policy with respect to its educational records consistent with the requirements of FERPA and the regulations promulgated under the act. Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the Office of the University Registrar, online at *www.nova.edu/cwis/registrar*. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by, and disclosure to, a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) address, (c) dates of attendance, (d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to, and has actually begun attending, Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing, or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Please see the privacy of records policy listed in the *NSU Student Handbook* for a more comprehensive statement (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

VETERANS BENEFITS

Nova Southeastern University programs are approved for the training of veterans and other eligible people by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7241 or toll free 800-541-6682, ext. 7241. Please see the Veterans Affairs listing in the *NSU Student Handbook* for a more comprehensive statement (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

STUDENT PARTICIPATION IN UNIVERSITY GOVERNANCE

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each school or center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student government are members of the President's Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study subcommittee.

STUDENT PUBLICATIONS

Nova Southeastern University, as publisher, bears the legal responsibility for the content of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the delegated editorial freedom of student publications, the following provisions are made.

- The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.

- Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content.

- Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

- All university-published and university-financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

FINANCIAL POLICIES

Students should submit payment for tuition and fees directly to the NSU Bursar's Office. All payments must be received within 30 days of the start date of the term, whether or not a statement has been received. 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.

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 (Visa, American Express, MasterCard, or Discover Card). Simply download the NSU Credit Card Form at: *www.nova.edu/cwis/bursar/studentacts.html#registratio*n. 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. Logon to WebSTAR's homepage at *http://webstar.nova.edu/* or by using the links provided on NSU's Web site.

2. Select the "Enter Secure Area" option and use student ID and PIN number to logon.

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 social security 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.

Refund Policy

The following refund policy is in effect for all the programs at FGSEHS except the Graduate Teacher Education Program. Please refer to the Graduate Teacher Education Program section in this catalog for its specific policy.

Students are entitled to a full refund of tuition (excluding registration/application fees not to exceed $100) if the registration agreement is cancelled by the student within 10 days of submitting the registration or when the payment is required, if these events are before the first class session. After the first class session, registration/application fees will not be refunded and students will receive a prorated refund of the tuition.

In addition, a full refund of tuition payments and registration/application fees will be paid if

- a class section is cancelled and a suitable replacement is not offered (The university reserves the right to cancel any class section for which enrollment is insufficient.)
- the student does not meet minimum admission requirements.
- a cluster does not begin.
- the student receives an involuntary call to active military duty.
- there is a documented death of the student or a member of his or her immediate family (parent, spouse, child, sibling).
- severe illness of the student (as approved by the institution and confirmed in writing by a physician) precludes completion of the term.
- there are exceptional circumstances (approved by the university's president or designee)

After the first day of instruction, students who inform the program director or the dean of student services of their intention to withdraw will be entitled to a tuition refund based on the following schedule. During the first 70 percent of a course, term, seminar, or Summer Instruction, a withdrawing student will receive a prorated refund for the percentage of time not attended (the minimum refund is 40 percent). Thereafter, no refund is available.

Refunds will be processed within 30 days (10 days are required by the state of Wisconsin) after the effective date of withdrawal. Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active participants and are responsible for the tuition payment that may apply to that term of their enrollment whether or not an initial payment has been submitted.

Example #1: Student attended three classes (15 clock hours) of a nine-class (45 clock hours) course, for which the charge was $1,500.

Based on the number of classes:
9 - 3 = 6 classes not attended
6 ÷ 9 = 67% of the term not completed
67% x $1,500 = $1,005 refunded

Based on clock hours:
45 - 15 = 30 hours not received
30 ÷ 45 = 67% clock hours not completed
67% x $1,500 = $1,005 refunded

Example #2: Student attended five weeks (17 clock hours) of a 13-week (45 clock hours) term, for which the charge was $2,156.

Based on the number of classes:
13 - 5 = 8 weeks not attended
8 ÷ 13 = 62% not completed
62% x $2,156 = $1,336.72 refunded

Based on clock hours:
45 - 17 = 28 hours not received
28 ÷ 45 = 62% clock hours not completed
62% x $2,156 = $1,336.72 refunded

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

GRIEVANCE PROCEDURES

The purpose of this procedure is to promote the orderly resolution of problems from a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty members 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 15 days from the date of the action taken against him or her.

   The written grievance must be submitted on the forms made available by the Office of Student Judicial Affairs and shall contain a short and concise statement of all relevant facts and the relief sought.

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 the evidence to determine whether the grievance represents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or to be 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 a limited time, during the grievance review via a telephone conference call. At this time, he or she will be able 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. Informal Resolution Procedure—The director of student judicial affairs may informally meet with all parties and try to resolve the issues raised.

      b. Formal Resolution Procedure—If the director of student judicial affairs is unable to informally resolve the issue, 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 chosen, based on an established rotation sequence and availability, from a resource panel of center 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 and shall submit their evidence and arguments concerning the matter before the Grievance Committee. 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 whether to uphold or reverse the Program's decision. In the event the committee reverses the program's decision, the program dean or director shall fashion a remedy consistent with sound academic principles, which shall be final. The committee may not address sanctions, which are wholly within the program dean or director'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 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 his or her last official address.

   5. Venue shall be in Broward County, state of Florida, for any and all Fischler Graduate School student disputes, grievances, or appeals.

Policies listed in this section apply to all FGSEHS students and programs, unless otherwise stated within this text.

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 Graduate School of Education at any time in the future.

Any Occurrence of Plagiarism on a Practicum or Applied Dissertation: Immediate dismissal; ineligible to return to the Fischler Graduate School of Education 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.

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 Graduate School of Education and Human Services. All students must adhere to the form and style requirements outlined by the APA style guide for all written assignments.

CODE OF 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 cannot 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. Following is an abbreviated version of the Code of Student Conduct and Academic Responsibility; please refer to Nova Southeastern University's student handbook for a comprehensive version of the policy (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

NSU Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students have an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals. Among these are
- the rights of personal and intellectual freedom, which are fundamental to the idea of a university
- scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County, the state of Florida, and the federal government of the United States. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but in that case, those ideas or words must be indicated in a manner consistent with a university-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author**. All academic work that is submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At NSU, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information**. All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited**. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to,

- plagiarism
- any form of cheating
- conspiracy to commit academic dishonesty
- misrepresentation
- bribery in an attempt to gain an academic advantage
- forging or altering documents or credentials
- knowingly furnishing false information to the institution

5. **Additional Matters of Ethical Concern**. Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to,

- theft
- vandalism
- disruptive behavior
- possession or use of firearms, fireworks, explosives, or other dangerous substances or items
- possession, transfer, sale, or use of illicit drugs
- appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
- violations of housing regulations
- any act, or conspiracy to commit an act, that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and/or abuse against members of a particular racial, ethnic, religious, or cultural group
- threats of damage, or actual damage, to property
- physical harm to others
- failure to pay tuition and fees in a timely manner

Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing. (Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating under the sanction of a university.)

2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards
Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations
Any violation of any of the academic standards, conduct standards, or supplementary standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, at their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

E. Sanctions
If the student is found in violation of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures, one or more of the following sanctions may be imposed.

1. Expulsion—Permanent dismissal from the university with no right for future readmission under any circumstances. A student who has been expelled is barred from campus and/or visiting privileges.
2. Suspension—Mandatory separation from the university for a period of time specified in an order of suspension. An application for readmission will not be entertained until the period of separation indicated in the suspension order has elapsed. Readmission is subject to approval of the university. During the period of suspension, the student is barred from campus visiting privileges, unless specific permission is granted by the dean of student affairs or his or her designee.
3. Temporary Suspension—Action taken by the dean of student affairs/associate dean of student affairs, which requires a student's temporary separation from the university until a final determination is made of whether or not a student is in violation of the Code of Student Conduct and Academic Responsibility.
4. Final Disciplinary Probation—A disciplinary sanction serving notice to a student that his or her behavior is in flagrant violation of university standards, under which the following conditions exist:
   a. The sanction is for the remainder of the student's career and may be reviewed by the dean of student affairs no sooner than two regular academic semesters or equivalent after the sanction is imposed. After two semesters in attendance, a student may initiate a request in writing for reduction of the sanction to disciplinary probation, but must also demonstrate reason to substantiate the request.
   b. Another violation of the Code of Student Conduct and Academic Responsibility will, at a minimum, result in suspension.
5. Disciplinary Probation—A disciplinary sanction serving notice to a student that his or her behavior is in serious violation of university standards. A time period is indicated during which another violation of the Code of Student Conduct and Academic Responsibility will automatically raise the question of a more severe sanction (suspension or expulsion) if the student is found in violation.

STUDENT CODE OF COMPUTER ETHICS
Acceptable Use of Computing Resources
This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Nova Southeastern University. It applies to all users of the university's computing resources including students, faculty and staff members, alumni, and guests of the university. Computing resources include all computers, related equipment, software, data, and local area networks for which the university is responsible, as well as networks throughout the world to which the university provides computer access. The computing resources of Nova Southeastern University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university.

Please see the Acceptable Use of Computing Resources Policy and the Computing Account Security Agreement listed in the *NSU Student Handbook* for a more comprehensive statement (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

Policies listed in this section apply to all FGSEHS students and programs, unless otherwise stated within this text.

ADMISSIONS STATEMENT

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 or 550 on the paper-based TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based upon degrees earned at regionally accredited institutions (or officially approved equivalents).

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 a User ID and a PIN. Your User ID is either your Social Security number or, for foreign students, your assigned ID. 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.

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 main campus of the university, and you must reside locally and be able to show proof of local residence.

ACADEMIC ADVISING

It is strongly recommended that all people entering a program, changing specializations, seeking transfer of credits, or attempting to meet specific renewal or certification requirements call (800-986-3223, ext. 8500), schedule an appointment, or send email to an academic adviser (*www.fgse.nova.edu/fgshome/current/cur_advising.htm*) before registering for classes.

CANCELLATION OF CLASSES

The university reserves the right to cancel any class. If a class section is canceled and a replacement is not offered, students will receive a full refund of tuition paid for the canceled class. If the student registered for only one class, the registration fee and technology fee would also be refunded.

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. Grades of Incomplete (I) which are not resolved within one term will be automatically changed to an F.

ACADEMIC PROBATION

- Students must maintain minimum academic requirements for retention in FGSEHS (3.0 accumulated GPA). This policy does not apply to associate of arts degree students.
- Students who fail to maintain an accumulated 3.0 GPA will be placed on academic probation.
- Students have one term in which to clear probation.
- Students who fail to clear probation will be dismissed. Notification of dismissal may occur during the succeeding term of registration, whereby students may be withdrawn from courses in progress.

DISMISSAL

- FGSEHS 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).

VOLUNTARY PROGRAM WITHDRAWAL

- Students must submit withdrawal requests in writing to FGSEHS admissions.
- Withdrawal requests must include the term and date for which the withdrawal is effective.
- Students who are registered for the term from which they are withdrawing are responsible for dropping their courses prior to submitting a withdrawal request. Failure to do so will result in an administrative withdrawal and no financial adjustment.
- Withdrawals do not suspend the time limit for completion of degree requirements.

ADMINISTRATIVE PROGRAM WITHDRAWAL

- Students who do not register for courses for a year or more will be administratively withdrawn.
- Students failing to honor NSU financial obligations will be administratively withdrawn after 90 days of nonpayment.
- Students who violate the NSU student code of conduct are subject to administrative withdrawal and may be recommended for expulsion.

DOCTORAL PROGRAM COMPLETION TIMELINE

All formal coursework for Fischler Graduate School of Education and Human Services' doctoral programs is expected to be completed within 24 to 36 months, depending on the specific program. Continuing services begins once coursework is completed; however, students are automatically placed into continuing services at 36 months, whether or not coursework is completed. Students must complete all program requirements (coursework and applied dissertation project) within five years of their start date.

At the end of five years, students not yet completing applied dissertation projects may be granted a continuing service extension for one year, provided the student's proposal for his or her applied research project has been approved. It is the student's responsibility to request the one-year continuing services extension. Requests for a one-year continuing services extension must be made through the Office of Student Services. An additional one-year continuing services extension may be granted in extraordinary circumstances if approved by the Office of the Provost. It is the student's responsibility to request the additional second-year extension and provide evidence of extraordinary need.

READMISSION

Students who withdraw or fail to enroll for one year or more must submit an updated admission application and related documents to the Office of Admissions.

REINSTATEMENT POLICY

Please refer to the Reinstatement Policy listed within each program section for the specific policies.

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 Graduate School of Education and Human Services. All students must adhere to the form and style requirements outlined by the APA style guide for all written assignments.

RESERVATION OF POWER

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures 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. Please see the Reservation of Power statement listed in the *NSU Student Handbook* online for a more comprehensive statement (*www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*).

Policies listed in this section apply to all FGSEHS 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 to advise of a possible problem. 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/scholaropp-stu.html.*

Means of Communication

The official means of communication for financial aid students is via email. Students will receive any 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 (long distance), 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 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, undergraduate students in the associate of arts program are required to complete the NSU State Aid Application and submit it to the Office of Student Financial Assistance. Undergraduate students (or parents, if they are dependent), 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 Florida Resident Access Grant (FRAG) and the Florida Student Assistance Grant (FSAG). The NSU State Aid Application may be accessed on the NSU financial aid Web site.

The earlier students apply, 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** 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 Florida Student Assistant Grant and the Florida Resident Access Grant for students in the Associate of Arts program.

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 through 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 to two weeks, compared to three to 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 including 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 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 June 30 for the current academic year (e.g., June 30, 2004, for the 2003–2004 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
- 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 toward a degree or certificate in an eligible program at NSU
- have a valid Social Security number
- have a high school diploma/GED/certificate of completion of a home-study program recognized by the student's home state
- 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

NONDEGREE-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. Students must maintain satisfactory academic progress in the course of study they are pursuing according to the standards and practices of Nova Southeastern University to remain eligible for financial aid. The Office of Student Financial Service 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 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 percent of the credits attempted.

GTEP students are considered to be full-time when registered for a minimum of six semester hours per term (or 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.

Students in the associate of arts program must meet the satisfactory academic progress requirements for undergraduate students.

Undergraduate Programs

Qualitative Measure: Students must earn the following cumulative grade point average after completion of each increment:

  1 to 29 credits: minimum GPA = 1.5   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 percent 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 percent of the credit hours attempted.

Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

MISSION STATEMENT

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 people 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 us forward, enabling our students to obtain their degrees in new and exciting ways, and from virtually any location.

The Graduate Teacher Education Program offers people with a bachelor's and/or graduate degree four types of opportunities to meet their educational goals. All four options share a common instructional system and mission, but 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.

ADMISSION POLICIES

Please refer to each individual GTEP program for specific admission requirements.

Readmission Policy

Students who are dismissed for academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- Students must wait one year before requesting readmission to the program. Please refer to the *Student Handbook* for additional information regarding probation, grades of incomplete, and repeated courses.
- After being dismissed due to academic reasons or time limitations, students may reapply to the program only once.
- Readmitted students must begin the degree anew.
- Readmitted students will be subject to the terms and conditions that are in effect at the time of readmission, as set forth in the program's catalog.
- Consistent with the program's transfer of credit guidelines, readmitted students may carry over six semester hours of previously earned credits that are not more than five years old, for which the grade is B or better, and which are consistent with specialization and degree requirements as stated in the current catalog. In addition to any credits previously earned at NSU that are acceptable toward a new degree program, students may transfer six semester hours of appropriate coursework from another accredited institution.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the Graduate Teacher Education Program (transfer of more than six semester credits must be approved by the executive dean for 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 Student Services Office of FGSEHS 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 GTEP sites or on the GTEP Web site).
- An academic adviser has given written approval for the transfer of credit.

Credits transferred in will decrease the overall total credits required for degree programs, but will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage are increasing, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional 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.

ACCREDITATION

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 Initial Accreditation for the Program of Professional Preparation for the Multiple Subject Teaching Credential with CLAD Emphasis by the California Committee on Accreditation (Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213; (916) 322-6253).

TUITION AND FEES

The tuition and fee schedule below is for the Graduate Teacher Education Program (M.S. and Ed.S.) only. Payment of tuition or fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be made payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, Visa, Discover, or American Express accounts. Tuition and fees are subject to change without notice.

Tuition/Fees Schedule

Academic Term Beginning July 2003

Application Fee (nonrefundable)	$50 (one time only)
Registration Fee	$30 per transaction
Drop/Add Fee	$15 per term
Late Registration Fee*	$100
Field Supervision Fee	$100
Technology Fee	$110 per term
Tuition	$340 per credit hour
Graduation Fee	$75

*Continuing students who register for classes after the registration deadline must pay this additional fee.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

An additional fee is charged by the Registrar's Office for commencement announcements and a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

Local Fees (as applicable)

The Graduate Teacher Education Program is offered in cooperation with local teacher organizations in Alachua, Brevard, and Miami-Dade counties in Florida. Students who are eligible, but are not members of these organizations, at the Gainesville, Melbourne, or Miami GTEP sites must pay a service fee to the appropriate organization. Site administrators at these locations can provide complete details regarding local fees for students.

GENERAL POLICIES (ALL GTEP PROGRAMS)

Attendance Policy

GTEP students must attend all class sessions and must adhere to the scheduled class hours. Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the professor and may adversely affect the course grade. When and if class sessions coincide with religious holidays, students affected are excused, but must make up coursework as required by the instructor (see the *Student Handbook* for details). Students may be administratively withdrawn from class if they do not attend the first day of class.

Grading Policy/Academic Probation

GTEP students must maintain a minimum 3.0 (B) grade point average for retention in the program.

- Students are placed on academic probation when their grade point average falls below a 3.0, and are then allowed one term (or two consecutive sessions) in which to clear probation.
- Students who do not raise their grade point average to a 3.0 within one term of their probation will be dismissed from the program.
- Students previously placed on probation will be dismissed from the program should their grade point average fall below a 3.0 a second time. (GTEP limits students to only one probationary period.) Notification of dismissal may occur during a succeeding term of registration, whereby students may be withdrawn from courses already in progress.
- Grades cannot be changed once a course has ended unless an incomplete grade agreement form has been completed on or before the final class session of the course, approved by the instructor, and is on file in the program office.

Grades of Incomplete (I) are issued because of unexpected personal or professional emergencies and must be made up within two months of the final class meeting of the course and as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on an official transcript. Students are given only one opportunity to repeat a course in an effort to improve the grade.

Grade	Quality	Points	Grade	Quality	Points
A	Excellent achievement	4.0	P	Pass	Credit only
B	Good achievement	3.0	WU	Administrative withdrawal	
C	Below expectations for graduate work	2.0	I	Incomplete	
F	Failure	0.0			

No plus or minus grades (e.g., A-, B+) are used in the Graduate Teacher Education Program. Please refer to the *Student Handbook* for additional information regarding probation, grades of incomplete, and repeated courses.

Satisfactory Academic Progress

Federal regulations require that institutions develop and apply a consistent and reasonable standard for academic progress. Students must maintain satisfactory academic progress in the course of study they are pursuing according to the standards and practices of Nova Southeastern University to remain eligible for financial aid. 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. See the *Financial Aid* section of this catalog for further details.

Grade Reports and Transcripts

All GTEP students are provided with grade reports at the end of every session for which they registered. Through the Office of the University Registrar, students have access to working transcripts that show the current status of earned grades and earned semester credit hours for all courses completed or attempted. Students are encouraged to periodically review grade reports to ensure accuracy. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. Upon completion of a degree program at Nova Southeastern University, students receive one official transcript without charge. Any other official transcripts, before or after graduation, must be requested by completing a *Request for Transcript Form*, available at local sites, or by calling the Office of the University Registrar at 800-541-6682, ext. 7225, or (954) 262-7225. This form and a $5 check, credit card authorization, or money order (per transcript) should be mailed to the Office of the University Registrar. If paying by credit card, the transcript request and payment information can be faxed to (954) 262-4862.

Dropping or Adding a Course

Drop/adds are limited to students who are registered prior to the start of classes. In order to drop a course, students must submit a drop/add form prior to the second class meeting after classes have commenced. In order to add a course in place of one being dropped, students must obtain the permission of the site administrator and the professor of the course being added and submit the drop/add form indicating administrative approval before the second class session. Courses may not be added after the start of the course unless another course is dropped. Online students must submit a written request to the office of student services.

Withdrawal and Tuition Refund Policy

Students who cancel their registration before the first class session are entitled to a full tuition refund. GTEP's fees are not refundable. After the first class, students who inform the program of their intention to withdraw will receive a prorated refund of tuition. The refund for courses and the internships are based on the number of classes attended each session. Students must submit withdrawal requests in writing at the site, by fax, or by mail to the program office to ensure that documentation of their request is on file. Refunds will be based on the date of receipt of the request.

Students may not withdraw from courses on or after the last class meeting. Students are considered active participants in all courses for which a registration has been accepted, unless the program office has received a written withdrawal request.

REFUND AMOUNTS
100% refund:
Written notice of a change of registration submitted before the start of the first class meeting.

50% refund:
Written notice of a change of registration submitted before the start of the second class meeting.

25% refund:
Written notice of a change of registration submitted before the start of the fifth class meeting.

No refunds will be made after the end of the fifth class meeting of the session.

A full refund of tuition payments will be given

- if the student has not met minimum admission requirements
- if a course or workshop is canceled
- if the student receives an involuntary call to active military duty
- for a documented death of the student or a member of his or her immediate family (parent, spouse, child, sibling)
- in the event of a severe illness of the student (as approved by the institution and confirmed in writing by a physician) that precludes completion of the term
- for exceptional circumstances approved by the university president or a designee

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures.

Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures.

Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Program Time Limit

GTEP allows students 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 taken, 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 are dismissed from the program.

Extensions of Time

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 GTEP administrative offices. (Extensions are not granted beyond six years from the date of initial enrollment, irrespective of 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 in good financial standing, but has a grade point average below 3.0 will be placed on academic probation (see grading policy). A student who is not in good financial 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.

Applied Field Experiences

All master's programs in the Graduate Teacher Education Program end with one of five Applied Field Experiences that enable the student, working with his or her adviser, to culminate the degree with a learning experience that precisely matches the individual student's professional needs and goals. Please see your specific GTEP program's section for more information.

Portfolios

Effective January 2004, the portfolio component is required for all GTEP students. All degree-seeking students in GTEP, except Educational Leadership students, must demonstrate 12 accomplished practices and other specified competencies. Learning outcomes that have been identified for each specialization in GTEP are supported by artifacts collected by students. These artifacts are incorporated into a professional portfolio as each course is completed. Students are responsible for maintaining their portfolios and presenting them to the professor of each course for approval. Students must be prepared to present their portfolios upon request at any time. All Florida students seeking certification in educational leadership must complete the Florida Principal Competencies Portfolio and submit it for approval during their final course (EL 600) in the program. All Nevada students seeking endorsement in administration must complete portfolio requirements during their internship.

EDUCATIONAL LEADERSHIP AND TEACHER PREPARATION PROGRAM ADMISSION AND GRADUATION REQUIREMENTS

The following changes will take effect January 2004. Students entering any of GTEP's teacher preparation programs or the Educational Leadership program will be bound by the following requirements.

Florida

Admission Requirements
1. ICP applicants must have passing scores on CLAST, Praxis I, or GRE (1000 between verbal and quantitative sections) and a 2.5 overall undergraduate GPA.
2. Applicants who are adding on a certification area must provide a copy of a current teaching certificate.
3. Applicants who have a temporary teaching certificate must also submit passing CLAST (taken prior to July 1, 2002) or General Knowledge exam scores.
4. Educational Leadership applicants must have two years of teaching experience, a district-issued or temporary or professional teaching certificate, and a 3.0 GPA (during the last 60 credit hours of the undergraduate degree).

Graduation Requirements
1. ICP applicants for graduation must have passing scores on all sections of FTCE (General Knowledge, Professional, and Subject Area exams).
2. Applicants that have a current, professional, or temporary teaching certificate and who want to add a new certification area, must submit passing FTCE scores on the subject area exam that relates to their M.S. degree (approved or nonapproved).
3. Educational Leadership applicants for graduation must have passing scores on all sections of the FELE and a 3.0 GPA.

For additional information on current Florida teacher certification requirements, please go to the Florida Educator Certification Web site at *www.fldoe.org/edcert* or call:

Florida Department of Education
Bureau of Educator Certification
Suite 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

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

Nevada

Admission Requirements
1. ICP applicants must have passing scores on the Praxis I or CBEST.
2. Applicants who are adding on a licensure area must submit a copy of a current professional or provisional teaching license.
3. Educational Leadership applicants must be licensed and have two years of teaching experience (three by the completion of the program).

Graduation requirements
1. ICP applicants must have passing scores on the Praxis II.
2. Currently licensed students must have passing scores on the Praxis II.

For additional information on current Nevada teacher licensure requirements, please go to the Nevada Department of Education Teacher Licensing Office Web site at *www.nde.state.nv.us/licensure* or contact:

Nevada Department of Education
Teacher Licensing Office
1820 East Sahara Avenue, Suite 205
Las Vegas, Nevada 89104

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

Master's and Specialist Degree Programs in Education
GTEP—M.S. and Ed.S. Programs in Education

Graduate Teacher Education Program

Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

The GTEP Master of Science (M.S.) and Educational Specialist (Ed.S.) programs in education are designed for people who already have a bachelor's or graduate degree in education and who wish to obtain a graduate degree, add certification areas, or increase their level of expertise in their current field. Programs offered in Florida and Nevada may have slightly different admission criteria. There is a variety of specialization areas for students to choose from, a complete list is provided below. Students seeking initial certification should refer to the initial certification program (ICP) section of this catalog for specific admission and program requirements. Students who wish to complete a master's degree without seeking certification should refer to the teaching and learning section of this catalog for specific admission and program requirements. Students seeking the educational leadership certification need to refer to the M.S. in Educational Leadership section of this catalog for specific admission requirements and program information.

Meeting minimum degree requirements may not meet certification or other professional requirements. Students must consult an academic adviser to receive additional information regarding certification or professional requirements in their area.

SPECIALIZATION AREAS---M.S. AND ED.S.

Brain Research (BrainSMART™ Teaching and Learning Program)—M.S. and Ed.S.
Charter School Education/Leadership—M.S.
Computer Science Education—M.S. and Ed.S.
Curriculum and Teaching—Ed.S.
Early Literacy Education—M.S. and Ed.S.
Educational Leadership Certification—M.S. and Ed.S.
Educational Media—M.S. and Ed.S.
Elementary Education—M.S. and Ed.S.
English Education—M.S. and Ed.S.
Exceptional Student Education M.S. and Ed.S.
Gifted Education—M.S. and Ed.S.
Global Leadership—M.S.
High/Scope Curriculum—M.S.
Innovative Teaching in Mathematics—M.S. and Ed.S.
Interdisciplinary Arts Education—M.S.
Jewish Education—M.S. and Ed.S.
Literacy Education (Scholastic RED Program)—M.S.
Management and Administration of Educational Programs—M.S.
Mathematics Education—M.S. and Ed.S.
Multicultural Early Intervention Education—M.S. and Ed.S.
National Board—M.S.
Pre-K–Grade 3—M.S. and Ed.S.
Pre-K/Handicapped—M.S. and Ed.S.
Preschool Education—M.S. and Ed.S.
Reading—M.S. and Ed.S.
Science Education—M.S. and Ed.S.
Spanish Language Education—M.S.
Sports Management—M.S. and Ed.S.
TESOL—M.S. and Ed.S.
Teaching and Learning—M.S. and Ed.S.

NEVADA ENDORSEMENT AREAS

Administrative/Educational Leadership
Bilingual
Computer-based Applications
Computer Programming
Concepts, Skills, and Basic Applications Regarding Computers
Gifted and Talented Education
Reading
Reading (Specialist)
School Library Media Specialist
Speech and Language Impairments/Speech-Language Pathology
TESOL
TESOL/Bilingual

ADMISSION POLICIES

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalents).

Provisional Admission

To gain provisional admission to the program, prospective students must do the following:

- provide proof of an earned baccalaureate or graduate degree from a regionally accredited college or university or an administratively approved equivalent
- provide a photocopy of transcript of the highest degree earned
- submit a completed admission application, with application fee
- provide a photocopy of their teaching certificate (Florida) or their teaching license (Nevada)

Full Admission

To gain full admission status to the program, provisionally admitted students must provide official transcripts from all institutions attended, within 90 days of initial enrollment, or further registration will not be permitted. Nevada students must also submit a Nevada Enrollment Agreement, within 90 days of initial enrollment.

Students entering on or after January 2004 should see the *Educational Leadership and Teacher Preparation Program Admission and Graduation Requirements* listed in the GTEP section for information regarding additional admission and graduation requirements.

ACADEMIC PROGRAM

Instructional Delivery System

Students participate in a state-approved education preparation program (Florida and Nevada) delivered through various methods. These include traditional classroom instruction, online instruction, and compressed video, among other methods. All students will have Internet access to the university's library services and instructional systems. The Internet will also be used for communication with fellow students and faculty and staff members.

Degree and Program Completion Requirements

GTEP Academic Performance Benchmarks

The following requirements must be met within the first two eight-week sessions of participation in the program:

- a 3.0 cumulative grade point average in area of specialization (nine semester credits) taken at NSU to include CUR 526 (grade of C or higher)
- successful completion of EDU 5000 (effective for all students entering after January 1, 2001)
- successful completion of EDU 601

Degree Requirements

Florida:
Applicants that have a professional or temporary certificate and who want to add a new certification area must submit passing FTCE scores on the subject area exam that relates to their M.S. degree (approved or nonapproved). Applicants that have a temporary certificate and want to add a new certification area in an approved program area must also submit passing CLAST or GK scores prior to degree conferral.

Nevada:
Currently licensed applicants must submit passing scores on the PRAXIS II area that relates to their M.S. degree.

Students entering on or after January 2004 should see the *Educational Leadership and Teacher Preparation Program Admission and Graduation Requirements* listed in the GTEP section for information regarding additional admission and graduation requirements.

Graduate Teacher Education Program

> Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

The Educational Leadership/Educational Administration Program is designed to prepare practicing educators who aspire to serve in leadership roles in their school district (both public and private). The program is state-approved in Florida and Nevada. Students who complete this academic program are eligible to pursue certification in their appropriate state. The program offers M.S. and Ed.S. degrees, as well as a modified core program available to nondegree-seeking students.

ADMISSION POLICIES

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for Full Admission Status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalents).

Provisional Admission

To gain provisional admission to the program, prospective students must meet the following requirements.
All Programs
- provide proof of an earned baccalaureate or graduate degree from a regionally accredited college or university or an administratively approved equivalent
- provide a photocopy of a transcript of the highest degree earned
- submit a completed admission application, with application fee
- documentation from employer showing evidence of at least two complete years of successful teaching experience in an academic K–12 classroom setting (not from a principal)

Florida Program (M.S. and Ed.S.)
- submit a copy of the current teaching certificate (issued through the Florida DOE or a professionally recognized educational association—such as Private Schools Associations, Vocational Schools, other state DOE, etc.) These certificates will be reviewed by an NSU Review Board.
- a minimum grade point average of 3.0 (on a 4.0 point scale) in the last 60 hours of the undergraduate degree

Florida M.S. Program
One of the following criteria must also be met:
- a minimum combined score of 1000 on the verbal and quantitative scales of the Graduate Record Exam (GRE)
- a minimum score of 50 on the Miller Analogies Test (MAT)

Nevada Program
- submit a copy of current teaching certificate (issued through the Nevada DOE)

Full Admission

All Programs
To gain full admission status to the program, provisionally admitted students must provide the following documents within 90 days of initial enrollment:
- official transcripts from all institutions attended

Florida students who do not meet the above criteria may apply to the director of educational leadership program for admission under the state of Florida's 10 percent waiver policy.

Students entering on or after January 2004 should see the *Educational Leadership and Teacher Preparation Program Admission and Graduation Requirements* listed in the GTEP section for information regarding additional admission and graduation requirements.

ACADEMIC PROGRAM

Instructional Delivery System

Students participate in a state-approved graduate program (Florida and Nevada) delivered through various methods. These include traditional classroom instruction, online instruction, and compressed video, among other methods. All students will have Internet access to the university's library services and instructional systems. The Internet will also be used for communication with fellow students and faculty and staff members.

All instructional delivery systems culminate with an administrative internship. The internship is designed for students to practice leadership competencies and gain skills to meet national standards.

Program Outline

Master of Science (M.S.) Program

Recommended Sequence

Course		Credits
EDU 5000	Orientation to the 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 Leadership	3
EDL 530	Organizational Management	3
EDL 505	Educational Budgeting and Finances	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
	(Requires approval from the academic adviser. This course will be available online starting fall 2004.)	
EL 699	Educational Leadership Internship	6
	(Requires approval from the director of educational leadership internships. Registration for the internship must be completed six weeks prior to the internship experience.)	

TOTAL HOURS (MINIMUM)   36 SEMESTER HOURS

Florida students must submit the Florida Principal Competencies Portfolio in the EL 600 course.

Educational Specialist (Ed.S.) Program

This program is designed for experienced, certified teachers who wish to obtain a graduate degree and/or gain their initial administrative credential.

Recommended Sequence

Course		Credits
EDU 5000	Orientation to the Graduate Teacher Education Program	0
EDU 708	Research and Design **-OR-** EDU 714 Family Communities and Schools	3
EDU 702	Curriculum Trends and Innovation	3
EDL 550	Electronic Tools for Educational Leaders	3
EDL 510	School Leadership	3
EDL 500	Communication and Supervision in Educational Leadership	3
EDL 530	Organizational Management	3
EDL 505	Educational Budgeting and Finances	3
EDL 520	School Law for Administrators	3
EDL 525	Personnel Selection and Development	3
EL 699	Educational Leadership Internship	6
	(Requires approval from the director of administrative internships. Registration for the internship must be completed six weeks prior to the internship experience.)	
EL 600	Seminar in the Knowledge Base of Education	3
	(Requires approval from the academic adviser. This course will be available online starting fall 2004.)	

TOTAL HOURS (MINIMUM)   36 SEMESTER HOURS

Students must submit the Florida Principal Competencies Portfolio to the internship coordinator for approval.

Modified Core Program

This program is designed for nondegree-seeking students who want endorsement in Educational Leadership (FL)/Educational Administration (NV). Students enrolled in the modified core program are not degree-seeking, and therefore, are not eligible to receive financial aid.

Recommended Sequence

Course	Credits
EDU 5000 Orientation to the 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 Leadership	3
EDL 530 Organizational Management	3
EDL 505 Educational Budgeting and Finances	3
EDL 520 School Law for Administrators	3
EDL 525 Personnel Selection and Development	3
EL 698 Educational Leadership Internship	3
(Requires approval from the director of educational leadership internships. Registration for the internship must be completed six weeks prior to the internship experience.)	
EL 600 Seminar in the Knowledge Base of Education	3
(Requires approval from the academic adviser. This course will be available online starting fall 2004)	

TOTAL HOURS (MINIMUM)	30 SEMESTER HOURS

Modified core students must submit the Florida Principal Competencies Portfolio to their internship coordinator for approval.

Educational Leadership Internship (M.S., Ed.S., Modified Core)

The Nova Southeastern University Educational Leadership Internship is a practical, hands-on instructional experience for future administrators. The purpose of the internship is to provide the student with an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. The intern will be able to benefit from lessons learned under the sponsoring administrator, who has had professional experience in the field. The internship will focus on realistic, on-the-job situations in those areas of personal aspiration within the intern's particular career choice, and will provide the intern with the experience of carrying real administrative responsibility.

Eligibility for an internship is determined by meeting the following criteria:

- The student has been granted full admission into the master's or educational specialist's Educational Leadership Degree Program. (A 30-credit, modified core program is available for students seeking the internship for certification purposes only. Students are eligible for program admission if they have a master's degree from a regionally accredited college or university and a current regular or professional teaching certificate).
- The student has submitted an application for admission to the internship.
- The student has completed 24 credit hours of coursework.

The internship is taken for six credit hours (EL 699). A minimum of 300 contact hours is required to complete the structured activities, projects, and experiences. Students have two sessions to complete the internship.

Degree and Program Completion Requirements

GTEP Academic Performance Benchmarks
The following requirements must be met within the first two eight-week sessions of participation in the program:

- a 3.0 cumulative grade point average in area of specialization (nine semester credits) taken at NSU to include CUR 526 (grade of C or higher)
- successful completion of EDU 5000 (effective for all students entering after January 1, 2001)

Degree Conferral/Exit Requirements
- successful completion of the FELE Exam (Florida program only)

Students entering on or after January 2004 should see the *Educational Leadership and Teacher Preparation Program Admission and Graduation Requirements* listed in the GTEP section for information regarding additional admission and graduation requirements.

Master's and Specialist Degree Programs in Education

GTEP—M.S. in Education Initial Certification Plan

Graduate Teacher Education Program

> Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

The Initial Certification Plan provides students with the basic course requirements prescribed by the state where they are enrolled (Florida/Nevada). However, an applicant must meet all admission requirements listed below in order to be admitted into the program. The Initial Certification Plan (ICP) is designed for people with baccalaureate degrees in fields other than education who wish to earn teacher certification in one of GTEP's approved program areas (listed below).

Florida: Current approved areas for Florida include Computer Science Education, Educational Media, Elementary Education (K–6) Exceptional Student Education, and Pre-K–Primary (age three–grade three).

Nevada: Current approved areas for Nevada include Computer Science Education, Elementary Education (K–6), Exceptional Student Education, and Pre-K–Primary (age three–grade three).

ADMISSION POLICIES

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term (two eight-week sessions) and must meet requirements for full admission status by the 90th day of their first enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or administratively approved equivalents).

Provisional Admission

To gain provisional admission to the program, prospective students must meet the following requirements:

All Programs
- provide proof of an earned baccalaureate or graduate degree from a regionally accredited college or university or an administratively approved equivalent
- provide a photocopy of the transcript for their highest degree earned
- submit a completed admission application, with application fee

Florida Program
- have a minimum undergraduate GPA of 2.5
- have successful test scores for all areas of the CLAST, Praxis I, or GRE (a minimum score of 1000 between verbal and quantitative sections)

Full Admission

To gain full admission status to the program, provisionally admitted students must provide the following documents within 90 days of initial enrollment:

All Programs
- official transcripts from all institutions attended

Nevada Program
- Nevada enrollment form
- successful completion of coursework reflected on a college transcript of passing scores on NV School Law, Nevada Constitution and U.S. constitution

Students entering on or after January 2004 should see the *Educational Leadership and Teacher Preparation Program Admission and Graduation Requirements* listed in the GTEP section for information regarding additional admission and graduation requirements.

ACADEMIC PROGRAM

Instructional Delivery System

Students participate in a state-approved graduate program (Florida and Nevada) delivered through various methods. These include traditional classroom instruction, online instruction, and compressed video, among other methods. All students will have Internet access to the university's library services and instructional systems. The Internet will also be used for communication with fellow students and faculty and staff members. All instructional delivery systems culminate with an internship.

Program Outline

ICP students are required to complete the following requirements:

	Credits
Foundation Courses	18–24
Courses in Specialization	24–30
Field Experience	3
Supervised Teaching Internship	9
Total credits (depending on specialization)	39–75

For a complete list of actions and policies please refer to the *Internship Handbook*.

The Internship

The purpose of the clinical experience internship program is to provide an opportunity to perform the duties of a classroom teacher within a classroom setting under the guidance of an experienced, cooperating teacher and a Nova Southeastern University supervisor. The intern is assigned full time to a school for a minimum 12-week period for Florida program students, or an 18-week period for Nevada program students. Opportunities are provided for the intern to engage in lesson planning, instruction, disciplining of students, meeting with a principal, engaging in faculty meetings, and attending parent/teacher conferences. During this period of time, the intern will observe, teach, and evaluate students in conjunction with the regular classroom teacher.

A security clearance—which includes fingerprinting, background check, and drug testing (if required)—is required of all students at the beginning of the Initial Certification Plan Program. The supervised student teaching internship is a full-time, 12-week minimum (Florida) or 18-week minimum (Nevada) experience in an approved K–12 classroom. Application deadlines for fall term and winter term internships apply (Applications must be submitted a full six months in advance.). Applications can be obtained at this Web site *www.fgse.nova.edu/gtep/forms/teachintapp.pdf* or by calling 800-986-3223, ext. 8768. A seminar accompanies the internship. Students who are already teaching full time should consult an academic adviser to discuss the externship and other possible alternatives to the supervised teaching internship.

Students who enter the initial licensure program (NV) take EDU 514—field experience that requires 45 hours of clinical experience to be completed through assignment with the Clark County School District. The names of students registered for EDU 514 are submitted to the Clark County School District, which assigns each student to a school (or schools, if the student chooses a more diverse experience) and a cooperating teacher. The clinical experience of EDU 514 includes lesson plan development, unit plan development, small group tutorial activities, and classroom experience. The school principal and a university supervisor often observe the EDU 514 student. A summary portfolio that documents all activities is required. Students are assessed based upon evaluations of the cooperating teacher, principal (if available), and university supervisor, and contents of the student's portfolio.

Requirements for admission to the internship

The clinical experience internship program is required as a condition of obtaining a teaching license in the state of Nevada.

Eligibility for the clinical experience internship is determined by meeting the following criteria:

- The fingerprint check, background security clearance, and drug testing (if required) are completed and verification that this has been done is on file in the office of admissions.
- All required Nova Southeastern University coursework is completed, resulting in a GPA of at least 3.0.
- All state licensing requirements, except the internship, have been completed.
- The teaching internship shall be at the grade level appropriate to the license being issued.
- An application for the teaching internship was submitted six months in advance.
- A complete admission file exists in the office of admissions.

The Florida Department of Education requirements specifically mandate participation in a supervised internship, but two years of full-time teaching experience will also satisfy this requirement, as specified in Rule 6A-4002(5)(a), FAC. Nevada requires all students to fulfill the internship requirement.

Supported Teaching Externship (EDU 689)

The purpose of EDU 689 is to provide support for initial certification students who are hired as full-time teachers before completing the internship. (Students must have completed the Florida Teacher Certification Exam prior to graduation.) Areas covered include on-site classroom management assistance, the effective use of individualized authentic assessment, lesson planning and implementation of established curriculum, and assistance in preparation for the FCAT.

The rationale for this course is the immediate need for beginning teachers to have a successful start in their new classrooms, especially in view of the state-required, 96-day probationary period, for some cases. University assistance will be provided for the beginning teacher. This assistance will provide much-needed stability and security.

Degree and Program Completion Requirements

GTEP Academic Performance Benchmarks

The following requirement must be met within the first eight weeks of participation in the program:
- successful completion of EDU 514

The following requirements must be met within the first two eight-week sessions of participation in the program:
- a 3.0 cumulative grade point average in the area of specialization (nine semester credits) taken at NSU, including a grade of C or higher in CUR 526
- successful completion of EDU 5000 (effective for all students entering after January 1, 2001)
- successful completion of EDU 601

Degree Conferral/Exit Requirements—Florida Program
- successful completion of the FTCE, GK, Professional Education and Subject Area Exam—Florida Program

Students entering on or after January 2004 should see the *Educational Leadership and Teacher Preparation Program Admission and Graduation Requirements* listed in the GTEP section for information regarding additional admission and graduation requirements.

Master's and Specialist Degree Programs in Education

GTEP—International Programs M.S. in Education (Noncertification Program)

Graduate Teacher
Education Program

Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

The Master of Science in Education with a Specialization in Teaching and Learning and the Master of Science in Education with a Specialization in Exceptional Student Education (special education/varying exceptionalities) are noncertification programs designed to bring the innovative and flexible teaching style of the Fischler Graduate School of Education and Human Services to the international community. The specialization in teaching and learning is offered in Greece, France, and Jamaica, through a cohort/cluster delivery method. It is also offered as an exclusively online program, in conjunction with the European Council of International Schools (ECIS), which is available to students worldwide. The specialization in exceptional student education (special education/varying exceptionalities) is exclusively available in Jamaica. 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.

SPECIALIZATION AREAS

Teaching and Learning

Exceptional Student Education (special education/varying exceptionalities)

ADMISSION POLICIES

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by their 90th day of their first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalents).

Provisional Admission

To gain provisional admission to the program, prospective students must meet the following requirements:

- provide proof of an earned baccalaureate degree from a regionally accredited college or university or an administratively approved equivalent (evaluation of degree earned at non-U.S. institutions may be required)
- provide a photocopy of the transcript for their highest degree earned
- submit a completed admission application form accompanied by a $50 USD nonrefundable application fee

Full Admission

To gain full admission status to the program, a provisionally admitted student must meet the following requirements within 90 days of initial enrollment:

- provide the Office of Admissions with official transcripts from all colleges and universities previously attended
- attain a minimum score of 550 on the TOEFL examination (213 computer generated score), or an equivalent score on a comparable English language proficiency examination, or evidence of successful completion of a graduate degree in residence at a regionally accredited North American college or university
- submit two letters of recommendation that attest to the applicant's ability to handle graduate study

TUITION AND FEES

Tuition and fees for the international programs may vary. Please contact the appropriate program coordinator or site administrator listed in the *Program Contact Information* section for more information on tuition and fees.

Graduate Teacher Education Program

ACADEMIC PROGRAM

Cluster programs are offered in Athens, Greece; Paris, France; and Kingston, Montego Bay, and Mandeville, Jamaica. Each cluster has a dedicated site coordinator or central resource center to provide on-site support to students and to act as liaison between the main campus and the international site. Nova Southeastern University faculty lead instruction, manage grading, guide research, and provide individualized direction. Each cohort consists of a designated number of students who move through all aspects of the program together. This structure enhances the consistency, interaction, and collaboration among the students.

The cluster programs are designed to be completed in 36 credit hours of study, with classes taught on-site during weekends and/or via the Internet. The program incorporates 10 core courses plus the practicum/capstone project that applies elements of the curriculum to a significant research project. Students have full access to Nova Southeastern University's unique electronic library and its considerable education journal holdings.

The European Council of International Schools (ECIS) program combines the worldwide expertise and cutting-edge content of Nova Southeastern University with the convenience and support capabilities of ECIS. This program offers rolling enrollment, allowing students to enter, progress through, and complete courses at their own pace (24 hours a day, 7 days a week). All coursework is designed to reflect and support ECIS' mission and goals.

The ECIS program is designed to be completed in 36 credit hours of study (10 core courses, followed by the International Teacher Leadership Institute). The classes are offered via the Internet, making study flexible and accessible anytime, anywhere. The International Teacher Leadership Institute is offered on-site before the ECIS annual conference, or online if the student is unable to attend the conference. All courses are taught in English by NSU faculty members. Students have full access to Nova Southeastern University's unique electronic library and its considerable education journal holdings.

Program Outline/Core Courses

Master's Degree Program with a Specialization in Teaching and Learning			
Course Number	Course Name	Program	Credits
CUR 506	Curriculum and Instruction	all programs	3 Cr
CUR 526	Educational Research for Practitioners	all programs	3 Cr
CUR 591	Assessment and Evaluation/ Workshop on Student Evaluation	all programs	3 Cr
EDL 510	School Leadership	all programs	3 Cr
EDU 502	Human Development	all programs	3 Cr
EDU 503	Classroom Management and Organization	all programs	3 Cr
EP 500	Survey of Exceptionalities of Children and Youth	all programs	3 Cr
ETEC 602	Technology and the School Curriculum	all programs	3 Cr
INED 500	School and Society—Comparative Issues in Education	all programs	3 Cr
EDU 6505	Special Topics in Education	Athens and Paris	3 Cr
RED 575	Contemporary Foundations of Reading	Jamaica	3 Cr
CAE 502	Internet for Educators	Paris	3 Cr
Practicum/Capstone Courses			
INED 691	Action Research in Practice, Part I	Athens, Paris, and Jamaica	3 Cr
INED 692	Action Research in Practice, Part II	Athens, Paris, and Jamaica	3 Cr
EDU 699	International Leadership Institute	ECIS	6 Cr

Master's Degree Program with a Specialization in Exceptional Student Education (Special Education/Varying Exceptionalities)			
Course Number	Course Name	Program	Credits
CUR 526	Educational Research for Practitioners	Jamaica	3 Cr
ETEC 602	Technology and the School Curriculum	Jamaica	3 Cr
EP 500	Survey of Exceptionalities of Children and Youth	Jamaica	3 Cr
EP 515	Instructional Strategies for Mentally Handicapped Students	Jamaica	3 Cr
EP 564	Language Development and Language Disabilities	Jamaica	3 Cr
EP 565	Social and Personal Skills for Exceptional Children	Jamaica	3 Cr
EP 566	Educational and Psychological Assessment of Exceptional Children	Jamaica	3 Cr
EP 585	Educational Management of Exceptional Children	Jamaica	3 Cr
EP 5264	Instructional Strategies for Learning-disabled Students	Jamaica	3 Cr
EP 5415	Instructional Strategies for Emotionally Handicapped Students	Jamaica	3 Cr
INED 500	School and Society —Comparative Issues in Education	Jamaica	3 Cr
Practicum/Capstone Courses			
INED 691	Action Research Practicum in Special Education, Part I	Jamaica	3 Cr
INED 692	Action Research Practicum in Special Education, Part II	Jamaica	3 Cr

Degree and Program Completion Requirements

GTEP Academic Performance Benchmarks
The following requirements must be met within the first two eight-week sessions of participation in the program.

- a 3.0 cumulative grade point average in the area of specialization (nine semester credits) taken at NSU, including a grade of C or higher in CUR 526
- successful completion of EDU 5000

Degree Conferral/Exit Requirements
Successful completion of program outline and university obligations/requirements

PROGRAM CONTACT INFORMATION

In the United States:
Anthony J. DeNapoli, Ed.D.
Executive Dean of External and International Affairs
Phone: (954) 262-8733
Fax: (954) 262-3912
Email: *denapoli@nsu.nova.edu*

Liezette Abel-Ruffin, Ed.D.
Regional Liaison for the Caribbean
Phone: 800-554-6682, ext. 8639; (954) 262-8639
Email : *abell@nsu.nova.edu*

Marliese Hogan, Ed.D.
Program Coordinator (ECIS information)
Phone: (954) 262-8774
Email: *ecisnsu@nsu.nova.edu*
Web site: *www.fgse.nova.edu/ecis*

In Jamaica:
Nova Southeastern University Resource Center
1 Argyle Road; Kingston 5
Phone: (876) 978-3311
Web site: *www.fgse.nova.edu/jam*

In Greece:
Dora Theofanopoulou, M.Ed., Site Administrator
Campus Arts and Sciences—NSU Program
Phone: 8018.274
Fax: 8087.968
Email: *theofano@nsu.nova.edu*
Web site: *www.fgse.nova.edu/campus*

In France:
Ali Fatemi, Ph.D., Site Administrator
American University of Paris—NSU Program
Phone: 40.62.06.42
Fax 40.62.05.82
Email: *fatemi@aup.fr*
Web site: *www.fgse.nova.edu/aup*

The Graduate Teacher Education Program (GTEP) offers students an opportunity to study abroad at select locations in Europe during summer sessions. All courses are offered in English in an intensive/accelerated format at NSU's international partner institutions abroad. Students may earn up to six credits and are subject to all the same admission and program requirements in effect at GTEP sites in the United States and abroad. International students enrolling in GTEP summer abroad courses must meet all NSU-GTEP admission requirements and demonstrate proficiency in English, as evidenced by attaining a minimum score of 550 on the TOEFL examination, (213 computer generated score) or an equivalent score on a comparable English language proficiency examination. In addition, international students must also submit two letters of recommendation that attest to their ability to complete graduate study.

Students enrolling in summer abroad courses are responsible for securing their own transportation and living arrangements, as well as the proper documentation for travel abroad. Courses are offered based on sufficient enrollment and may be canceled 30 days prior to the start date.

For further information, contact us:
Anthony J. DeNapoli, Executive Dean of External and International Affairs
Phone: (954) 262-8733
Fax: (954) 262-3912
Email: *denapoli@nsu.nova.edu*

Master's and Specialist Degree Programs in Education
GTEP—Nondegree-seeking Students

Certification/Endorsement/Renewal Options/Professional Development

This section applies to GTEP students who are not seeking a degree, but are registering for courses in one or more of the following areas:

- conference credit courses
- workshops
- professional development courses
- certification renewal courses or students with a bachelor's or master's degree who are seeking new preparation (Add-on) certification (Florida students taking graduate credits within this category who are seeking to add a new preparation certification area are required to pass the Subject Area Exam of the FTCE.)

Requirements for Provisional Admission to the Program

Applicants are expected to

- provide proof of an earned baccalaureate or equivalent or graduate degree from a regionally accredited college or university
- provide a photocopy of a transcript for the highest degree they've earned
- submit a photocopy of valid state department of education teaching certificate
  (*Participants in conference credit or professional development courses do not have to provide a copy of their teaching certificate.*)
- submit a completed application for admission form with the $50 nonrefundable application fee.
  (*NOTE: For conference credit courses only, the $50 application fee is sometimes waived.*)

Nondegree-seeking students are not eligible for financial aid.

Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

Jewish Educators Program

The Fischler Graduate School of Education and Human Services offers both master of science in education and doctor of education degrees customized to meet the needs of Jewish educators. Content-rich, pedagogical courses are delivered in a variety of venues within a timeframe sensitive to the Jewish calendar.

Master of Science in Education for Jewish Educators

The Master of Science in Education for Jewish Educators Program is offered through the Graduate Teacher Education Program. Admission requirements, tuition and fees, academic policies, financial policies, and course descriptions for this program are the same as those for the standard GTEP program. Please see the section of this catalog on GTEP program policies and fees for more information.

Mission Statement

To provide practicing teachers and administrators the opportunity to acquire knowledge, enhance pedagogical skills, and develop effective leadership to foster innovative and productive learning environments.

ACADEMIC PROGRAM

Program Goals/Learning Outcomes

- Improve Jewish day schools and early childhood centers by enhancing the pedagogical skills of teachers and developing the visionary leadership capabilities of administrators
- Assist in the creation and implementation of individual leadership development plans
- Identify and address contemporary and future educational issues for Jewish day schools and early childhood centers in our changing world
- Promote professional networking
- Foster educational improvement using informed-action research, effective application to change theory, collaborative decision-making and strategic planning, and appropriate evaluation

Program Outline/Courses

Course		Credits
CUR 506	Curriculum and Instruction	3
CUR 526	Educational Research for Practitioners	3
CUR 591	Workshop on Student Evaluation	3
CUR 593	Cooperative Learning	3
EDL 510	School Leadership	3
EDU 503	Classroom Management and Organization	3
EDU 502	Human Growth and Development	3
EDU 501	School and Society	3
EDU 699	Teacher Leadership Institute	6
EDU 6505	Special Topics in Education	3
EP 500	Survey of Exceptionalities of Children and Youth	3

Total Semester Credit Hours: 36

For more information on the M.S. and Ed.D. programs for Jewish Educators, visit our Web site at *www.fgse.nova.edu/jep*, or call 800-986-3223, ext. 8791.

Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

Course Descriptions

AFE 0650 Teacher Leadership and Professional Growth (3 Cr)
This course consists of an introduction to the Voices LSA assessment instrument, an overview of the assessment process, and the development of a Professional Growth Plan (PGP). The graduate education student will work with a mentor to develop a PGP based upon Voices feedback specific to the student's individual assessment. A case study approach will be used to further the student's understanding and skill development related to the PGP. The PGP, which is linked to professional standards and state requirements for the specialization, will be integrated throughout the student's program of graduate studies.

AFE 0651 Applied Field Experiences and Professional Growth (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 0650 Field Based Project (3 Cr or 6 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, and (c) evaluation of the implemented activities, ending with the presentation of a final practicum product.

APR 0688 Applied Research Practicum (6 Cr)
The practicum 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.

APR 0750 Field-Based Project (3 Cr to 6 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 (d) presentation of a final practicum product.

APR 0788 Applied Research (6 Cr)
The practicum 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.

CEDU 0501 Foundations of Education (1 Cr)
The purpose of this core course in teacher education is to examine the sociological focus, both traditional and current, as it influences the total educational effort. The course also examines the broad historical, philosophical, and legal foundations that underlie and shape the world of teaching and schooling. The primary intent of this course is to provide the student with a sufficiently broad and detailed exposure to the realities of the teaching profession, including teaching students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions.

CEDU 0502 Human Development (2 Cr)
This course is designed to provide the student with the understanding of the psychology of learning and motivation as related to instruction. Emphasis is placed on the application of human growth and development principles pertaining to children and classroom learning situations. Issues of educational equity among students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions are discussed. Their learning styles and their education in a multicultural society are explored as related to development and learning theory. In addition, a survey of applicable research from educational psychology and human development is presented.

CEDU 0503 Classroom Management and Organization (2 Cr)
The purpose of this course is to assist teacher candidates in integrating teaching methods, principles of curriculum development and evaluation, and methods of dealing with student behavior into a cohesive, well-managed educational program. Discussion emphasizes effective behavioral management strategies for children from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions. The course covers techniques for communicating with parents and methods for working effectively with the school's administrative structure.

CEDU 0505 Introduction to the Multicultural Urban Classroom (1 Cr)
The purpose of this course is to provide teacher candidates with the opportunity to observe, engage in dialogue, and practice a set of learning objectives based on the California Standards for the Teaching Profession established by the California Commission on Teacher Credential. Through the assigned field experiences, teacher candidates have the opportunity to observe, interact, and teach students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions. The course supports the pre-professional teacher in becoming a critically reflective participant in the art and science of teaching. This course includes 30 hours in a school site placement under the supervision of a cooperating teacher and 10 hours of participation in four seminar sessions facilitated by an instructor from Nova Southeastern University.

CEDU 0600 Multicultural Perspectives in Education (2 Cr)
The purpose of this course is to foster a multicultural curriculum that teaches the core demographic values that enable people to work together, to reach decisions, and to live peaceably as citizens of the same society. These values include tolerance, respect for dissenting opinions, a sense of responsibility for the common good, and a readiness to participate in civic life. A multicultural curriculum provides a context for students to see different cultures as a source of learning and to respect diversity in the local, national, and international environment. It stresses cultural, ethnic, racial, and linguistic differences. Multicultural education isn't just about what students are taught. It is also about how students are taught.

CEDU 0688 Student Teaching with Seminar (12 Cr)
A supervised teaching assignment for a minimum of nine weeks combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development, and instructional methodology.

CEDU 0699 Teacher Leadership Institute (9 Cr)
This course is designed to provide selected participants with opportunities for professional development that will enhance their leadership skills. The course will be highly interactive and encourage participants to broaden their leadership skills beyond their individual classrooms. The selected participants will gather to listen to presentations, interact and share knowledge and experiences, collect information, and obtain resources and materials which will be helpful and valuable to them in their own school settings. The purpose of this program is to involve selected participants in discussions that will ignite and re-energize in them their own leadership behavior. Resource people are invited to share their experiences, expertise, and views on matters of primary concern to school communities. In lieu of the practicum, the participants will attend three Institutes which will be offered throughout the year. To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component.

CEDU 5000 Interactive Technology in Graduate Education (0 Cr)
This technology seminar is designed to help graduate students to develop and enhance interactive technology skills and competencies. This seminar comprises working with electronic mail and attachments to accessing and navigating the Internet and NSU's Electronic Library. The students will be introduced to university systems designed to provide support and services to graduate students during their formal programs of study.

CELE 0502 Methods in Teaching Mathematics (2 Cr)
The purpose of this course is to focus on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. In this course, emphasis is given to the teaching and assessment of mathematical conceptual development to elementary students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions.

CELE 0530 Methods of Teaching Reading and Language Arts in Elementary School (3 Cr)
The purpose of this course is to focus on the key theories and methods of teaching reading and language arts and on the practical application of those theories in the classroom. In this course, emphasis is placed on the knowledge and understanding of reading and language arts theories, the application of curriculum models, and the design and implementation of instructional strategies that reinforce effective communication skills. Diagnostic and remedial strategies that effectively address the developmental and instructional needs of students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions are also emphasized. This course focuses on content found in the RICA Written Examination.

CELE 0541 Methods of Teaching Art, Music, Health, and Physical Education (2 Cr)
The purpose of this course focuses on the principles behind the concept of creativity and its relationship to the instruction of elementary students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions. In this course, emphasis is given to the foundations and techniques of the arts (music, visual and performing arts) and physical education/health (physical education and health issues) as integrated aspects of the school.

CELE 0602 Methods of Teaching Science (2 Cr)
The purpose of this course is to focus on methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, earth, and life sciences. In this course, emphasis is given to exemplary processes and projects, as well as the teaching and assessment of scientific conceptual development in elementary students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions.

CELE 0603 Methods of Teaching Social Studies (2 Cr)
The purpose of this course is to focus on recent trends and issues in curriculum development and instructional practice in elementary social studies including models of social studies programs. In this course, emphasis is placed on the concepts and skills needed by children from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions that are living in a multicultural society.

CELE 0730 Reading in the Elementary Classroom (2 Cr)
The purpose of this course is to focus on the key theories and models of the reading process and provide a critical evaluation of competing ideologies and approaches. In this course, emphasis is placed on understanding reading theories and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, and diagnosing and treating reading disabilities. This course analyzes the impact of language and social contexts on reading instruction for students from ethnically, culturally, racially, and linguistically diverse backgrounds, who are of different genders and socio-economic levels, and who have differing handicapping conditions. This course focuses on content found in the RICA Written Examination.

CRE 5101 Foundations in Understanding and Resolving Conflicts in Education (3 Cr)
Students learn why individuals react to conflict the way they do; how to promote good interpersonal relationships with colleagues, supervisors, subordinates, and students; and how to prevent and resolve conflict situations. Students use sophisticated models of conflict analysis that can be applied to interpersonal situations or to large-scale systematic conflicts.

CRE 5201 Mediation and Negotiation in Education (3 Cr)
Students learn the basic concepts of principles negotiation and transformational mediation, both of which focus on resolving conflicts while maintaining relationships. Conflict issues cover a broad spectrum including student conflicts, staff conflicts, community-school conflicts, and union-management conflicts.

CRE 5301 Group Dynamics and Facilitation in Education (3 Cr)
This course helps students who teach classes run meetings, work with boards, participate on teams, or manage staff to have productive meetings, solve problems collaboratively, and reach decisions that everyone supports.

CRE 5401 Culture and Conflict in Education (3 Cr)
This course uses theories and models of anthropology and sociology to understand and analyze conflicts in education that incorporate racial, ethnic, gender, or other cultural variables.

CRE 5501 Violence Prevention in Education (3 Cr)
This course examines the causes of violence in education today, models for violence prevention, and current issues including juvenile mass murder.

CRE 5601 Teaching Models and Curriculum for a Conflict Resolution Classroom (3 Cr)
This course presents and examines current teaching models that support a conflict resolution classroom and identifies the critical elements of each model. Students review conflict resolution curricula currently available, including peer mediation programs, and examine the ways to incorporate conflict resolution into other subjects. This class will be of particular interest to teachers and curriculum specialists.

CRE 5602 Developing Dispute Resolution Systems in Education (3 Cr)
This course presents models for analyzing a school system's, school's, or department's dispute resolution system and designing a new or improved dispute resolution system. Students will apply these models to their own school, department, or school system. This class will be of particular interest to administrators.

CSE 0500 Computer Literature for Teachers and Administrators (3 Cr)
This course constitutes an introduction to the electronic tools of the information age, with an emphasis on the use of new technologies to facilitate the accomplishment of instructional and administrative tasks. Computer assisted instruction and telecommunications are also introduced.

CSE 0501 Managing Computing Resources for Teachers and Administrators (3 Cr)
This computer literacy course is designed for students majoring in computer science education or those who have prior experience with computing machinery who wish to expand their knowledge. Educational applications of 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 0505 Computer Applications (3 Cr)
After becoming familiar with a computer operating system (DOS), 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 computer applications that are available to enhance administrative and educational tasks to help produce improved problem solvers. **Prerequisite: CSE 0501**.

CSE 0510 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. **Prerequisites: CSE 0505 and CSE 0501**.

CSE 0515 Methods for 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 is 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. **Corequisites: CSE 0510, CSE 0520, CSE 0525, CSE 0530, CSE 0535. Prerequisites: CSE 0501 and CSE 0505**.

CSE 0520 Teaching BASIC Programming (3 Cr)
Content, materials, and methods for teaching BASIC programming in the schools, as well as program development, evaluation techniques, resources, and teaching principles will be discussed. **Corequisite: CSE 0525. Prerequisites: CSE 0501 and CSE 0505**.

CSE 0525 Introduction to Structured Programming (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. Logo will also be referenced for additional examples of programming techniques. **Prerequisites: CSE 0501 and CSE 0505**.

CSE 0530 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. **Prerequisites: CSE 0501 and CSE 0505**.

CSE 0535 Java and HTML (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. **Prerequisites: CSE 0501 and CSE 0505**.

CSE 0540 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. **Prerequisites: CSE 0501, CSE 0505, and CSE 0530 or CSE 0535**.

CSE 0545 Networking in Computer Science Education (3 Cr)
Students are introduced to computer networking standards, protocols, topologies, hardware, and systems. System integrity and security are stressed. Current trends of network administration in educational settings are explored. **Prerequisites: CSE 0501 and CSE 0505**.

CSE 0551 Management of Technology (3 Cr)
Prepares school leaders and administrators to lead and manage technology development in their schools. Participants learn about the importance of technology and get the practical knowledge they need to plan, budget, foster curriculum integration, and accelerate staff development.

CSE 0552 Technology Specialist (3 Cr)
This comprehensive course provides the knowledge and skills needed to keep school computer systems operating smoothly. Lectures, discussions, and hands-on activities focus on hardware, software, networks, multimedia systems, and documentation. Both Macintosh and Wintel platforms are covered.

CSE 0553 Advanced Technology Specialist (3 Cr)
This program is designed for technology specialists with advanced knowledge of computer science concepts. It offers practical training through lectures, collaborative learning, and hands-on activities. Using a computer science approach, trainees learn about key areas of instructional technology. The program provides current technology specialists with advanced skills to design, implement, and evaluate educational computer systems from classroom, school, and district perspectives.

CSE 0554 Microsoft NT Administration (3 Cr)
This program prepares technology specialists and network administrators to administer an NT network. It adapts NT concepts and materials to the specific needs of the school setting.

CSE 0560 Data Presentation Software (3 Cr)
Students will use software (Excel, Internet Explorer, SPSS—Student Version, and Word) to obtain, organize, and present educational data in table and graphical formats. Benefits, comparisons, selection of software, and presentation techniques will be emphasized. This course will benefit administrators and teachers who need to compile, analyze, and communicate educational statistics.

CSE 0601 Annual Review of Computer Education for Teachers (3 Cr)
This course is a guided review of advances in hardware and software and education applications of computers including multimedia and telecommunications. The course includes both an evaluation and overview of current trends and in-depth investigation of selected topics by participants.

CSE 0602 Computer Education Update for Teachers and Administrators: Telecommunications (3 Cr)
This course is a guided review of advances in hardware, software, and educational applications of computers, including telecommunications. The course includes both an evaluation and overview of current trends and an in-depth investigation of selected topics by participants.

CSE 0603 Computer Education Update for Teachers and Administrators: Multimedia (3 Cr)

Recent advances in hardware, software, and the educational applications of computers, emphasizing multimedia, will be the main focus of this course. The course includes an overview of current trends and participants will engage in an in-depth investigation of a selected topic.

CSE 0604 Computer Education Update for Teachers and Administrators: The Internet and WWW (3 Cr)

Recent advances in hardware, software, and the educational applications of computers, emphasizing the Internet and WWW, will be the main focus in this course. The course includes an overview of current trends and participants will engage in an in-depth investigation of a selected topic.

CSE 0605 Applications of Electronic Publishing (3 Cr)

Students will explore uses of publishing media in an educational setting. Desktop publishing will provide a means to demonstrate principles of layout and design. Students will create products suitable for use in a variety of educational environments.

CSE 0610 Communicating with Computers (3 Cr)

After gaining familiarity with the concepts of telecommunications, modems, communication software, bulletin boards, email, and other aspects of electronic communications, students will access online services. They will then summarize the value to educators and relative advantages and disadvantages of each type of communication facility they have explored.

CSE 0615 Emerging Technologies for Teachers and Administrators (3 Cr)

Students will investigate new and emerging areas of technological development that have immediate or potential impact on the improvement of education. Included in this course will be an exploration of the topics such as robotics, local area networks, hypermedia, hardware developments, and expert systems.

CSE 0650 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.

CSE 0655 Modified Applied Educational Research—Assessment and Evaluation (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. It involves the participant in (a) submission of a structured proposal, (b) active intervention and/or research, (c) evaluation of the implemented activities, and (d) the presentation of a final practicum product. **Restrictions: Must be enrolled in the following level—GTEP master's degree.**

CSE 0690 Applied Research (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. It involves the participants in (a) submission of a structured proposal, (b) active intervention and/or research, (c) evaluation of the implemented activities, and (d) the presentation of a final practicum product. **Prerequisite: Candidacy.**

CSE 0698 Practicum Internship in Computer Science Education (6 Cr to 9 Cr)

The Practicum Internship in Computer Science Education is a culminating, applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in the teaching of computer science with critical thinking skills and/or technology. The final written report documents the entire process.

CSE 0699 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 Pre-K–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: 24 credits, including CUR 526.**

CSE 0710 Programming in Pascal (3 Cr)

This course is designed to acquaint students with the fundamental concepts of a block-structured language, Pascal. All Pascal statements and basic data structure are included. **Prerequisites: CSE 0501, CSE 0505, CSE 0510, CSE 0670, and CSE 0700.**

CSE 0712 Advanced Programming in Pascal (3 Cr)

In this course, students will build on the basic concepts of Pascal programming acquired in the introductory course. Emphasis will be on the concepts of multidimensional array-processing, sorting and searching algorithms, character string processing, records, sequential, and an introduction to data structures. **Prerequisites: CSE 0501, CSE 0505, CSE 0510, CSE 0670, CSE 0680, CSE 0700, and CSE 0710.**

CSE 0720 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: Master's degree in computer science education or master's degree and certification in computer science education.**

CSE 0730 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: Master's degree in computer science education or master's degree and certification in computer science education.**

CSE 0738 Computer Science Learning Facilities 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: Master's degree in computer science education or master's degree and certification in computer science education.**

CSE 0760 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: Master's degree in computer science education or master's degree and certification in computer science education.**

CSE 0765 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: Master's degree in computer science education or master's degree and certification in computer science education.**

CSE 0770 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: Master's degree in computer science education or master's degree and certification in computer science education.**

CSED 0500 Overview of the Education Industry (3 Cr)
This course is designed to provide the teacher, administrator, or other educational options leader with an overview of the current educational industry, the reason for the proliferation of educational options in the pre-k–12 grade, both private and public. The student will be able to understand the social and political context of the school choice movement, how it relates to the deregulation and anti-government attitudes of the 1990s, and the economic impetus for many of the options today, especially the career academy, the industry focus school, the child care center, and the extended-day model. The historical context of the development of magnet thematic schools, charter schools, independent schools, and the voucher movement will be examined. The rise of for-profit pre-k–12 education industry models will be presented and debated.

CSED 0501 Starting a Charter School
This course is designed to provide an overview of the charter school movement. The principles, practice, and purpose of charter schools are explored. Lessons emerging from existing charter schools and questions arising from the charter school movement are also 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 0502 Governance and Management (3 Cr)
This course will examine various issues surrounding school governance and management. A variety of internal and external factors that influence the success of various school governance models will be addressed, including formation of a governing body, management structure and administrative leadership, hiring of personnel, organizational skills, and financial planning and management. Legal issues in school finance, equity, and student conduct will be addressed.

CSED 0503 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 0504 Compliance with Federal Laws to Serve Students with Special Needs (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 0505 Regulatory Issues and Accountability (3 Cr)
This course will provide an in-depth examination of the state and federal regulations that present barriers to educational option school success and will examine how decisions regarding marketing, admissions, and special education impact the reform debate. Awareness of policy issues and the multiple barriers to stability and success will be addressed.

CSED 0506 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 instructions. 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. Special emphasis will also be placed on the investigation of various types of charter schools and the curriculum that drives these schools.

CSED 0510 Leadership in Charter Schools (3 Cr)
This course will provide an in-depth study of basic theories of leadership, change process, group dynamics, and motivation as applicable to charter school leadership roles. Planning techniques, responses to external forces, and thorough understanding of competencies required to be successful school leaders will be examined.

CSED 0591 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 use 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.

CTSL 0600 Language Learning (2 Cr)
The purpose of this course is for students to acquire an understanding of second language acquisition and to focus on the methods, materials, and approaches for teaching English Language Development. In this course, emphasis is placed on the stages of second language acquisition; the structure of language; the pedagogical, cognitive, affective, socio-cultural, and political factors affecting L2 acquisition; and the role of L1 in second language acquisition. Instructional strategies for delivery of ELD and SDAIE and methods of assessing language and content learning of English Language Learners are examined.

CUR 0501 Curriculum and Instruction: Elementary Education (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction that includes 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 elementary school years.

CUR 0502 Curriculum and Instruction: Early Childhood/Primary Education (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction that includes 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 early childhood and primary years.

CUR 0503 Curriculum and Instruction: Middle School Education (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction that includes 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 middle school years.

CUR 0504 Curriculum and Instruction: Secondary School Education (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction that includes 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 high school, or secondary school, years.

CUR 0505 Curriculum and Instruction: Exceptional Student Education (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction that includes 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 exceptional student settings.

CUR 0506 Curriculum and Instruction (3 Cr)
Using the principles of curriculum development and related research, 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.

CUR 0512 Effective Instruments and Designs for Effective Curriculums (1 Cr)
Participants will design and implement a curriculum plan for the future of a school, department, or classroom in an educational institution.

CUR 0521 Educational Research for Practitioners in Early Childhood Education (3 Cr)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting public research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data gathering techniques unique to early childhood/primary education.

CUR 0522 Educational Research for Practitioners in Elementary Education (3 Cr)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting public research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data gathering techniques unique to elementary education.

CUR 0523 Educational Research for Practitioners in Middle School Education (3 Cr)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting public research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data gathering techniques unique to middle school education.

CUR 0524 Educational Research for Practitioners in Secondary School Education (3 Cr)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting public research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data gathering techniques unique to secondary school education.

CUR 0525 Educational Research for Practitioners in Exceptional Student Education (3 Cr)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting public research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data gathering techniques unique to exceptional student education.

CUR 0526 Educational Research for Practitioners (3 Cr)
This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting public research for application in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data.

CUR 0533 Educational Measurement and Evaluation: Middle School Education (3 Cr)
Testing, measurement, basic statistics, student performance, teacher performance, and program emphasis on the impact of educational research in instructional settings. In addition, this course covers the topics above as they apply specifically to the middle school years.

CUR 0536 Introduction to Service-Learning in Curriculum and Instruction (3 Cr)
This course is an introduction to the process of service-learning and school-community educational experiences. The course examines the nature of service in community settings, defines the boundary and limits of community learning, and provides the fundamental framework for adapting curriculum to learning in school-community partnership settings. The course is framed in three distinct segments: 1) fundamentals of service learning, 2) adaptation of curriculum for service-learning experiences, and 3) practical applications in classroom settings.

CUR 0550 Teaching Strategies for Diverse Learners (3 Cr)
This course introduces teaching strategies designed to reach students from diverse backgrounds and knowledge and skill levels, and increases their motivation to learn, involvement in classroom activities, willingness to participate, and higher-level thinking skills. The strategies apply to most subject areas and levels of instruction. Course participants will develop authentic learning outcomes and assessment techniques.

CUR 0590 Seminar on Assessment and Evaluation for Classroom Teachers (3 Cr)
The purpose of CUR 0590 is to introduce practical skills in student assessment and evaluation as a basis for curriculum planning in the classroom and the school. Areas addressed include the development of effective teacher-made tests, use of standardized test results in developing interventions for individualized instruction and groups of students and recommended instruments for alternative assessment for special needs groups. Among special needs groups are multicultural students, handicapped students, those with varied learning styles, and English for Speakers of Other Languages (ESOL) students.

CUR 0591 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 use 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.

CUR 0593 Outcome-Based Cooperative Learning K–12
This course covers strategies for developing cooperative learning lessons that identify precise student outcomes and incorporate the underlying principles of cooperative learning. Students will be introduced to methods for setting up and maintaining cooperative groups to teach both academic and social skills.

EC 0500 Child Growth and Development Birth–Age Eight (3 Cr)
Students will explore the growth and development of children from birth through age eight. The course includes in-depth study in all aspects of human growth and development, including the physical, social-emotional, cognitive, and creative domains. **EC 0500, or an equivalent, is a prerequisite for all other courses in Pre-k/Primary (all "EC" prefixes).**

EC 0501 Language Acquisition and Development (3 Cr)
Language Acquisition and Development 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 0502 Program Development for Children Ages Three–Five (3 Cr)
This course covers methods and curriculum development for programs for children ages three through five. Attention is given to planning, design, implementation, and evaluation of programs. Criteria for the analysis and selection of materials are discussed.

EC 0503 Child Study and Assessment (3 Cr)
This course covers identification and use of appropriate assessment strategies for use in educational programs for children ages three through eight. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing.

EC 0505 Supervised Field Experience with Children Birth–Age Five (3 Cr)
Through this course, students will engage in direct experiences in a variety of educational and community settings serving children ages birth through age five. Students will be assigned to a field mentor who will serve as field supervisor and cooperating professional. Students will apply early childhood theoretical knowledge to practical settings.

EC 0506 Teaching Children in a Culturally Diverse Community: A Workshop for Primary/Elementary Teachers (3 Cr)
This course is designed to increase participants' knowledge and appreciation of the various cultural groups in their community and sensitize them to ways in which beliefs and underlying assumptions about cultures affect curriculum. The major objective of the workshop is to enable each participant to construct a culturally sensitive curriculum for use in his or her classroom.

EC 0507 Social Studies for Primary Students in High-Risk Neighborhoods (3 Cr)
This course is designed to prepare teachers to create supportive learning environments in which social studies education material is sensitive to the realities that children in high-risk neighborhoods face. The course will cover ways of adjusting curricula so that what children hear and read in school is placed within the context of their own experiences.

EC 0508 Theory and Practice in Early Childhood Programs, Birth–Age Five (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 0509 Developmentally Appropriate Language and Literacy Experiences for Children Ages Three––Eight (3 Cr)
In this course, backgrounds in the linguistic characteristics and needs of young children and theories of early childhood education serve as the basis for instruction in planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the area of emergent and developing language and reading and writing skills. Students will participate in appropriate field experiences.

EC 0511 Developmentally Appropriate Curriculum for Children Ages Three–Eight: Social Sciences and the 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 0512 Developmentally Appropriate Curriculum for Children Ages Three–Eight: Mathematics 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 0513 Child Guidance and the Organization of Appropriate Environments for Children Ages Three–Eight (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 0514 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 0517 Seminar on Family Systems for Early Childhood Educators (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 0518 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 0519 Health and Safety Issues in Early Childhood Classrooms (3 Cr)
This course offers students 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, and illnesses affecting children. Legal responsibilities of educators, as well as recommended services and practices to promote a healthy and safe classroom environment, will be examined.

EC 0521 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 0522 Play-Based Curriculum: Integrated Curriculum for Young Children (3 Cr)
This course examines the concept of integrated curriculum and the use of plays as a developmentally appropriate 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 0523 The Multicultural Art-Based Curriculum (3 Cr)
This course will provide students with a framework to integrate the arts into the multicultural curriculum. Emphasis is given to examining the basic elements of a child-centered multicultural curriculum. Guidelines and principles for the curricular integration of the arts in the prekindergarten–grade five level will be examined. Students will apply the principles of curricular integration to develop a sample multicultural unit.

EC 0526 Integrated Curriculum: Family Literacy (3 Cr)
Integrated Curriculum: Family Literacy Students explore methodologies to support parents and family members in the literacy processes at home and 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 0531 Appropriate Curriculum for Preschoolers: Social Sciences Literacy Development (3 Cr)
This course examines the planning, selection of materials, and implementation of integrated developmentally appropriate social studies and literacy experiences for children ages birth–four. DAP curricular criteria by NAEYC, NCSS, IRA, and GEE/DEC will be discussed. Attention will be placed to curricular adaptations for children with linguistic differences (ESL). Students will engage in appropriate field experiences.

EC 0532 Appropriate Curriculum for Preschoolers: Concept Development Through Math and Science (3 Cr)
This course examines early concept development through exploration and discovery of the physical world. Students will be engaged in the planning, selection of materials, and implementation of appropriate integrated math and science experiences for infants, toddlers, and preschoolers. Criteria from NCTM and NAEYC will be discussed. Students will engage in appropriate field experiences.

EC 0533 Appropriate Curriculum Intervention for At-Risk Children (3 Cr)
This course analyzes the process and elements of developmentally 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 children with linguistic differences. Students will participate in appropriate field experiences.

EC 0534 Developmentally Appropriate Child Study and Assessment of Preschoolers (3 Cr)
This course examines the historical roots and educational elements of appropriate child study activities for infants, toddlers, and preschoolers (birth through age four). Students will engage in the discussion of the selection and use of the various observational methods, assessment tools, processes, and evaluation strategies. Attention will be placed in the discussion of assessment and evaluation practices and services for children with cultural differences and with special needs. Appropriate field experiences are provided.

EC 0541 Appropriate Classroom Environments: 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 be examined. Appropriate field experiences are provided.

EC 0542 Play Around the World: Looking at Our Cultural Heritage Through Play (3 Cr)
This course provides and examines the relationship between culture and play and its role in the classroom. Students will engage in the examination of play across cultures and its implication for curricular development. Use of toys and other game and play materials appropriate for the classroom will be examined. Students will engage in discussion and hands-on practice of selected traditional games from representative cultures.

EC 0569 Language Assessment and Intervention (3 Cr)
Students will engage in the discussion of appropriate language and literacy assessment practices for young children. Selected recent strategies for classroom intervention are examined. Students review appropriate assessment models, instrumentation, materials, and intervention with ESOL learners. Field activities are integrated.

EC 0579 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 and the role of parents and teachers are discussed. Issues about second language learning at home and school will 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 field experiences are integrated.

EC 0586 Early Intervention Trends and Practices (3 Cr)
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 0592 Emergent Literacy Practices with Children Ages Three–Four (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 three-four. Curricular techniques, 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 strategies are discussed.

EC 0601 Child Development Issues and Trends (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 0602 Cognitive and Social Development: Cross-Cultural Considerations (3 Cr)
This course examines the cognitive and social milestones from birth through age five from the perspective of different cultures. Students engage in the discussion of the social expectations and cognitive parameters across cultural groups, both in the United States and from other parts of the world. Students will examine current research findings and developmental theories. Appropriate field experiences will be provided.

EC 0620 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 0626 Seminar on Early Literacy: Innovations and Recent Directions (3 Cr)
This seminar engages students in the discussion and analysis of recent practices, programs, issues, and policies in the field of early language and literacy development. Topics of personal interest are investigated by students and presented for discussion. **Prerequisite: Permission from instructor.**

EC 0698 Practicum/Internship in Early Child Education (3 Cr to 6 Cr)
Practicum/Internship in Early Childhood Education is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in early childhood education with critical thinking skills and/or technology. The final written report documents the entire process.

EC 0699 Applied Professional Experience in Early Childhood Education (3 Cr)
This course will require students to participate and document applied professional experiences in an early childhood setting (preschool–grade three). Students will maintain a reflective journal and create a portfolio to demonstrate achievement of professional and content standards. **Prerequisite: 24 credits, including EC 620.**

EC 0720 Quality Issues for Young Children with Diverse Needs (3 Cr)
In this course, elements of program and personnel supervision will be examined with emphasis on meeting national, state, and local standards of quality. Long-range and short-term strategizing will be included to explore diversity and programmatic challenges. Exemplary program models for children ages birth through five with special and diverse needs will be analyzed. Clinical educator supervision and interpersonal communication will be addressed.

EC 0741 Best Practices in Early Childhood Education/International Perspectives (3 Cr to 6 Cr)
Students will engage in a seminar of exemplary practices within models of early childhood education, focusing on programs for children birth to age four. Discussion of selected seminal articles will be paired to visitations. Contextual immersion visits to selected program sites are included with focus observations.

EC 0762 Innovative Curriculum Paradigms and Evaluation Perspectives in Early Childhood Education (3 Cr)
Students will examine methods of identification and recognition of children's special and diverse needs for curriculum construction and evaluation. Specific attention will be paid to matching content, materials, and interactions to the needs of children, families, and community. The importance of formal and informal assessment of progress within each paradigm will be investigated.

EC 0785 Global Sociological and Political Issues in Early Childhood Education (3 Cr)
This course will address current topics facing families, children, and caring professionals in the global village. Students will ponder current and historical perspectives relating to changing demographics, behavior management, funding advocacy, and program development. Race, cultural, gender, and safety concerns will be examined with specific attention of effective delivery of services for children ages birth through age five

EC 0798 Practicum/Internship in Early Childhood Education (3 Cr to 6 Cr)
Practicum/Internship in Early Childhood Education is a culminating applied research project conducted with a target population in the work setting. The student proposes and implements a solution strategy that combines current research, knowledge, and skills in early childhood education with critical thinking skills and/or technology. The final written report documents the entire process.

EC 5000 Parent Involvement (3 Cr)
Introduces the history, research, and theory of parent involvement in education and suggests strategies for including parent involvement as part of the curriculum. This course includes projects that show how to include parent involvement components in classroom teaching.

EC 5101 Using Holidays in Developing Multicultural Curricula for Pre-K and Primary Programs (3 Cr)
Students will participate in hands-on activities, leading to the development of a thematic unit based on the celebration of their choice. Students explore cultures through the common denomination of cultural celebrations. A sample of world cultures representing those prevalent in American society will be used.

EC 5102 Parenting Issues in a Diverse Society (3 Cr)
This course examines current issues faced by parents and families raising children in today's social contexts. Students will engage in the discussion and analysis of the role of parents and parenting tasks. Emphasis will be placed in the discussion of issues related to social, cultural, and family diversity. School and community involvement strategies and services for parents/families and children will be discussed.

EC 5275 Learning Center Management for the Early Childhood Classroom (3 Cr)
This course will provide guidelines for the effective use of learning centers as a teaching strategy and a helpful tool for classroom organization. Use of learning centers in inclusive classrooms, guidelines for selection of themes for centers, and selection of appropriate materials for children will be discussed. Students will examine guidance principles and recommendations for assessment of children's experience.

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.

ECIS 0500 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 0501 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 0502 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 0503 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 0504 Creativity in the Curriculum (6 Cr)
This course offers a variety of strategies and hands-on ideas for fostering creativity in the K–12 international school environment. Methods for planning creative activities, assignments that call for original work, independent learning, self-initiated projects, and experimentation are examined.

ECIS 0505 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 0506 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 0526 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 0591 Workshop on 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 0602 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 0699 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.

EDL 0500 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 interpersonal effects of their communication behavior and the ability to diagnose the behaviors of others will be important elements of this course.

EDL 0502 Situational Analysis for Effective Communication in Schools (1 Cr)
Students will receive instruction on how to better communicate with supervisors and colleagues and how to prevent communication breakdowns in the workplace. The student will develop a plan of action that will improve a given situation in his or her work setting.

EDL 0505 Technology and the School Curriculum: 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 0510 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 Competencies (or those adopted by other states, for non-Florida students) are also included.

EDL 0512 Institutional Analysis of Educational Centers (1 Cr)
Students will analyze an instructional facility or a district and develop a methodology of intervention.

EDL 0520 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 its amendments. This investigation will include state and federal statutory and regulatory provisions, as well as tort and contract liability as they influence public education.

EDL 0525 Personal Selection and Staff Development (3 Cr)
This course prepares prospective school administrators in the personnel components of the profession. Analysis of positions, recruitment, selection, induction, and retention to termination of current and past court cases are all 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 0530 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.

EDL 0532 Educational Evaluation Plan (1 Cr)
Students will be taught how to conduct an educational evaluation plan and implement the changes reviewed in the plan.

EDL 0535 Essential Understanding and Experience for School Administrators (3 Cr)
Emphasis will be placed on the experience and understanding considered to be essential to effective school administration for on-the-job school administrators. The understanding and experience include simulations and field studies on time management, instructional supervision, contract management, school image management, policy and regulatory management, curriculum and program management, and instructional management. (Nevada only)

EDL 0540 Administration of Educational Support Personnel (3 Cr)
Emphasis will be placed on the acquisition of competencies for administering educational support programs and operational services (second language programs, special education programs, student activity programs, federal programs) and operational services (maintenance, transportation, school security, and clerical and support staff services). (Nevada only)

EDL 0545 Administration of School Improvement Process (3 Cr)
Emphasis will be placed on students becoming acquainted with the basic elements of school improvement processes and being exposed to school improvement strategies through simulated experience and field activities including the process of creating and managing change, mission identification, assessment, and goal statements. Emphasis will be given to local school improvement strategies. (Nevada only)

EDL 0550 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 0560 School Safety Assessment (3 Cr)
This three-credit course is designed to assist teachers and school administrators in identifying and analyzing multiple school safety and security issues; analyzing school safety policies and procedures; analyzing school security data; assessing perceptions held by school personnel, community leaders, parents, and students regarding safety and security; and writing effective assessment reports with safety and security recommendations. The objectives of the course are to understand the theory of school safety and security; to learn site observation skills, interview techniques, and report writing for school security; and to compile comprehensive school safety assessment reports.

EDL 0563 Administrative Communications (1 Cr)
This course is designed for students specializing in educational leadership and administration. The course focuses on written, oral, and technology communications. This is the third course in a three credit, three-course series.

EDL 0698 School Leadership in Student Activity Advising (3 Cr)
This course is designed to provide the student with the fundamentals of student activity advisement; leadership; and specific skills, knowledge, and practices associated with activity advising. The course focuses on five accomplished practices: professional ethics and values, organization management and leadership, resources management and use, professional planning, and interpersonal skills. **Prerequisite: Degree candidacy plus 24 credit hours in EDL.**

EDL 0699 Student Activities and the Professional Adviser (3 Cr)
This three-credit course is designed to further expand and refine skills and expertise in six essential accomplished practices of student activity advising: professional planning, ethics, organization management, interpersonal skills, resource management, and leadership. The program is structured around the implementation and evaluation of a student activity project, planned in EDL 0698, and an enhanced professional portfolio based on the six accomplished practices. **Prerequisite: Degree candidacy plus 24 credit hours in EDL.**

EDU 0500 School Improvement and Restructuring (1 Cr to 3 Cr)
A 1–3 credit hour course focusing on school improvement and restructuring designed to improve leadership skills enabling the student to examine professional beliefs in the following areas of study: student focus and support; school organization and culture; standards and curriculum; active teaching and learning; the professional community; leadership and educational vitality; school, family, and community partnerships; and indicators of success and why.

EDU 0501 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 0502 Human Development (3 Cr)
This course traces the process of physical, cognitive, and social-emotional growth from birth to adulthood. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction.

EDU 0503 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 0504 The Age of Dinosaurs (3 Cr)
An introduction to the most fascinating period of life on earth, the Mesozoic Era, emphasizing the most famous inhabitant of the time, the dinosaurs: the different kinds, their ecology, evolution, life habits, and eventual extinction. The course also introduces basic concepts of scientific thinking, evolution, paleontology, and geology needed to understand dinosaurs and the other animals and plants that populated the Mesozoic world.

EDU 0505 Early Field Experience (1 Cr)
This course includes classroom and school experiences for preservice students working towards initial teaching certification. Emphasis will be placed upon clinical observation to identify selected accomplished practices based on application of learning theory. Investigation of classroom management and organization and tutoring will be included within 30 hours of school site participation and 10 hours of seminar participation. Reporting will take the form of a portfolio that will include artifacts from these activities and a review of literature of teaching/learning styles.

EDU 0506 Advanced Field Experience (2 Cr)
This course includes classroom and school experiences for preservice students working toward initial teaching certification that build upon experiences in EDU 505. The continuation of the EDU 0505 portfolio will add artifacts from classroom observations, mentoring, and small or large group instruction experiences within 70 hours of school site participation and 10 hours of seminar participation. Reporting will include the following additions to the EDU 0505 portfolio: a review of several articles on classroom discipline, a written mini-unit for small and/or large group instruction, and identification of accomplished practices.

EDU 0507 Leveraging the Web for Curriculum Development (3 Cr)
This three credit course explores fundamentals of Internet resources and their role in the K–12 classroom. Participants will learn to use tools of Internet-based instructional resources including forms of communication and collaboration. Strategies for managing the variety of tools and services available on the Internet will be implemented. The capabilities of the Web in content delivery and the use of graphics and animation applications in curriculum development and instructional delivery will be explored.

EDU 0510 Educational Psychology (3 Cr)
An overview of theories and research on human cognition and instruction with an emphasis on applications to classroom practice.

EDU 0511 Student Activities Concepts (1 Cr to 2 Cr)
A one to two credit course designed as a series of seminars and workshops focusing on student activity leadership. Participants will gain conceptual understanding and skills in the areas of planning, organizing, and decision making. Participants will be provided with opportunities for the application of concepts in their worksite.

EDU 0512 Student Activities Concepts: NHS (1 Cr to 2 Cr)
A one to two credit course designed as a series of seminars and workshops focusing on leadership of National Honor Society. Participants will gain conceptual understanding and skills in the areas of leading students in the development of scholarship, service, leadership, and character. Participants will be provided with opportunities for the application of concepts in their worksite.

EDU 0513 Student Activities Concepts: Student Council (1 Cr to 2 Cr)
A one to two credit course designed as a series of activities and seminars focusing on the leadership activities of student councils. Participants will gain conceptual understandings and skills in the areas of leading student councils to develop student leadership and community service. Participants will be provided with opportunities for the application of concepts in their worksite.

EDU 0514 Pre-Internship Practices (3 Cr)
This course is an introduction to educational aspects necessary for successful state certification assessment. Seminar instruction focuses on 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 0515 Student Activities Concepts: Application to Student Council (1 Cr to 2 Cr)
A one to two credit course designed as a series of seminars, workshops, and activities focusing on leadership of students councils. Participants will explore and practice leadership and service projects for their skills, investigate potential leadership and service projects for their schools, and plan for the application of concepts and skills in their worksites.

EDU 0516 Student Activities Concepts: Application (1 Cr)
This is a one credit course focusing on the practical application of student activity leadership skills through participation in hands-on-sessions. Sessions will focus on a variety of advising needs such as communication, conflict resolution, leadership, drug and alcohol awareness, inclusion, and transition.

EDU 0517 Special Topics in Education: Thematic Teaching (3 Cr)
The purpose of this course is to integrate principles of curriculum development and effective teaching models to optimize student learning by using methods, approaches, and strategies that stimulate thinking. In this course, emphasis is placed on developing a broad spectrum of instructional methodologies and techniques that appeal to today's complex classrooms. This course is also intended to help define the characteristics of effective teaching by examining planning methods, planning resources, and planning procedures.

EDU 0518 Legal and Ethical Considerations in Education (3 Cr)
In this course, legislation that has affected education, particularly exceptional student education, will be examined There will be a description of major court cases in which specific kinds of educational activities have been prescribed, as well as the ethical standards that have been developed by professional associations. There will be a review of the basic guidelines for the collection, maintenance, and dissemination of pupil records.

EDU 0519 Stress Management for Teachers (3 Cr)
Emphasis will be placed on how to identify stress and the effects of changes in education on teacher performance. Participants will define and identify symptoms of stress, use a framework for evaluating the effectiveness of stress reducing strategies, identify personal factors in burn-out, and find alternatives for support in implementing their stress management plan.

EDU 0520 Thematic Instructional Planning Through Magnet Schools Organization (3 Cr)
This course identifies knowledge, skills, and strategies that will enable participants to design, implement and maintain a thematic instructional plan with substantial input from community stakeholders. Participants will examine current research on thematic instructional planning with regard to the identified theme for the program. Using the Internet resources and information from subject area specialists at the institute (arts, mathematics and science, international studies, Montessori) students will design an instructional program around the chosen theme.

EDU 0521 Methods for Teaching Secondary English (3 Cr)
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 English.

EDU 0522 Methods for Teaching 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.

EDU 0523 Methods for Teaching Secondary Science (3 Cr)
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.

EDU 0524 Methods for Teaching Secondary Social Studies (3 Cr)
This course provides 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.

EDU 0525 Thematic Instruction for Blue Ribbon Schools (3 Cr)
Blue Ribbon Schools of Excellence Program is a reform measure of the USDOE. The nomination process is a program improvement procedure used to guide schools to greater success. The course involves a self-evaluation and peer-evaluation process examining the various components of the national resources and contacts for the Blue Ribbon Program.

EDU 0526 Reducing the Risk: Skillful Thinking and Interacting (3 Cr)
This course will focus on current issues concerning the behaviors of at-risk youth in our classroom and our communities. It will introduce methods of infusing skills into academic study areas that help to reduce unhealthy and unsafe behavior. Through the WOW: Working on Wellness curriculum, participants will explore activities that enhance social, life and critical thinking skills including decision-making, prediction, compare and contrast, communicating, goal setting, negotiating, and refusing.

EDU 0527 Youth Leadership Development (3 Cr)
This course will focus on strategies that empower youth to be leaders and advocates of change. Participants will explore ways to move adolescents from being passive learners to taking an active role in the well being of their schools and their communities. Through the WOW: Working on Wellness curriculum, participants will explore activities that help youth focus their energies in a positively healthy direction and put into practice what they learn in the classroom setting.

EDU 0528 Reducing the Risk: Involving the Family (3 Cr)
This course will focus on the importance of family involvement in adolescent skills development. Through the WOW: Working on Wellness curriculum, participants will analyze different means of encouraging parent/youth communication. They will develop their own plan to help strengthen the student-family-school connection.

EDU 0530 Thematic Instruction for Teachers and Administrators of Career Academy Programs (3 Cr)
Recent research in "constructivist" theory, which leads to interdisciplinary education, will be explored. Career Academy practitioners from around the United States will teach the theory and practice of thematic education as practiced by secondary school educators in various career academy settings. Thematic education constructs will be developed to assist the student in designing and implementing a Career Academy program in various career and thematic areas. A method of changing the dynamics in the classroom through the Critical Friends model will be presented. Participants will use the Internet and WWW with guided instruction by a professor of technology at Nova Southeastern University. the course includes an overview of research and current trends. Participants will engage in an in-depth investigation of a selected topic.

EDU 0531 Thematic Instruction for Teachers and Administrators of MicroSociety Programs (3 Cr)
Participants will develop competencies in planning and implementing the MicroSociety Curriculum. Teachers will be supported by successful, experienced teachers who have demonstrated the ability in the development and instruction of MicroSociety related curricula. The course will build off a common set of beliefs with the goal that all children leave school as successful participants in society.

EDU 0532 Professional Learning Communities in K–12 Schools (3 Cr)
This course is designed to provide students with an understanding of the concept of professional learning community and the nature and scope of the work of Professional Growth Teams (PGTs) as vehicles for creating and sustaining professional learning communities in K–12 schools. During the five days of the institute, students will participate in extensive and focused work using research-based text about whole school change as well as learn and practice skills necessary to facilitate and lead a PGT.

EDU 0533 Applications of Brain-Based Research (3 Cr)
Instructional applications of brain-based research will be explored in this course. Participants will review current research and engage in learning exercises leading to the development of a plan that will incorporate new strategies into their current instructional setting.

EDU 0534 Curriculum Development and Technology in a MicroSociety (3 Cr)
Participants will develop competencies in planning and implementing the MicroSociety curriculum, as well as incorporating technology. Teachers will be supported by successful, experienced teachers who have demonstrated the ability in the development and instruction of MicroSociety related curricula and technology. The course will build off a common set of beliefs with the goal that all children leave school as successful participants in society.

EDU 0535 Addressing State Curriculum Standards Utilizing Technology Though the MicroSociety Program (3 Cr)
Participants will develop competencies in locating state curriculum standards online and writing lesson plans that address these standards through their MicroSociety program or venture. Teachers will be supported by successful, experienced teachers who have demonstrated ability in the development and instruction of MicroSociety related curricula and technology applications. The course will build off a common set of beliefs with the goal that all children will learn competencies that are outlined by state and local curriculum standards through their participation in the MicroSociety.

EDU 0536 Field Experience in Service Learning (3 Cr)
This course is an extension of service-learning into various school-community settings. The course provides a framework for teachers to personally experience learning in a community setting and thus learning in the same way their students will be expected to learn through the service learning methodology. This course has two segments: 1) selection and orientation to learning in community settings, and 2) field work in service learning. Course participants will actually identify and design a community/service learning for themselves and complete it.

EDU 0538 Getting Started: Documenting Professional Accomplishment (3 Cr)
This course places emphasis on the five core propositions of the National Board for Professional Teaching Standards and the certification standards for specific disciplines. In addition, participants will acquire skills to implement the NBPTS standards in their daily classroom practice as well as the methods to analyze their teaching practice. Participants will submit coursework and assignments that will meet specific criteria within entries required by the National Board Certification process. Specific evidence will document the acquisition and application of course objectives, certification standards, and state accomplished practices.

EDU 0539 Integrated Teaching I (3 Cr)
This course places emphasis on the five core propositions of the National Board for Professional Teaching Standards and the certification standards for specific disciplines. In addition, participants will acquire skills to implement the NBPTS standards in their daily classroom practice as well as the methods to analyze their teaching practice. Participants will submit coursework and assignments that will meet specific criteria within entries required by the National Board Certification process. Specific evidence will document the acquisition and application of course objectives, certification standards, and state accomplished practices.

EDU 0542 Violence Awareness for the School Community (3 Cr)
This course will help members of the school community grasp a better understanding of various factors in school violence Students will study various factors in school violence and the relationship between social and structural violence. Students will learn and practice prevention and intervention skills.

EDU 0543 Communications and Conflict Resolution Skills (3 Cr)
This course provides an overview of human conflict and models for understanding it. The course is pragmatic and theoretical. It includes communication skills useful for managing as participant and intervener. Included is influence of gender, culture, and power differences.

EDU 0545 Integrated Teaching II (3 Cr)
This course will prepare teachers for integrated teaching with National Board Certification.

EDU 0546 Curriculum Development Utilizing the MicroSociety Principles and Implementation Benchmarks (3 Cr)
Participants will develop competencies in planning and implementing the MicroSociety program curriculum according to the MicroSociety principles and benchmarks. Students will be supported in their efforts by successful, experienced teachers who have demonstrated ability in the development and efforts of MicroSociety program related curricula. The course will build on the MicroSociety mindset that all children should leave school as knowledgeable, responsible, and contributing citizens.

EDU 0550 Introduction to Nature and Needs of the Gifted (3 Cr)
This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning using an analysis of the strengths, weaknesses, and potential of the gifted.

EDU 0551 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 0555 Seminar for the Guidance of Gifted Children (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 0556 Administration of Gifted and Talented Programs (3 Cr)
The content of this course will include discussion of the organization and administration of gifted programs from preschool to grade 12, analysis of the role of the 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 0557 Designing Curriculum for the Gifted: Focusing on Linguistically and Culturally Diverse Students (3 Cr)
The content of this course will include designing curriculum based on the characteristics/behaviors/needs of atypical gifted students; analyzing and developing instructional strategies for the atypically 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 0559 Critical Thinking and 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, as well as identification, analysis, and evaluation of teaching strategies that encourage critical thinking in gifted students from preschool to grade 12.

EDU 0560 Gifted Students in the Regular Classroom (3 Cr)
This three credit course is designed to assist teachers and school administrators in identifying and analyzing multiple school safety and security issues; analyzing school safety policies and procedures; analyzing school security data; assessing perceptions held by school personnel, community leaders, parents, and students regarding safety and security; and writing effective assessment reports with safety and security recommendations. The objectives of the course are to understand the interview techniques and report writing for school security and to compile comprehensive school safety assessment reports.

EDU 0561 Independent Study for Research on Gifted Students (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 0562 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 0580 Education Measurement (3 Cr)
This course focuses on a study of statistical concepts, measurements, instruments, and techniques. This course explores a variety of assessment tools for the evaluation of reading abilities. It examines the construction of classroom tests and 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.

EDU 0601 Professional Seminar I (0 Cr to 1 Cr)
This course is designed to assist the student in understanding the portfolio 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, and Preprofessional Competencies for Teachers for the Twenty-first Century. Instruction will emphasize the procedures for creating, assessing, and recording of portfolio evidence.

EDU 0602 Professional Seminar II (0 Cr to 2 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: EDU 0601.**

EDU 0603 Curriculum Development for School Improvement (3 Cr)
A course designed to use philosophical and psychological theories by teachers in developing curriculum through lesson plans for improving instruction in the classroom. This course counts for recertification in any area, as graduate credit in an approved program, and as a directed independent study course.

EDU 0604 School Evaluation (3 Cr)
A course designed to critically examine and write a complete self-study in preparation for school reaccreditation. A laboratory course offered in the field, usually at a single site, it is available to teachers and administrators whose schools are undergoing a self-study for the purpose of accreditation or self-improvement. This course counts for recertification in all areas and as graduate credit in an approved program.

EDU 0605 Evaluation Through School Improvement (3 Cr)
A course designed to critically examine and write a complete self-study in preparation for school reaccreditation. A laboratory course offered in the field, usually at a single school site, it is available to teachers and administrators whose schools are undergoing a self-study for the purpose of accreditation or self-improvement. This course counts for recertification in all areas and as graduate credit in an approved program.

EDU 0610 BrainSMART Science, Structure, and Strategies I (3 Cr)
Research by the National Research Council suggests that learning changes the physical structure of the brain. Some 90 percent of all books on the brain and learning have been published in the last five years. 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 teaching and learning that more effectively reach the 75 percent of students who do not respond to standard teaching practice. Learn how nutrition, exercise, and effective teaching may change the body-brain system so students achieve high levels of academic success.

EDU 0611 BrainSMART Science, Structure, and Strategies II (3 Cr)
Discover the principles of the BrainSMART model that has been shared with more than 30,000 educators. Equip yourself with a toolbox of 60 strategies for sustaining positive learning states, creating meaningful learning, sustaining laser-like attention, facilitating long-term retention, and transferring learning to success on tests and in life. See real-world applications of tools for boosting mindfulness, listening, attention, and effective recall. Review successful lesson plans and create your own for your students and your content.

EDU 0612 Courageous Learners: Tools for Teaching Students At-Risk (3 Cr)
By the year 2020, the majority of students in schools will be at-risk. Discover which traditional teaching methods often create student failure and replace them with strategies that work in classrooms of the 21st century. Gain an understanding for working more effectively with students who have ADD/ADHD. Learn tools for increasing motivation, encouraging independent learning, and boosting student achievement. Begin to develop a framework for practical classroom management. These programs are being used successfully in a state dropout prevention initiative in Florida and have been used in a district to address the needs of at-risk students while simultaneously preventing students from becoming at-risk.

EDU 0613 Thinking for Results—Applying the Science of Student Achievement Part I (3 Cr)
Research suggests that metacognition is the single greatest factor in predicting high academic achievement. Learn the breakthrough BrainSMART thinking technology that is the first of its kind to engage visual, auditory, and kinesthetic mastery. Understand the six master cylinders that drive student achievement. Develop a deep and thorough knowledge of how the science of thinking has emerged from past to present. Learn Part 1 of the "Driving My Brain" framework that equips students with thinking tools for maximum academic achievement and lifelong learning success.

EDU 0614 Thinking for Results—Applying the Science of Student Achievement Part II (3 Cr)
Equip yourself with a toolbox of specific strategies for effective thinking in Part II of the "Driving My Brain" framework that gives students the thinking tools for maximum academic achievement and lifelong learning success. These include strategies for gathering information, processing and effective expression; using time and space effectively; and sustaining practical optimism, along with many other foundational tools. Experience a practical integration of these tools at work with the *Health Math* system for teaching the mathematics of healthy living. Discover powerful ways to connect critical cognitive processes to your everyday curriculum.

EDU 0615 Differentiated Instruction—Respecting Brain-Based Learner Differences (3 Cr)
Research suggests that less than 25 percent of students learn best through traditional teaching styles. Gain a deep understanding about how brain-based gender differences influence how we learn and communicate. Learn the science of relating a practical approach to teaching and communicating effectively with the opposite gender. Acquire a systematic approach to assessing and reaching students in all nine intelligences and preferred learning styles. Learn how to detect and teach to the seven stripes of the barcode of the brain. Explore the effectiveness of a range of research-based instructional strategies that reach different learning styles in your classroom.

EDU 0616 Facilitating Higher Student Achievement (3 Cr)
Learn a powerful framework for increasing student achievement by applying the science of learning. Use a seven-step process you can apply immediately to support reading success from boosting reading in struggling students to teaching advanced speed reading techniques to the gifted. Discover breakthroughs in brain and cognitive research that indicate new and more effective ways to increase reading, writing, math, science, and social studies skills. Experience sample mini-lessons that are producing high levels of learning in these content areas.

EDU 0617 Presenting and Facilitating for Engaged Learning (3 Cr)
Learn how to present lessons in a way that maximizes student achievement by energizing and engaging students' brains in meaningful learning. The NEA estimates that 82 percent of classroom communication is nonverbal. Learn a system of strategies for integrating verbal and nonverbal communication, music, movement, and art to increase student understanding and long-term retention. Avoid seven common mistakes that reduce teacher effectiveness. Master the skills for facilitating interactive learning that research suggests have a maximum impact on student transfer and success in academics.

EDU 0618 Proactive Classroom Management—Building Community for Results (3 Cr)
The literature suggests that 80 percent of classroom management problems may be avoided by a proactive, brain-friendly approach to instructional design. Learn how the five fundamental concepts of space, time, movement, energy, and range are the driving forces behind teacher and student behavior. Develop a system for engaging students in meaningful and respectful activities that maximize on-task behavior. Learn how to reduce teacher and learner stress and create a powerful and positive learning climate in your classroom community. Learn how effective instruction and meaningful curriculum increase student motivation and foster a cooperative classroom climate.

EDU 0619 Action Research Project (3 Cr)
Choose a topic of special interest to explore as a result of participation in the *Science of Learning and the Brain Program*. Learn how to design, implement, and evaluate a research project based on classroom practice. Topics for study include memory, nutrition, learning styles, or a favorite instructional strategy from another area. Participants conduct an action research project individually or in small groups. Projects are turned in during the last period of study and shared with others as a part of the capstone experience.

EDU 0621 Fundamentals of Grant Writing (3 Cr)
Explore the scope of seeking and securing potential funding sources. Learn the nuances of writing grant proposals with emphasis on the development of budgets and effective evaluation plans. **Prerequisite: CUR 0526.**

EDU 0688 Supervised Teaching Internship (5 Cr to 9 Cr)
A supervised teaching assignment combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development, and instructional methodology. **Prerequisites: A minimum of 30 semester hours and all certification requirements must be completed. Students must register for nine credits and a minimum 12 week internship (Nevada minimum 18 weeks). Degree candidacy.**

EDU 0689 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 0690 Supervised Externship in Early Childhood Education (6 Cr)
Through this course, students engage in an internship experience. Students conduct instructional experiences in a variety of settings serving children ages birth through age eight. Students will be assigned to a mentor and to a field supervisor. Students will apply early childhood theoretical knowledge into practical classroom environments.

EDU 0699 Teacher Leadership Institute (3 Cr to 6 Cr)
The Teacher Leadership Institute is a GTEP pilot program designed to provide selected participants with opportunities for professional development that will enhance their leadership skills. The course will be highly interactive and encourage participants to broaden their leadership skills beyond their individual classrooms. The selected participants will 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. The purpose of this program is to involve selected participants in discussions and sharing to ignite and reenergize their own leadership behavior. Resource people are invited to share their experiences, expertise, and views on matters of primary concern to school communities. In lieu of the practicum, the participant will attend three Institutes, offered throughout the year. To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component. **Prerequisite: Degree candidacy.**

EDU 0702 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 and curricular policies and techniques developed for a variety of settings (e.g., community schools, hospital-based instruction, distance education, homeschooling). Integration of technology and multimedia is also included.

EDU 0704 Comparative Studies of Education System (3 Cr)
This course provides an 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 evaluation 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 0708 Research 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. **Prerequisite: Must have a master's degree.**

EDU 0714 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 different cultures and diversity. Ethical and legal issues related to equity, services, advocacy, and professional behavior of educators in multicultural settings are pondered.

EDU 0719 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, e.g., brain research, learning styles, multiple intelligences, neo-Piagetian studies.

EDU 0721 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. **Prerequisites: A master's degree in education and successful completion of CUR 0526.**

EDU 0722 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, enthusiasm, and other teacher behaviors that influence students' attitudes and achievement will be studied in this course. Research studied on teacher characteristics will be analyzed to determine the validity of its design and outcome. Training protocols in this behavior will be an important outcome of this course.

EDU 0723 Values, Ethics, and 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 effect positive change in the school climate and school culture.

EDU 0724 Implications of Research on Understanding Teaching and Teacher Thinking (3 Cr)
In this course, there will be an in-depth study of teaching—particularly narrative inquiry. Determining the effectiveness of story-narrative forms to inquiry will be a focus. Needed changes in teacher practice will be identified as narrative research is evaluated. This assessment will be based on standards that will be used to ensure appropriate practice.

EDU 0725 Models of Teaching and Curriculum Development (3 Cr)
Various models of teaching and curriculum development will be studied as to their appropriate use in specific learning situations and with specific learner needs. Creativity and critical thinking will be emphasized. Students will explore different teaching techniques such as inquiry, independent learning, experimentation, problem solving, and decision making, and higher level questioning and thinking.

EDU 0726 Seminar on Issues in Curriculum and 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 in areas of assessment, cultural diversity, and technology. This course will allow for in-depth exploration of specialized topics involving curriculum theory and practice.

EDU 0727 Curriculum, Teaching, and Supervision: School Leadership Roles
To ensure that schools fulfill the purpose for which they were designed—to allow each student to reach his or her potential—this course will study leadership roles and behaviors that are essential to reach this goal. The leadership roles will be studied through the context of curriculum, instruction, and supervision. In the area of curriculum, this course will stress how teachers need to be encouraged to engage in critical analysis of the work they do and the decisions they make. Instruction will emphasize effective teaching, while supervision will center on valuing diverse points of view, collaboration, and participation leading to greater school improvement.

EDU 0728 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 in legal and ethical issues in evaluation. Students will pursue a formal inquiry project that focuses on meaningful program effectiveness.

EDU 0729 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. 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 0756 Administration of Gifted and Talented Programs (3 Cr)
The content of this course will include discussion of the organization and administration of gifted programs for preschool 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 0757 Designing Curriculum for the Gifted: Focusing on Linguistically and Culturally Diverse Students (3 Cr)
The content of this course will include designing curriculum based on the characteristics/behaviors/needs of atypical gifted students; analyzing and developing instrumental strategies for the atypical gifted students; and integrating technology into the planning and design of a curriculum that addresses the social, emotional, and linguistic needs of this special population of students.

EDU 0759 Critical Thinking and 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 students and identification, analysis, and evaluation of teaching strategies that encourage critical thinking in gifted students from preschool to grade 12.

EDU 0760 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, and analysis of curriculum methods, teaching strategies, materials, and evaluation techniques for use with gifted students in the regular classroom setting.

EDU 0761 Research on National and International Programs in Gifted Education (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 0762 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 Interactive Technology in Graduate Education (0 Cr)
This technology seminar is designed to help graduate students develop and enhance interactive technology skills and competencies. In this seminar, students will work with electronic mail and attachments, and access and navigate the Internet and Electronic Library. The students will be introduced to university systems designed to provide support and services during their formal program of studies.

EDU 5100 Seminar on APA Style in Graduation Education Writing (0 Cr)
This course is intended to provide students with the skills and understanding of how to use the contents of the APA manual and how to apply the contents to their written assignments.

EDU 6505 Special Topics in Education I (3 Cr)
Special Topics in Education I involves the qualitative analysis of emerging issues and trends in education. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study.

EDU 6506 Special Topics in Education II (3 Cr)
Special Topics in Education II expands and enhances qualitative analysis of issues and trends identified through activities in education. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study.

EDUC 0610 Classroom and Instructional Management (6 Cr)
Participants will examine theoretical concepts and practice strategies critical to the successful management of instructional programs and study behaviors in interactive, inquiry-based learning environments. Emphasis will be placed on the methodologies needed to design instructional programs that meet the academic and social needs of students; increase student achievement and motivation; create nurturing, cooperative classrooms; and enhance overall teaching effectiveness. **Restrictions: Must be enrolled in the master of arts program.**

EDUC 0620 Instruction and Assessment for Diverse Classrooms (6 Cr)
This course block focuses on the integration of assessment strategies and tools with instructional methodologies and programming as a means to meet the needs of diverse populations of learners. Participants will develop a repertoire of skills needed to modify curricula and instruction, as well as to create balanced assessment plans that include standardized testing, teacher-made tests, portfolio assessment, and performance tasks. The impact of federal, state, and local regulations and policies on inclusive educational programming will be addressed. **Restrictions: Must be enrolled in the master of arts program.**

EDUC 0630 Action Research in Practice (6 Cr)
Participants will examine both the art and science of professional development for educators. Teachers will engage in analyses of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of a research project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio. **Restrictions: Must be enrolled in the master of arts program.**

EDUC 0640 Cognitive Curricula (6 Cr)
This course block is designed to provide the knowledge and skills necessary for participants to create curricula and experiences that promote the acquisition and use of creative, critical thinking, and problem solving skills among classroom learners. Participants will learn to use problem-based learning, thematic teaching, project-based learning, case studies, performance-based learning, and service learning as vehicles to develop and implement a coherent, integrated curriculum. Emphasis will be on curricula that foster the ability to transfer learning from the classroom model to new and novel situations, and to establish connections between the "real world" and the classroom. **Restrictions: Must be enrolled in the master of arts program.**

EDUC 0650 Instructional Models and Technology (6 Cr)
The focus of this course block is on the fundamental principles underlying the models of teaching and the technological tools that complement and support each model. Participants will identify, select, evaluate, integrate, and implement models and appropriate tools as a means to maximize learning opportunities for students. Emphasis will be placed on the theoretical congruence of identified teaching models with selected technological resources. **Restrictions: Must be enrolled in the master of arts program.**

EIA 0501 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 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 0503 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 used as learning vehicles are investigated and analyzed. The structure of the classroom is reexamined as a potential "learning stage" and reevaluated as an arts-friendly environment where 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 0506 Applied Aesthetics 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 intelligences, and theories of genres.

EIA 0511 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 principles 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 0512 Arts and Expressive Therapies—A Survey (3 Cr)
This 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 0513 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 0514 Business Applications of Interdisciplinary Arts and Social Entrepreneurism (3 Cr)
In applying art to the business world, 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 0515 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 0516 Multi-Media Technological Resources (3 Cr)
This course surveys technology as it relates to the arts. Lighting, sound, multi-media effects, video shooting and editing, music programs, design programs, and arts-related computer interfaces are examined and explored. Students gain practical experience as they engage in hands-on activities with state-of-the-art equipment at NSU's Miniaci Performing Arts Center and the University's media center.

EIA 0517 Interdisciplinary Arts Infusion (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 members at 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, and schools, and ultimately ripples out, creating a true cultural community and a heightened interest in your specific arts program.

EIA 0520 Interdisciplinary Arts Implementation (3 Cr)

This course is a companion course to EIA 503. Participants will implement interdisciplinary, arts-infused learning units in the classroom. Throughout implementation, participants will maintain a journal in which they reflect on activities carried out in the classroom. In addition, participants will create an "Interdisciplinary Arts Portfolio" which documents lessons/activities carried out with students, contains samples of the participant's work (either originals or photos), and contains a final, reflective paper.

EIA 0526 Research in Interdisciplinary Arts: An Introduction to the IA Program (3 Cr)

This course orients the incoming student to the core ideas, history, and philosophy of interdisciplinary 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 theater, elements of form, structure, and composition are explored as students select a focus of study and prepare a research paper.

EIA 0530 Developing and Understanding of Music and Learning (1 Cr)

This course focuses on how music learning takes place for the very young child—birth to age three. Studies include learning how to nurture the musical bond between parent and child through lecture and discussion of child development, active participation in singing, listening, and movement sequences, as well as detailed guidance in the development of short-term and long-term lesson planning. Materials are drawn from two primary sources: *Family Music for Babies*, and *Family Music for Toddlers*. The course is designed for preschool and early elementary school teachers who will then be qualified to conduct workshops and institutes for the parents of their students.

EIA 0531 Music Development and Applications for Toddlers

Teaching children from ages three to five builds on the teacher's understanding of the child's growing independence and increased competencies. Seasonally themed activities explore effective use of basic interpretation, movement, appropriate songs and stories, and an in-depth analysis of the stages of music development, classroom management, and other techniques, including detailed lesson planning.

EIA 0532 Teaching Children Music in Diverse Cultures (1 Cr)

This course presents methods for guiding the musical development of children ages four to six. Methods include singing, creative and structured movement, playing musical instruments, ear training, and guided listening. In addition, a developmentally sound approach to music literacy is explored. This component of the course is designed to build symbolic thinking, concentration, memory, and self-expression. Carefully sequenced lessons build ensemble and instrumental playing skills and introduce age-appropriate musical notation. In addition, cultures of the world are explored and celebrated through music, songs, dances, stories, and rituals. Music learning materials are added to build the sequential learning of rhythm and pitch, ensemble development, instrument playing, and age-appropriate writing and reading music.

EIA 0533 Teaching Keyboard to Elementary School Students (1 Cr)

This course examines innovative approaches in the integration of keyboards into the music curriculum for young beginners ages five to nine. An examination of the bridge between the child's understanding of beat and rhythm will be transferred to performance on the keyboard. There is a focus placed on the child's developmental understanding of group music-making. Additional studies include the integration of improvisation and composition as a natural part of piano playing, which continues to build the foundation for music literacy. **Materials included: Teacher's guide with resource cards and lesson planning binder, plus children's books with four CDs.**

EIA 0537 Musical Theater Studies—Curriculum and Techniques for the Secondary School (3 Cr)

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, using 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 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.

EIA 0557 Cinematherapy 1 (3 Cr)

This course will be held in concurrence with the Fort Lauderdale International Film Festival. Students will attend Master Classes in screenwriting, film music, directing, and film production conducted by leading professionals in each discipline who are participating in the FLI Film Festival. The opportunity to learn from the most successful practitioners of cinema arts will make it possible for students not only to meet objectives of personal development, but also to understand, in very pragmatic and realistic terms, how the business of cinema and image manipulation really functions. 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.

EIA 0600 International Arts and Culture Infusion (3 Cr or 6 Cr)

This course has two components: the study of a unique interdisciplinary arts education methodology and the study of European culture through field trips and on-site experiences in and around the coastal village of Oskarshamn, Sweden. This course runs parallel to a Lovewell Cultural Exchange Workshop for Swedish and American teenagers being offered in the same location. Students will live and take their meals alongside the Lovewell staff, Swedish artists (in music, theater, dance, and design), and teenage artists enrolled in the Lovewell Program. Graduate students will participate in cultural field experiences such as informative tours of Axel Petersson's sculpture museum, the Kalmar Castle, local concerts, and pre-Viking ruins on an island near Oskarshamn. Graduate students will also learn about the Lovewell Method. This experiential approach to a common goal project creates a fertile learning environment and an educational opportunity that stimulates many learning styles, especially in this highly aesthetic, international setting. This course facilitates expansive and creative thinking in students, artists, teachers, and schools, and ultimately ripples out, helping to create a true international cultural community. It also provides an unforgettable European adventure.

EIA 0688 Capstone Project—Leadership Institute: Field Experience in Interdisciplinary Arts (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, as well as appropriate faculty members in order to be scheduled and marketed for a 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 Master Candidate. Students will be assisted by faculty members and peers as they develop their capstone projects. The project must demonstrate excellence in the interdisciplinary arts and be accompanied by a contextual essay that describes the history, evolution, intention, purpose, and methods by which the student created the capstone event.

EL 0600 Seminar in 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 a part of this course.

EL 0601 Knowledge Base of Educational Leadership/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 0698 Administrative Internship: Educational Leadership (3 Cr 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 hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.

EL 0699 Administrative Internship: Educational Leadership (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 300 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.

ELE 0502 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 0503 Reading in the Elementary Classroom
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 0504 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 continual 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: ELE 0503 or ELE 0730.**

ELE 0541 Creativity in Elementary School Curriculum (3 Cr)
Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

ELE 0601 Teaching of 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 0602 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 0603 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 0699 Applied Professional Experience in Elementary Education (3 Cr)
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 portfolio that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite: 24 credits, including CUR 526.**

EM 0500 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 0505 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 0510 Media for Children (3 Cr)
This course includes the developmental stages of children; the use of print and nonprint 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.

EM 0515 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. **Prerequisites: EM 0500, EM 0505, and EM 0525.**

EM 0517 PowerPoint for Educators (3 Cr)
PowerPoint is a software program designed, initially, for business use. The multimedia capability of PowerPoint made it very attractive for presentations in the business field. It did not take educators long to see the benefits of using PowerPoint in the classroom. This course will introduce the principles of the instructional design and benefits of using PowerPoint in the design of instructional programs to enhance teacher performance and student learning.

EM 0518 School Media Center and Design Facilities Planning (3 Cr)
This course is designed for students and practicing media specialists who wish to expand on knowledge of facilities planning and design a new or renovated school library media center. The design of school library centers that meet instructional needs are emphasized throughout this course, stressing the planning process, space allocation, furniture, fabrics, lighting, color, and the layout of computer labs. **Prerequisites: EM 0500, EM 0505, and EM 0530.**

EM 0520 Instructional Role of the Media Specialist (3 Cr)
This course emphasizes the media specialist's role in curriculum planning and methods of information skills instruction, as well as techniques for integrating media in the learning environment. **Prerequisites: EM 0500, EM 0505, EM 0515, EM 0525, and EM 0510 or EM 0535.**

EM 0525 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 the use of computer word processing and database software to assist in the collection development process. **Prerequisites: EM 0500 and EM 0505.**

EM 0530 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 and staffing, marketing, facilities use, and the application of technology to media center management practices. **Prerequisites: EM 0500, EM 0505, and EM 0525.**

EM 0535 Media for Young Adults (3 Cr)
This course includes the developmental stages of adolescents; use of print and nonprint media to meet the instructional, informational, personal, and recreational needs of adolescents; and methods for providing reading, listening, and viewing guidance. **Prerequisites: EM 0500 and EM 0505.**

EM 0540 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. **Prerequisites: EM 0500, EM 0505, EM 0515, EM 0525, EM 0530, and EM 0510 or EM 0535.**

EM 0545 Production of Instructional Video Programs (3 Cr)
This course provides laboratory experience in the production and use of video programs for instructional purposes and methods of teaching video production. **Prerequisite: EM 0505.**

EM 0550 Multimedia Development (3 Cr)
Techniques of multimedia development (planning, scripting, incorporation of varied media forms) are examined. Students will produce multimedia projects.

EM 0560 Using the Web for Research (3 Cr)
This course gives students a comprehensive introduction to the World Wide Web and its use as a research tool.

EM 0565 Computers in Libraries and Media Centers (3 Cr)
Current practices relating to identification, evaluation, management, and use of computer technology, electronic information sources, and systems are presented within the context of facilitating information literacy in K–12 environments. **Prerequisites: EM 0500, EM 0505, and EM 0530.**

EM 0570 Seminar in Hispanic/African American World Wide Web Sites for Educators (3 Cr)
The student will examine and evaluate WWW sites for use in K–12 settings with Hispanic and African American students. Students will master search engines strategies.

EM 0690 Modified Applied Educational Research—Assessment and Evaluation (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 (d) presentation of a final practicum product. **Restrictions: M.S. degree candidacy.**

EM 0699 Applied Professional Experience in Educational Media (3 Cr)
This course will require graduate students to complete applied professional experiences in educational media in pre-k–12 school library media centers and pre-k–12 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: 24 credits, including CUR 526.**

EM 0710 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: Master's degree in educational media or master's degree and certification in educational media.**

EM 0720 Instructional Models for Educational Media Centers (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: Master's degree in educational media or master's degree and certification in educational media.**

EM 0728 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: Master's degree in educational media or master's degree and certification in educational media.**

EM 0730 Electronic Resources and Systems in Educational Media Centers (3 Cr)
This course focuses on effective practices of evaluation, selection, implementation, maintenance, and upgrading of management systems, database, informational and instructional delivery systems, and network agreements. Planning strategies for implementing technologies, assuring equity of access, supporting distance learning models, and managing intellectual property in the digital age are stressed. **Prerequisite: Master's degree in educational media or master's degree and certification in educational media.**

EM 0735 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: Master's degree in educational media or master's degree and certification in educational media.**

EM 0740 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 and evaluate criteria and local policy to develop media center goals and objectives, as they develop and implement practices of action research.

EM 0790 Modified Applied Educational Research—Assessment and Evaluation (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 (d) presentation of a final practicum product. **Restrictions: Ed.S. degree candidacy.**

ENG 0600 Recent Directions in Oral Communications (3 Cr)
Students will explore recent directions in discussion theory, current models of group communication, the nature of public speaking, cooperative learning, and the role of communications in the history of English teaching.

ENG 0605 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 0615 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 and on the writing of research papers.

ENG 0620 Writing Institute (3 Cr)
This concentrated institute focuses on the teaching of writing in grades K–16. Students will examine and participate in the writing process in general and hone their skills in a specific aspect of that process. In addition, students will engage in an inquiry process to investigate a particular area of teaching writing.

ENG 0625 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 0635 Recent Directions in Adolescent Literature (3 Cr)
Students will explore recent developments in reader response theory and recent directions in the use of questioning strategies, literary attitude scales, story telling, reading aloud, reading inventories, and the integration of language arts through the study of literature.

ENG 0645 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 0650 Many Voices in 20th Century American Literature (3 Cr)
Students will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze literary selections in oral and written forms including response journals and more formal, interpretive papers.

ENG 0665 Many Voices in 20th Century World Literature (3 Cr)
Students will read widely from several genres in the twentieth century, multicultural world literature. They will critically analyze literary selections in oral and written forms including response pieces and more formal, interpretive papers.

ENG 0675 Voices in Twentieth Century English Literature (3 Cr)
Participants will read widely from several genres in twentieth century and postcolonial British literature. They will critically analyze literary selections in oral and written forms including response journals and more formal, interpretive papers and projects.

ENG 5030 Directing Forensics (3 Cr)
A study of the latest methods and materials for directing a high school Speech and Debate Program is the primary focus of the course. Topics include teaching and coaching strategies, administrative procedures, and a review of the latest techniques and styles being used in the interpretation of literature and the rhetoric of public speaking.

ENG 5031 Directing Forensics II (3 Cr)
This course will examine advanced topics in both interscholastic High School and Collegiate Forensics. The course will explore teaching and coaching techniques in the areas of speech and debate, literary analysis and interpretation, oratorical writing and speaking, values-based Lincoln-Douglas debate, and analysis of current events in extemporaneous speaking. Students will develop curricular and co-curricular materials that meet the standards and objectives of their particular local, state, and national organizations. Particular emphasis will be placed on working with advanced students.

EP 0500 Survey of Exceptionalities of Children and Youth (3 Cr)
This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatment strategies, and current and future trends in the field of exceptional student education.

EP 0505 Nature and Needs of Mentally Handicapped Students (3 Cr)
This course focuses on the etiology of mental disability. It covers the social, emotional, and educational characteristics and needs of mentally handicapped students and the implications for evaluation, educational planning, and program development.

EP 0515 Instructional Strategies for Mentally Handicapped Students (3 Cr)
This course focuses on the various strategies and techniques used to educate mentally handicapped students. Emphasis is on normalization and on the array of services available to mentally handicapped students from infancy to adulthood. Special attention will be devoted to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology. **Prerequisites: CUR 0526, EP 0500, EP 0564, EP 0565, EP 0566, EP 0570, and EP 0585.**

EP 0520 Curriculum and Instructional Materials for Mentally Handicapped Students (3 Cr)
This course focuses on curriculum development and methods and materials for mentally handicapped students, with emphasis on individualized planning and program development.

EP 0551 Beginning Sign Language for Classroom Teachers (3 Cr)
This course will provide classroom teachers with a basic sign vocabulary and sign idioms useful in communicating with hearing impaired children. Expressive and receptive skill development in sign language and in fingerspelling will be emphasized. The course is designed for elementary school teachers, teachers in classrooms with mainstreamed hearing impaired children, and exceptional education teachers who are not trained as teachers of the hearing impaired.

EP 0564 Language Development and Language Disabilities (3 Cr)
This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders. **Prerequisites: CUR 0526 and EP 0500.**

EP 0565 Social and Personal Skills for Exceptional Students (3 Cr)
This course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, all of which exceptional students need if they are to actualize their potential and become contributing members of society. **Prerequisites: CUR 0526 and EP 0500.**

EP 0566 Educational and Psychological Assessment of Exceptional Students (3 Cr)
This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares 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 the types of available instruments in order to help them make the soundest educational decisions possible. **Prerequisites: CUR 0526 and EP 0500.**

EP 0567 Evaluation Instruments Used During the Referral to Placement Process for Children and Youth with Disabilities (3 Cr)
In this course, students will learn to administer, score, and interpret several of the formal and informal instruments commonly used in school districts during the evaluation of children and youth with disabilities. This course will provide students with the opportunity to interact with children of various ages as they assess the following areas: achievement, adaptive behavior, hearing, intelligence, language, motor skills, perception, speech, social-emotional, and vision. Finally, this course will culminate with a staffing designed to link together the assessment information.

EP 0568 Evaluating Bilingual-Multicultural Students with Disabilities (3 Cr)
This course introduces students to major areas in bilingual special education where measurement instruments or procedures exist or are needed, and identifies instruments and measurement resources. The course covers the implications of language acquisition theory for the diagnosis, assessment, and evaluation of the language ability of bilingual-multicultural children with disabilities.

EP 0570 Nature and Needs of Mildly Handicapped Students (3 Cr)
This course is an introduction to noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socio-emotional needs of these students. **Prerequisites: CUR 0526, EP 0500, EP 0564, EP 0565, EP 0566, and EP 0585.**

EP 0585 Educational management of Exceptional Students (3 Cr)
This course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom-learning environment to foster learning and enhance students' personal growth. **Prerequisites: CUR 0526 and EP 0500.**

EP 0590 American Sign Language I (3 Cr)
This course is designed as an introduction to the principles of American Sign Language (ASL) and deaf culture. The students will be instructed in the study of ASL linguistic structure and will develop a 300+ conceptually accurate sign vocabulary. Emphasis will be placed on conversational expressive and receptive skills.

EP 0595 American Sign Language II (3 Cr)
This course is designed as a continuation of the American Sign Language I course, and presents the principles of American Sign Language and deaf culture on an intermediate level. The students will develop an understanding of additional grammatical structure and further skills in receptive use of the language. A study of the laws pertaining to deaf people in America will be introduced. Various educational philosophies, and additional vocabulary of 300+ will be presented.

EP 0699 Applied Professional Experience in Gifted Education (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: 24 credits, including CUR 526.**

EP 5260 Nature and Needs of Learning Disabled Students (3 Cr)
This course provides a broad comprehensive coverage of the field of learning disabilities and outlines both past and present theories and practices in the field. It provides teachers with the basic information and foundational skills for understanding and working with learning disabled students. Emphasis is on what the concept of learning disabilities involves, how learning problems can be recognized, and on how to address these problems.

EP 5264 Instructional Strategies for Learning Disabled Students (3 Cr)
This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning disabilities using visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course. **Prerequisites: CUR 0526, EP 0500, EP 0515, EP 0564, EP 0565, EP 0566, EP 0585, and EP 0570.**

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: A course in child or human development or educational psychology.**

EP 5266 Curriculum and Instructional Materials for Learning Disabled Students (3 Cr)
This course introduces students to the various curricula and instructional materials used with learning disabled students. It provides specific suggestions for selecting and modifying the curriculum, and for developing appropriate materials to use in the classroom.

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 use of data in developing an individualized program are reviewed. Field experience is integrated into course activities. **Prerequisite: 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. **Prerequisites: 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 using 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.

E 5283 Designing a Curriculum for Atypical Gifted Students (3 Cr)
Provides a hands-on approach to designing curriculum for gifted students from kindergarten to grade 12. Emphasis is placed on modifying curriculum for the gifted from special populations, specifically, culturally diverse and linguistically different students.

EP 5401 Nature and Needs of Emotionally Handicapped Students (3 Cr)
This course integrates theory, research and practice in the field of emotional handicaps. Emphasis is on the nature and etiology of disordered behavior; the identification, assessment, and classification of these disorders; the initial planning and organization of the classroom environment, and on the establishment of positive management programs and scheduling.

EP 5405 Behavior Management for Emotionally Handicapped Students (3 Cr)
The principles introduced in this course not only explain why certain behaviors exist, but also offer teachers and other educators a methodology to produce desirable changes and improve the academic and social development of their emotionally handicapped students.

EP 5410 Curriculum and Instructional Materials for Emotionally Handicapped Students (3 Cr)
This course is designed to enhance the professional development of preservice and inservice teachers who plan to work with emotionally handicapped students. Emphasis is on planning and organizing the classroom environment, assessing students' weaknesses and strengths, designing strategies for treating behavior patterns, and selecting and modifying curriculum materials to promote learning.

EP 5415 Instructional Strategies for Emotionally Handicapped Students (3 Cr)
This course introduces preservice and inservice teachers of emotionally handicapped students to the historical, professional, and social contexts of this field. It 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 emotionally handicapped students in different settings. **Prerequisites: CUR 0526, EP 0500, EP 0515, EP 0564, EP 0565, EP 0566, EP 0570, and EP 0585.**

ESE 0550 Understanding the Nature of Autism Spectrum Disorders (3 Cr)
This course will focus 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. Emphasis will also be on the impact that ASD has on the education of these children and on their family dynamics.

ESE 0555 Assessment of Students with Autism Spectrum Disorders (3 Cr)
This course will examine the role of assessment as it relates to intervention in programs for students with autism spectrum disorders. Assessment instruments used by a variety of professional disciplines will be reviewed and some will be administered. Using information contained in evaluation reports to develop effective educational programs will be targeted as a course outcome.

ESE 0560 Interventions for Students with Autism Spectrum Disorders (3 Cr)
This course will focus on exploring a variety of research-based interventions culminating in the development of an intervention plan based upon assessment information. Interventions designed to ameliorate deficits in the areas of communication, social interaction, behavior, and independence will be highlighted. The class will focus on strategies for choosing specific interventions or combining interventions to meet the needs of individual students.

ESE 0565 The Behavior-Communication for Students with Autism Spectrum Disorders (3 Cr)
This course will focus on assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community. Positive behavioral support, functional behavioral assessment, functional communication training, and other more traditional behavior management strategies will be discussed. The role of augmentative communication strategies for nonverbal/minimally verbal students will also be covered in this course.

ESE 0600 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 0610 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 0620 Behavior Management of Exceptional Students (3 Cr)
This course will provide participants with various behavior management techniques for 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 0630 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 the formal and informal assessment strategies that will help them contribute to the decision-making process for exceptional students.

ESE 0640 Transition Skills and Services for Exceptional Students (3 Cr)
This course will introduce students to a 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, all of which exceptional students need in order to actualize their potential 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 0650 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 0660 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 with strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic and content-area instruction.

ESE 0670 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 0680 Teaching Social and Personal Skills to Students with Disabilities (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 0690 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 0699 Applied Field Experience in Exceptional Student Education (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 used to demonstrate achievement of professional and state standards. **Prerequisite: 24 credits, including CUR 526.**

ESM 0500 Introduction to Sports Management (3 Cr)

This course is designed to explore all aspects of the changing world of sports management and review the latest business trends and career opportunities that may exist for the student, both domestically and internationally.

ESM 0510 Issues and Strategies for Intercollegiate Athletics (3 Cr)

This course is designed to identify the many issues facing intercollegiate athletics. We will explore this by evaluating the current trends in the governing and operations of college athletics department of all sizes. Students will be expected to propose new solutions to the many challenges facing intercollegiate athletics now and in the future. A comprehensive overview of the NCCA's constitution, operating bylaws, and administrative bylaws will be presented as a foundation to understanding the uniqueness of intercollegiate athletics in sports business.

ESM 0520 Issues and Strategies for Professional Sports (3 Cr)

This course is designed to provide students with an understanding of different professional sports leagues and franchises and investigate the issues facing professional sports. An emphasis will be placed on the understanding of the central role of television income in pro sports business of the 90s, the confrontational nature of a players' union, and the challenges faced by small market teams. The student will be expected to identify and research a particular sport of interest and create strategies for entering the job market of choice.

ESM 0530 Ethics and Sports (3 Cr)

This course is designed to provide an extensive examination of moral and ethical concepts, principles, and issues in the administration and organizations of sport.

ESM 0540 Academic Advising for Athletics (3 Cr)

This course is designed to provide students with a critical understanding of the role of the academic adviser as an advocate of the student athlete concept. A real understanding of the interrelationship between the student-athlete, coach, teammate, faculty member, and family will also be examined.

ESM 0550 Professional Athlete Management (3 Cr)

The Professional Athlete Management course is designed to provide students with a foundation of knowledge and analytical skills that will assist them in building trustworthy personal relationships, characterized by an unmatched level of service and integrity, with athletes. This course was inspired by G. Lynn Lashbrook's vision of revolutionizing the sports agent profession by educating future agents.

ESM 0699 Sports Leadership Institute (6 Cr)

The Sports Leadership Institute is designed to build on the sports management curriculum, particularly the ethics foundation, to provide students with an educational leadership experience applied to a sports setting. Participants will interact and take advantage of the asynchronous learning environment, while communicating with other educational stakeholders, for weekly and periodically scheduled assignments. To earn credit in the Sports Leadership Institute, participants must successfully complete the artifact component.

GRA 0710 Grant Writing (3 Cr)

This course provides students with the skills and knowledge to locate appropriate grant opportunities and to write effective grant proposals.

HED 0600 Teaching Medical and Other Health Professions Students in a Diverse Learning Environment (6 Cr)

The practicum 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 performances improve 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 0610 Practicum in Applications of the Domain of Human Development on Health Profession Students (6 Cr)

The practicum will address the nuances of adult learning, with specific emphasis on the relationship between knowledge of diversity and human development as significant variables in devising effective learning environments. The course will address the theoretical and applied aspects of human development and learning theory as a means to incorporate such knowledge into academic planning and programming.

HED 0620 Practicum in Technology Resources for Health Professions Education (6 Cr)

This practicum will assist the participants to become familiar with current and emerging technologies used to deliver instruction. Participants will learn about the various computer technologies used in the classroom to enhance teaching and learning, such as multimedia and PowerPoint presentations. An important focus of the practicum will be the identification of appropriate online resources for health professions educators. Additional topics will include audio-conferencing, online instruction, and compressed video.

HED 0630 Practicum in Effective Instruction Strategies in Health Professions Education (6 Cr)

The practicum will address the relationship between medical content and contexts, adult learning, and general human development knowledge as a means to devise effective learning environments. The course will address the theoretical and applied aspects of human development and learning theory as a means to incorporate such knowledge into academic planning and instructional programming.

HED 0640 Practicum in Assessment and Measurement in Health Professions Education (6 Cr)

The practicum will address diverse assessment strategies, including standardized and nonstandardized tests, with a particular emphasis on authentic assessment processes. The practicum will address test analyses, item analyses, and general assessment materials construction principles. In addition, the use of assessment data will be addressed in the context of instructional programming and curriculum development.

HED 0650 Practicum in Research in Health Professions Education (6 Cr)
The practicum is intended to engage the student in a problem-solving experience designed to improve or enhance a medical or health profession educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation in implementation and/or research, (c) evaluation of the project activities, and (d) submission of a final product.

INED 0500 Comparative Education Systems (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 agendas 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 standard development and curriculum alignment. Research and presentation, as well as the use of technology, will be emphasized.

INED 0602 Innovations in Curricular Design: Models and Approaches (3 Cr)
Students engage in the analysis of current trends and practices in curricular design in response to social and educational needs of the 21st century. Curricular principles, alternative models, and approaches are explored. Students develop sample innovative curricular projects.

INED 0614 Working with Families, Schools, and Communities: Collaboration Strategies (3 Cr)
This course examines the principles and strategies for effective involvement and collaborative activities between families, schools, and communities. Students engage in the analysis of current societal issues (local, national, global) faced by parents, families, and communities and their impact on students and the education process. Students design sample collaborative projects based on local needs and characteristics.

INED 0691 Action Research in Practice I (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 0692 Action Research in Practice II (3 Cr)
The student will actively engage in problem-solving in an educational setting. Each student will implement his or 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.

INTM 0500 Fun with Calculus (3 Cr)
This course presents mathematics as growing out of the classical liberal arts to form a natural bridge between the humanities and the sciences, integrating the history and pedagogy of mathematics in a way that may be of interest to perspective teachers. Only a modest amount of high school mathematics is required as background, and algebraic manipulations are kept at a simple level.

INTM 0501 Geometry Through Logical Play (3 Cr)
Geometry is one of the first branches of mathematics. In this course, students will have the opportunity to learn and organize all materials known to geometry into a logical deductive system through the medium of play. The students will also study the Egyptian and Greek history of geometry.

INTM 0502 Statistics Fitness for All (3 Cr)
This course will examine statistics in two ways. First, students will explore a mass of data, including charts and tables. Second, students will examine a methodology for collecting, analyzing, and interpreting data. This course will also investigate the definition of statistics and some of the procedures for dealing with statistics. The students will be prepared to use statistics in everyday life, as well as to teach statistics in the middle or high school classroom.

INTM 0503 The Number Adventure (3 Cr)
Learn algebra through puzzles and games. This course will offer opportunities for students to explore pre-algebra problems as jigsaw puzzles with pieces that they know are missing. Once the missing pieces are found, the problems are solved!

INTM 0504 Mathematical Stories (3 Cr)
Discover exciting secrets about mathematics and do math without knowing you are doing any math problems. Learn how to inspire students in the love of mathematics through story contents, while increasing oral and written literacy skills, reading comprehension, and logical thinking.

INTM 0505 The Magic of Mathematics (3 Cr)
You don't have to be a mathematician to discover the magic of mathematics. This course will present an enjoyable and interesting way of studying problem solving. Students will investigate a variety of strategies on how to solve these interesting problems. Equally as important as knowing how to teach problem solving is knowing what problems to use with your students.

INTM 0506 Calculus in Action! (3 Cr)
Learn calculus through everyday life experiences. This course will take students through exciting hands-on projects using the principles of calculus. Students will discover how things fall; how rockets escape earth's gravitation; how black holes are formed; how heat flows; how populations grow; how radioactive decay occurs; and how children swing. Students will also experience the graphical approach of Mamikon's calculus. Questions such as how parabola surfaces focus the light and many others will also be addressed in this class.

INTM 0507 Adventures in Abstract and Linear Algebra (3 Cr)
All of us have the natural abilities to solve problems in daily life that require logical mental processing. Linear algebra is a powerful tool for problem solving and abstract algebra provides a fundamental block of the algebra system. Come join us in the adventures in abstract and linear algebra. We will examine problems and investigate ways of solving them through the natural process of real-life problem solving.

INTM 0508 Intriguing Mathematical Problems (3 Cr)
This course will guide students in how to make a start on any questions; how to attack them effectively; and how to learn from the experience. Students will realize that being stuck sometimes can be considered an honorable state and an essential part of improved thinking.

INTM 0509 Mathematics Buffet (3 Cr)
Students will take an exciting adventure to explore some of the paths that penetrate the mathematical wilderness. Topics such as topology and fractal geometry will be presented in a project-based format. Students will emerge with renewed enthusiasm and a better appreciation for the dynamic and useful world of modern mathematics.

INTM 0510 (M.A.P.) Mathematics Assistance Project Through Mentorship Capstone (3 Cr)
When you give of yourself to mentor a child in need, you will gain personal satisfaction, help children learn, improve children's test scores, and receive many other personal rewards. This class will teach you how to assemble a Mathematics Assistance Project using mentors. The project provides lessons, materials, and instructions for hands-on fun activities that engage students while they learn, practice, and use necessary math skills.

INTM 0511 Building a Successful Community Partnership Capstone (3 Cr)
As a teacher in the classroom, you are more than just a teacher. You are an advocate for you school's programs. In this course, you will learn the secrets of how to build a successful community partnership. We will investigate resources and examine winning projects that will help you work effectively and raise money for your school. You will learn that the best grant proposals don't just make assertions. They back up claims with facts. Both statistical information and anecdotal evidence lend substance to a proposal.

LANG 0530 Spanish Grammar and Composition I (3 Cr)
Students will be guided, step by step, on how to write correct Spanish, at the same time, important points of grammar and orthography are covered.

LANG 0531 Spanish Grammar and Composition II (3 Cr)
This course offers intensive written practice of correct contemporary Spanish, including compositions based on readings and lesson plans written in Spanish.

LANG 0535 Teaching Reading in Spanish (3 Cr)
This course will be taken at the Universidad de Laguna Canarias during the summer. (Miami Only)

LANG 0545 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 0546 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 plays by some of Spain's greatest authors. Adaptation of topics to the classroom will be addressed throughout the course.

LANG 0550 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 0551 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 0552 Advanced Spanish Grammar (3 Cr)
A detailed study of important problems in Spanish grammar, with practice to overcome possible deficiencies in teachers educated in the United States. (Miami Only)

LANG 0555 Spanish Civilization (3 Cr)
Multicultural influences of the Iberian Peninsula will be studied through art, architecture, and music. Students will be engaged in the examination and discussion of the educational implications of key Spanish cultural aspects. (Miami Only)

LANG 0556 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 0560 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 0561 Representative Spanish Authors II (3 Cr)
This course will address readings from selected masterpieces of Spanish literature (18th to 20th centuries) and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

LANG 0565 The Spanish Frontier in the United States (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 0566 Latino Heritage in the United States (3 Cr)
This course is 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 United States society.

LANG 0575 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 United States. Guidelines for the selection, design, and implementation of appropriate Spanish literature-based activities will be addressed throughout the course.

LANG 0576 Readings in Content Area Spanish (3 Cr)
This course will give an opportunity for extensive reading comprehension exercises and acquisition of vocabulary in the areas of social studies, science, math, art, and music. Practice in preparing content area lesson plans in Spanish will be emphasized. (Miami Only)

LANG 0580 Foreign Language Methodology (3 Cr)
This course will examine current foreign language methodology. Emphasis will be on the communicative approach for teaching of non-native speakers. (Miami Only)

LANG 0599 Special Topics (3 Cr)
This course will examine topics of special interest to Spanish teachers on a rotating basis.

LANG 0600 Seminar on Multicultural Issues (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 650 Field Based Project (3 Cr)
(An approved Department of Education form obtained from the Fischler Graduate School of Education and Human Services is required.)
This course 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 (d) presentation of the final practicum product.

LANG 0688 Practicum Internship in Spanish Language (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.

LANG 0699 Applied Professional Experience in Spanish Language Education (3 Cr)
This course requires graduate students to document applied professional experience with students learning Spanish within a K–12 educational setting. Graduate students will review second language theory, document hours working with students, maintain a reflective journal, and create a portfolio of their students' work and the assessment instruments used, in order to demonstrate achievement of state and national foreign language standards. **Prerequisite: 24 credits, including CUR 526.**

LDR 0500 Coaching Change (1 Cr to 3 Cr)
This course is designed to be delivered in a seminar format focusing on change and how individuals coach others through the change process. Students will learn the fundamental concepts of change promotion and the influence and impact on those affected by change.

LDR 0684 Organizational Systems (3 Cr)
This course examines the leadership role in diverse educational and human service organizations. Special emphasis is placed on the private for-profit and non-profit (third sector) systems. Faith-based and religious organizations are reviewed to understand their role in developing leadership conscience.

LDR 0685 Ethical Leadership (3 Cr)
This course examines the ethical dimensions of leadership behavior and practice and the ramifications for organizational decision-making. Students identify ethical issues that impact organizational behavior, productivity, and longevity. Proactive ethical strategies for organizational effectiveness are presented.

LDR 0686 Strategic Leadership (3 Cr)
This course focuses on the critical analysis of strategic leadership. Students identify organizational strengths and needs in order to develop a strategic plan to achieve organizational mission, vision, and objectives. The essential elements of strategic leadership are highlighted in this developmental process.

LDR 0687 Leading Change in Education and Human Service Organizations (3 Cr)
This course examines change theory and processes in organizations. Students explore the various theories of change, factors that impact change, and strategies to lead the change agenda in their organizations.

LDR 0688 Leading Learning Communities (3 Cr)
This course examines the concepts of learning communities, viewing learning from an organizational and individual leadership perspective. An emphasis is placed on developing leadership skills and strategies needed to create and sustain learning communities. The essential elements of learning communities are explored along with the dynamics of leadership needed to promote professional growth and productivity.

LDR 0689 International Leadership Perspectives (3 Cr)
This course focuses on the key leadership behaviors and practices involved in leading organizations internationally. It provides insights on current international affairs, cultural diversity issues, and the ramifications for leading an organization in an international environment.

LDR 0690 Leadership Institute Capstone (6 Cr)
This course builds on the leadership concepts contained in the courses and provides students with the opportunity to integrate all prior program learning in leadership, both personally and professionally. It also enables students to integrate their cognitive, analytical, and evaluative skills in a culminating capstone experience.

LDR 9920 Ethics in Health Care Education Leadership (6 Cr)
This course focuses on social and ethical developments in health care. Topics include, but are not limited to, 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 the ethical climate in the health care organizations.

LTRC 0704 Research in Language and Literacy Development: Social and Cultural Issues (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 0711 Assessment in 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 0712 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 0716 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-appropriate and age-appropriate instructional models, lesson plans, differentiated instructions to increase reading performance, and selection of materials and strategies for parent/home involvement.

LTRC 0722 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 0735 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.

LTRC 0750 Field Experiences in Literacy and Reading Education Practicum (3 Cr)
This course provides practical experiences in selected classrooms where students engage in direct instruction and prescription of research-based strategies to address reading difficulties. Students develop and submit a written report about their experiences.

MAT 0501 Algebra for Teachers (3 Cr)
This course provides traditional algebra study for preservice teachers. This course can be used as a review module for practicing teachers, also. The content ranges from the variable to exponential/logarithmic functions and systems of equations. This course may be taken for certification credit, but may not be applied to a graduate-level degree.

MAT 0502 Trigonometry for Teachers (3 Cr)
This course provides the traditional trigonometry study for preservice teachers. The content ranges from the trigonometric functions to the Law of Sines and Law of Cosines. This course may be taken for certification credit, but may not be applied to a graduate-level degree. **Prerequisite: MAT 0501.**

MAT 0503 Precalculus for Teachers (3 Cr)
This course provides traditional instruction in probability and the standard calculus topics. The content ranges from simple probability to limits, continuity, derivatives, and integrals. This course may be taken for certification credit, but may not be applied to a graduate-level degree. **Prerequisite: MAT 0502.**

MAT 0505 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 0591 Calculus for Teachers I (3 Cr)
This course is a proof-based "epsilon-delta" calculus, ranging from limits and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. **Prerequisites: Successful completion of College Algebra and Trigonometry, or equivalent courses, and MAT 0503.**

MAT 0592 Calculus for Teachers II (3 Cr)
This course is a proof-based "epsilon-delta" calculus, ranging from integral calculus to sequences and series, and from cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. **Prerequisites: Successful completion of Calculus I, or an equivalent course, and MAT 0591.**

MAT 0661 Methods in Teaching Math (3 Cr)
Symbolic and graphical representations are notational systems used to describe mathematical problems. This course will highlight research on determining which kinds of representations can help or hinder learners of mathematics at various ages. Suggestions for practical applications of various kinds of representations in the mathematics classroom will be given.

MAT 0662 History and Philosophy of Mathematics (3 Cr)
This course traces the development from ancient to modern times of several branches of mathematics, including logic, algebra, and analysis of functions. The contributions of eminent mathematicians will be highlighted. Philosophical issues will be discussed. **Prerequisite: MAT 0503.**

MAT 0663 The Professional Mathematics Educator (3 Cr)
This course emphasizes the importance of mathematics education and its contribution to the needs of individuals in a technological society. Topics include a history of mathematics education in America, innumeracy (analogous to illiteracy), theories of math education, how to evaluate research on math education, professional societies and their suggested standards for teaching math, and certification requirements. Model curricula attempting to meet NCMT standards will be evaluated.

MAT 0671 Introduction to Artificial Intelligence for Mathematics Teachers (3 Cr)
The objective of this course is to show how mathematical and scientific thinking can be modeled with a computer. Cognitive science is the study of models of the mind, and artificial intelligence is the study of how to implement those models in a computer. Both approaches will be adopted in this course. By readings and discussion, the class will explore some cognitive theories.

MAT 0672 Expert Systems in the Classrooms for Mathematics Teachers (3 Cr)
The objective of this course is to show how mathematical and scientific knowledge can be acquired and stored in a computer knowledgebase. The logical workings of an expert "inference engine" will be explained. Two kinds of knowledge storage—fuel-based and frame-based—will be examined.

MAT 0673 Models of Concept Formation and Problem -Solving for Mathematics Teachers (3 Cr)
The objective of this course is to explore current research in developing computer models of mathematical and scientific thinking.

MAT 0681 Linear and Abstract Algebra for Teachers (3 Cr)
This course provides theory and computational practice with linear algebra, as well as a theoretical foundation for abstract algebra structures such as rings, fields, and groups. Students will create two portfolios of notes, activities, and exercises —one for abstract algebra, and one for linear algebra. **Prerequisites: College algebra and MAT 0503.**

MAT 0682 The K–12 Mathematics Curriculum (3 Cr)
The objective of this course is to compare the entire K–12 mathematics curriculum to NCTM Standards and the HSCT. Alternative assessment strategies, such as the use of rubrics and portfolios, will be studied, using the soon-to-be-published NCTM Standards for Assessment. **Prerequisite: MAT 0503.**

MAT 0683 Special Methods in Teaching Algebra (3 Cr)
Theory and methods specific to the two-year algebra sequence and other middle school courses will be analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses. **Prerequisites: College algebra and MAT 0501.**

MAT 0684 Special Methods in Teaching Geometry (3 Cr)
Theory and methods specific to the teaching of geometry and more advanced secondary mathematics courses will be analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses. **Prerequisites: Geometry and MAT 0502.**

MAT 0685 Symbolic Representation and Number Theory (3 Cr)
This course will focus on notational systems, number theory, and the rationale behind them. The increasing use of manipulative and kinesthetic learning will also be addressed. This course is designed to include significant number theory preparation for students wishing to earn initial certification. **Prerequisites: College algebra and MAT 0503.**

MAT 0686 Computers and Calculators in Mathematics (3 Cr)
This course will provide a breadth and depth of knowledge in the area of technology in mathematics. Students will analyze at least one computer software program and one hand-held calculator. **Prerequisite: MATH 0503.**

MAT 0687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)
This course provides an overview of handicapping conditions in mathematics. Students will analyze various inhibitions to success in secondary mathematics such as dyscalculia and "math anxiety". Social factors will be considered. The mathematics portion of the General Education Development (GED) test will be analyzed. **Prerequisite: MAT 0501.**

MAT 0689 Probability and Statistics for Math Teachers (3 Cr)
This course offers preparation in probability and statistics for the secondary mathematics teacher, as well as for teachers pursuing their initial teacher certification. Also, students will gather and analyze statistics in educational research. **Prerequisite: MAT 0503.**

MAT 0691 Manipulatives in K–8 Mathematics (3 Cr)
This course provides hands-on training in the use of tangible models (manipulatives), from base ten blocks to algebra tiles and geoboards. A detailed model of abstract and concrete learning will also be presented. Students will develop presentation skills for the use of manipulatives. The supplies for the course will include samples for each tangible model used in the course. **Prerequisite: MAT 0501.**

MAT 0698 Comprehensive Examination in Mathematics Education (M.S.) (1 Cr)
This course is the capstone for the mathematics education program at the M.S. level. This course is a two-part test that covers Mathematics for Teachers and Mathematics Education, respectively. This course is Pass-Fail and occurs twice per year. There are special qualifications for this course; consult the program professor or an academic adviser for more information.

MAT 0699 Comprehensive Examination in Mathematics Education (Ed.S.) (1 Cr)
This course is the capstone for the mathematics education program at the Ed.S. level. It is a two-part test that covers Mathematics for Teachers and Mathematics Education respectively. This course is Pass-Fail and occurs twice per year. There are special qualifications for this course; consult the program professor or an academic adviser for more information.

MATI 0500 Calculus I: Fun with Calculus (3 Cr)
This course presents mathematics as growing out of the classical liberal arts to form a natural bridge between the humanities and the sciences, integrating the history and pedagogy of mathematics in a way that may be of interest to perspective teachers. Only a modest amount of high school mathematics is required as background, and algebraic manipulations are kept at a simple level. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0501 Geometry I: Geometry Through Logic Play (3 Cr)
Geometry is one of the first branches of mathematics. In this course, students will have the opportunity to learn and organize all materials known to geometry into a logical deductive system through the medium of play. The students will also study the Egyptian and Greek history of geometry. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0502 Statistics: Statistics Fitness for All (3 Cr)
This course will examine statistics in two ways. First, students will explore a mass of data, including charts and tables. Second, students will examine a methodology for collecting, analyzing, and interpreting data. This course will also investigate the definition of statistics and some of the procedures for dealing with statistics. The students will be prepared to use statistics in everyday life, as well as to teach statistics in the middle or high school classroom. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0503 Pre-Algebra: The Number Adventure (3 Cr)
Learn algebra through puzzles and games. This course will offer opportunities for students to explore pre-algebra problems as jigsaw puzzles with pieces that they know are missing. Once the missing pieces are found, the problems are solved! All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0504 Algebra I: Mathematical Stories I (3 Cr)
Discover exciting secrets about mathematics and do math without knowing you are doing any math problems. Learn how to inspire students in the love of mathematics through story contents, while increasing oral and written literacy skills, reading comprehension, and logical thinking. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0505 Problem Solving I: The Magic of Mathematics (3 Cr)
You don't have to be a mathematician to discover the magic of mathematics. This course will present an enjoyable and interesting way of studying problem solving. Students will investigate a variety of strategies on how to solve these interesting problems. Equally as important as knowing how to teach problem solving is knowing what problems to use with your students. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0506 Calculus II: Calculus in Action! (3 Cr)
Learn calculus through everyday life experiences. This course will take students through exciting hands-on projects using the principles of calculus. Students will discover how things fall; how rockets escape earth's gravitation; how black holes are formed; how heat flows; how populations grow; how radioactive decay occurs; and how children swing. Students will also experience the graphical approach of Mamikon's calculus. Questions such as how parabola surfaces focus the light and many others will also be addressed in this class. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0507 Adventures in Abstract and Linear Algebra (3 Cr)
All of us have the natural abilities to solve problems in daily life that require logical mental processing. Linear algebra is a powerful tool for problem solving and abstract algebra provides a fundamental block of the algebra system. Come join us in the adventures in abstract and linear algebra. We will examine problems and investigate ways of solving them through the natural process of real-life problem solving. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0508 Problem Solving II: Intriguing Mathematical Problems (3 Cr)
This course will guide students in how to make a start on any questions; how to attack them effectively; and how to learn from the experience. Students will realize that being stuck sometimes can be considered an honorable state and an essential part of improved thinking. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0509 Modern Mathematics: A Mathematics Buffet (3 Cr)
Students will take an exciting adventure to explore some of the paths that penetrate the mathematical wilderness. Topics such as topology and fractal geometry will be presented in a project-based format. Students will emerge with renewed enthusiasm and a better appreciation for the dynamic and useful world of modern mathematics. All course objectives are aligned to National Council of Teachers of Mathematics Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0510 Mathematics Assistance Project Through Mentorship (3 Cr)
When you give of yourself to mentor a child in need, you will gain personal satisfaction, help children learn, improve children's test scores, and receive many other personal rewards. This class will teach you how to assemble a Mathematics Assistance Project using mentors. The project provides lessons, materials, and instructions for hands-on, fun activities that engage students while they learn, practice, and use necessary math skills. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0511 Grants: Building a Successful Community Partnership (3 Cr)
As a teacher in the classroom, you are more than just a teacher. You are an advocate for your school's programs. In this course, you will learn the secrets of how to build a successful community partnership. We will investigate resources and examine winning projects that will help you work effectively and raise money for your school. You will learn that the best grant proposals don't just make assertions. They back up claims with facts. Both statistical information and anecdotal evidence lend substance to a proposal. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0700 Calculus for the Educational Specialist: Fun with Calculus (3 Cr)
This course presents mathematics as growing out of the classical liberal arts to form a natural bridge between the humanities and the sciences, integrating the history and pedagogy of mathematics in a way that may be of interest to perspective teachers. Only a modest amount of high school mathematics is required as background, and algebraic manipulations are kept at a simple level. Computational calculus will be included. Highlights of the course include several scientific projects that the students will be building. The students will be carrying out measurements and developing mathematical models to explain the physical processes. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0701 Geometry for the Educational Specialist: Geometry Through Logical Play II (3 Cr)
Geometry is one of the first branches of mathematics. In this course, students will continue to have the opportunity to learn and organize all materials known to geometry into a logical deductive system through the medium of play. The students will also study more of the Egyptian and Greek history of geometry. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0702 Probability and Statistics for the Educational Specialists (3 Cr)
Since probability is the study of chance phenomena, many fun aspects of probability, including the study of dice, cards, and related games, will be introduced. Practical applications of probability and how it relates to statistics will also be introduced. This course will examine statistics in two ways. First, students will explore a mass of data, including charts and tables. Second, students will examine a methodology for collecting, analyzing, and interpreting data. This course will also investigate the definition of statistics and some of the procedures for dealing with statistics. The students will be prepared to use statistics in everyday life, as well as to teach statistics in the middle or high school classroom. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0703 Pre-Algebra and Elementary Number Theory: The Number Adventure II (3 Cr)
Learn the number structure and theory of numbers through puzzles and games. This course will offer opportunities for students to explore pre-algebra problems as jigsaw puzzles with pieces that they know are missing. Once the missing pieces are found, the problems are solved! All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0704 Algebra II: Mathematical Stories II (3 Cr)
Discover exciting secrets about mathematics and do math without knowing you are doing any math problems. Learn how to inspire students in the love of mathematics through story contents, while increasing oral and written literacy skills, reading comprehension, and logical thinking. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0705 Problem Solving: The Magic of Mathematics II (3 Cr)
You don't have to be a mathematician to discover the magic of mathematics. This course will present an enjoyable and interesting way of studying problem solving. Students will investigate a variety of strategies on how to solve these interesting problems. Equally as important as knowing how to teach problem solving is knowing what problems to use with your students. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 0710 Leadership for Mathematics Assistance Projects (3 Cr)
When you give of yourself to mentor a child in need, you will gain personal satisfaction, help children learn, improve children's test scores, and receive many other personal rewards. This class will teach you how to assemble a Mathematics Assistance Project (M.A.P.) using mentors. The project provides lessons, materials, and instructions for hands-on, fun activities that engage students while they learn, practice, and use necessary math skills. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MGE 0601 Nature and Needs of the Middle Grades Learner (3 Cr)
An examination of the developmental process and characteristics of early adolescents. This will include aspects of adolescent psychology, physical growth, mental growth, and special needs learners as they relate to middle grades programs.

MGE 0602 Foundations of Middle Grades Education (3 Cr)
This course will deal with the historical, philosophical, and cultural aspects of middle-level education. This study will include historical and philosophical foundations of the middle-school movement, a view of future trends, and a cultural perspective of middle-level education.

MGE 0603 The Middle Grades Program: Curriculum and Instruction (3 Cr)
A review of the current status and trends in the middle-school concepts as it is evidenced in practice. This will include curriculum, interdisciplinary teaching, adviser-advisee programs, guidance in the middle school, active learning strategies, and student assessment.

MGE 0688 Practicum in Middle Grades Education (M.S.) (3 Cr)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal, implementation, and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

MGE 0788 Practicum in Middle Grades Education (Ed.S.) (3 Cr)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal, implementation, and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

NEDU 0503 Classroom Management and Organization (2 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.

NEDU 0504 Classroom Management and Organization: Observation and Field Experience (1 Cr)
School site observations and participation allow students to integrate teaching methods, principles of curriculum development and evaluation, and methods of dealing with student behavior into a cohesive, well managed educational program.

NEDU 0514 Early Field Experiences (1 Cr)
This course is an introduction to the educational aspects necessary for successful state certification assessment. Seminar instruction focuses on 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).

NEP 0500 Survey of Exceptionalities of Children and Youth (2 Cr)
This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatments strategies, and current and future trends in the field of exceptional student education.

NTSL 0500 Foundations of Bilingual Education (1 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.

NTSL 0567 Applied Linguistics (2 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 the M.S. in TESOL and for the Florida add-on ESOL Endorsement.

OLP 0688 FasTRACK Practicum (3 Cr to 6 Cr)
The online FasTRACK Practicum is a capstone option designed to provide selected participants with a rapid, structured framework for completing a meaningful applied research project in 16 weeks. Capstone credits are prescribed on program outlines according to the requirements for each major. FasTRACK participants may earn three or six credits.

PKH 0688 Practicum Internship in Preschool Handicapped Education (M.S.) (6 Cr)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal, implementation, and evaluation of the chosen solution strategy, and submission of a final report which describes the entire process.

PKH 0788 Practicum Internship in Preschool Handicapped Education (Ed.S.) (6 Cr)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal, implementation, and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

RED 0500 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: RED 0554.**

RED 0501 Contemporary Issues in Reading (1 Cr)
Students will become familiar with current issues related to reading at the elementary and secondary levels with an emphasis upon learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.

RED 0554 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: RED 0570.**

RED 0560 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 for broadening children's understanding of literature in specific content areas. This course has infused TSOL standards and satisfies the M.S. in TESOL requirement for TSOL 560.

RED 0565 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 0570 The Reading Process (3 Cr)
This course examines reading models, subskills, and theories and explores the theoretical basis for reading systems.

RED 0575 Contemporary Foundations of Reading (3 Cr)
Students will become familiar with current theories of learning as related to reading at the elementary and secondary levels with an emphasis upon learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.

RED 0580 Educational Measurement (3 Cr)
This course explores a variety of assessment tools for 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 0585 Reading in the Content Area (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 0588 Practicum Internship Reading (3 Cr or 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: Degree candidacy.**

RED 0591 Comprehension of Literary and Information Materials (1 Cr to 3 Cr)
Many complex factors affect reading comprehension. This course gives step-by-step instruction for using the relevant reading strategies in Prentice Hall Literature to help students develop the skills needed to comprehend various types of reading material. Using the many comprehension activities and teaching support in the program, teachers learn to guide students to monitor their own comprehension and construct meaning. The course includes units on building background knowledge, strategies to enhance comprehension during text reading, using graphic organizers to help students see relationships in text, self-monitoring strategies for students, and teaching students to study what they have read.

RED 0592 Vocabulary Development (1 Cr to 3 Cr)
Research has shown that direct instruction in vocabulary helps improve reading comprehension. This course provides proven activities to help teachers implement and reinforce the vocabulary development strands in Prentice Hall Literature. Teachers will learn effective uses of a variety of strategies to ensure that all students acquire the vocabulary needed for comprehension of the selections in the program. The course includes units on choosing essential vocabulary; teaching core concepts; strategies for using context productively; effective uses of dictionaries, glossaries, and other reading aids; and strategies and assessments to help students study critical vocabulary independently.

RED 0593 Active Learning: Structures to Engage All Students (1 Cr to 3 Cr)

Effective, differentiated instruction allows all learners to participate and achieve. The focus of this course is on providing and modeling instructional strategies that will actively engage all learners in each instructional activity. Teachers will learn how to implement the strategies for differentiated instruction in Prentice Hall Literature to ensure that all students succeed in mastering the skills and content of each lesson. The course includes units on specific language scaffolds, techniques for passage reading, questioning strategies to engage reluctant learners, group structures, and informal assessments.

RED 0594 Foundations of Coaching and Mentoring (1 Cr to 3 Cr)

This course examines the foundations of coaching and mentoring. It explores questioning and planning skills key to pre-observation conferences, techniques for observing and recording data during observations, and methods for providing feedback and direction in post-observation conferences. As part of the long-range growth planning for literacy teaching, the Foundations of Coaching and Mentoring course will include Prentice Hall's Literacy Series courses. Several strategies from these courses will be highlighted, along with tools for evaluating teacher's work to help mentors prepare the new or struggling teacher to better implement standards-based literacy lessons using Prentice Hall's Literature.

RED 0595 Literary Response and Analysis (1 Cr to 3 Cr)

In studying literature, students learn to respond constructively and critically and to develop effective ways to discuss and write about literature. This course focuses on strategies to help students respond to, and analyze, literature. Throughout Prentice Hall Literature, students are introduced to literary analysis topics. The strategies in this course actively involve students with the literary elements and techniques that the program teaches.

RED 0601 Putting Reading First in Your Classroom, Grades K–2 (3 Cr)

This course provides primary teachers with the foundational skills and strategies to start children on the path to becoming lifelong readers. Following an overview of Chall's six stages of reading development, the course provides best-practice teaching strategies in all five key areas of early reading development: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. As preparation for teaching early phonics skills, the course supports teachers who are, in turn, helping young children attain alphabetic knowledge. The section on vocabulary building offers guidance on how to increase children's sight-word knowledge and oral language skills. Finally, the course focuses on how to effectively use books in the classroom, including how to match children to books. The more children are exposed to books appropriate to their reading and interest levels—and receive informed direct instruction using these books—the greater the chance they will become fluent readers.

RED 0602 Building Fluency, Grades K–2 (3 Cr)

The purpose of this course is to clearly establish what fluency means for children who are first developing reading skills and to furnish teachers with the means to provide effective fluency assessment, direct instruction, and goal-oriented practice activities. Moving through some concrete and practical ways teachers can help children with alphabetic recognition, automaticity (with word recognition), phonics, and getting meaning from text, this course models fluent reading and shows teachers how to conduct oral recitation lessons and effective reading routines. It also provides techniques for partners and small groups (such as choral reading and echo reading) and independent-reading activities such as using audiobooks, repeated readings, and speed drills. The course also demonstrates how to set up a classroom fluency corner, and how to incorporate fluency instruction into classroom routines, and identifies which kinds of texts are best used to develop specific early-reading skills. In this way, students are matched to the books that target their particular fluency needs.

RED 0603 Improving Fluency, Grades 3–8 (3 Cr)

This course focuses on assessing oral fluency, direct instruction in building fluency, researched-based teaching techniques, and student practice activities for whole-class, small-group, and independent fluency-building. It demonstrates how to implement fluency instruction and activities into daily classroom routines, matching students to great books for fluency practice and meeting special fluency needs. It also shows how to successfully support students who have achieved or exceeded grade-level fluency, while at the same time, effectively working with those students who still need fluency support. Available as a separate purchase, to complement the courses Building Fluency, Grades K–2 and Improving Fluency, Grades 3–8, is the Scholastic Fluency Program. This program provides teachers of grades 1–6 with a complete, year-long fluency instructional plan. Each grade-level kit includes print assessments, fluency strategy lessons, independent and small-group practice materials, and books for fluency building.

RED 0604 Building Decoding Skills and Strategies, Grades 3–5 (3 Cr)

This course helps teachers to understand the role of phonics, syllabication, and morphemes in reading instruction for intermediate grade students. It provides instruction and strategies on how to link comprehension and spelling with phonics instruction. It also offers methods for teaching open, closed, and other types of syllabication and how to use morphemes to decode words and build vocabulary. A session of this course is devoted to intervention, presenting researched-based methods on how to determine who needs intervention, as well as providing strategies on syllabication and word parts targeted to those students with decoding difficulties.

RED 0605 Improving Decoding Skills and Strategies, Grades 6–8 (3 Cr)

This decoding course is geared toward teachers of middle-school students who need help with their decoding skills. While structured in much the same way as Decoding for Readers, Grades 3–5, it focuses on strategies for helping students who have not mastered intermediate decoding skills and on integrating decoding support into content-area instruction.

RED 0606 Improving Reading Comprehension, Grades 3-5 (3 Cr)

This course is designed for all upper-elementary teachers. Participants learn the best research-based strategies and techniques to improve students' reading comprehension. The course focuses on the following building blocks of reading comprehension: fluency, knowledge and language, reading strategies, and vocabulary and writing. Participants learn practical strategies that can help students succeed in each area.

RED 0607 Middle School Literacy, Improving Text Comprehension (3 Cr)

This course is designed for all teachers of middle school, including reading specialists and content-area teachers. The course is structured around strategies readers use before, during, and after reading to get meaning from text. It targets several research-based comprehension strategies that teachers can easily implement in their classroom. The course includes differentiated skills instruction for English language learners and students with special learning needs.

RED 0608 High School Literacy: Comprehension Through Active, Strategic Reading (3 Cr)

This course meets the growing need for teaching and reinforcing reading comprehension skills within the high school classroom. The most advanced readers never stop learning to read, and the goal of this course is to address the needs of students who are reading more challenging texts. It emphasizes particularly how to read difficult types of texts, such as complex and vocabulary-rich literature, involved or esoteric content-area texts, or technical articles with many visual aids. The course offers a wealth of concrete methods and strategies to help students get a meaning from a variety of demanding texts.

RED 0609 Read 180: Making It Work in Your Classroom (3 Cr)

This course is for Read 180 teachers. It is designed to instruct, reinforce, and provide tips on optimal ways to manage the Read 180 classroom, as well as strengthen teachers' understanding of how the program effectively addresses below-level readers' need for phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Intended for use by both new and experienced Read 180 teachers, the course explicitly describes why Read 180 is needed, what it does, and how to use it. The course provides a virtual tour of the Read 180 classroom, zooming in on each classroom area and showing what is done there, and why. It explains Read 180's gradual release model, moving from whole class to small group instruction, and finally to independent learning. The course clarifies when and how to use program technology such as CDs, audiobooks, and classroom management tools. Featured teachers share valuable tips and reflect on ways to maximize the power of Read 180 to turn lives around.

RED 0750 Literature for Children and Adolescents (3 Cr)
Students 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 analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

RED 0780 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 5271 Reading Supervision and Curriculum Development (3 Cr)
This course reviews the principles of curriculum development. Reading majors develop an individualized reading curriculum. **Prerequisites: RED 0500, RED 0554, and RED 0570.**

RED 5272 Reading Supervision and Curriculum Development (Practice) (3 Cr)
This experiential course emphasizes the application and supervision of a reading curriculum in the classroom setting. **Prerequisite: RED 5271.**

SACA 0508 Counseling Theory And Practice (3 Cr)
This course is designed to assist the student in gaining the knowledge of counseling theories, and to apply these theoretical ideas into practice. This course will offer a study of the nine contemporary theories of counseling in historical context, reflecting the major developments in psychodynamic theory, existential and humanistic ideas, the evolution of cognitive behavioral ideas, and the process of developing a personal counseling theory.

SACA 0509 Personality Theory (3 Cr)
This course is designed to familiarize the student with the eight basic aspects of personality representing different theoretical paradigms, application to individual differences, and future directions of personality and society.

SCI 0651 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 0652 Cognitive Science and Science Education (3 Cr)
Cognitive science and its related field, artificial intelligence, provide models of thinking, learning, and problem solving that can be applied in the science classroom. In particular, this course looks at how students can be taught to discover and invent by use of the tools called "heuristics".

SCI 0653 Innovative Solutions in Science Education (3 Cr)
Students will learn how problems in science education are being successfully solved today. Among the challenges examined are at-risk children, addressing minorities and women in science, multiculturalism, involvement of the community, integrated science, and overcoming motivation and preparation problems. The course also looks at ways by which teachers have secured funding for their creative teaching.

SCI 0654 The Logical and Mathematical Mastery of Nature (3 Cr)
This course is designed to provide science teachers with background in the contributions of logic and mathematics to the development of the scientific method. It traces the evolution of these two disciplines as tools for representing the natural world. No special background in mathematics is required.

SCI 0661 Modern Cosmology and Physics for Science Teachers (3 Cr)
This course examines new models of the origin and fate of the universe, based upon findings from astronomy and physics. Topics include examination of the work of Stephen Hawking and other cosmologists, particle physics, black holes, the expanding universe, the "big bang," dark matter in space, quantum and relativity theories, and the current search of "theories of everything."

SCI 0662 The History and Philosophy of Science and Technology (3 Cr)
This course traces the development of science from ancient to modern times. Topics include the scientific method, use of mathematical description, the nature of scientific explanation, and the nature of scientific discovery and technological invention. The interrelationships of science and technical education and cognitive and societal factors will be examined.

SCI 0663 The Professional Science Educator (3 Cr)
This course emphasizes the importance of science education and its contribution to the needs of students in a technological society. Topics include a history of science education in America, minimum requirements for a science–literate citizen, theories of science education, and how to evaluate research on science education. Science education standards of the National Research Council/National Science Teachers Association and other professional associations will be examined.

SCI 0671 Introduction to Artificial Intelligence for Science Teachers (3 Cr)
The objective of this course is to show how mathematical and scientific thinking can be modeled with a computer. Cognitive science is the study of models of the mind; artificial intelligence is the study of how to implement those models in a computer. Both approaches will be adopted in this course. Through readings and discussions the class will explore some cognitive theories. Working with a computer language such as LOGO, participants will learn how to implement working models of scientific and mathematical thinking in the computer.

SCI 0672 Expert Systems in the Classroom for Science Teachers (3 Cr)
The objective of this course is to show how mathematical and scientific knowledge can be acquired and stored in a computer knowledgebase. The logical workings of an expert inference engine will be explained. Two kinds of knowledge storage will be examined: rule-based and frame-based. There will be a discussion of "naive knowledge engineering" in which second grade (or younger) students build expert systems. Participants in this course will construct their own working expert systems.

SCI 0673 Models of Concept Formation and Problem-Solving for Science Teachers (3 Cr)
The objective of this course is to explore current research in developing computer models of mathematical and scientific thinking. Programs such as AM in mathematics and BACON in science can learn concepts from data without human intervention. Important ideas in problem-solving such as representation and "state space" search will be presented. Computational methods for solving the famous "Missionaries and Cannibals" problem and Rubik's Cube will be covered. The participants will be able to construct actual "learning" models using LOGO.

SHSS 6620 Academic Writing (3 Cr)
A user friendly seminar on how to write clear, unpretentious academic prose. Covers technical issues—sentence structure, punctuation, tenses, idea development—in a nontechnical manner. Includes strategies for creating and editing manuscripts and for researching, organizing, and writing literature reviews.

TSOL 0500 Foundations of 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 0510 Survey of TESOL for Teachers (3 Cr)
This online course is a survey of TESOL for secondary classroom teachers and ICP candidates who are not majoring in TESOL. It provides a broad conceptual framework for 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 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 education majors—including secondary English, elementary education, early childhood, and reading—seeking initial certification.

TSOL 0515 Curriculum Development in TESOL (3 Cr)
This is an introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of foreign language curricular needs, and how to adapt the content curriculum to English language learners, 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 requirement for an M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 0518 Developmentally Appropriate Curricular Practices in Multicultural Settings (3 Cr)
This course examines how to develop 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. Appropriate field experiences are included. This course contains infused ESOL standards and satisfies the master's degree in TESOL requirement for TSOL 0518. **Corequisite: EC 0518.**

TSOL 0520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
TSOL 0520 is required by all ICP candidates enrolled in an ESOL infused program. It focuses on second language development and covers 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 0525 Teaching Reading and Literacy Development in Spanish (3 Cr)
This course offers students an in-depth analysis of methods and approaches for teaching 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 0547 Testing and Evaluation in BLE and TESOL (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 0560 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 for broadening children's understanding of literature in specific content areas. This course has infused ESOL standards and satisfies the M.S. in TESOL requirement for TSOL 0560.

TSOL 0562 Cultural and Cross-Cultural Studies (3 Cr)
This course 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 an M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 0564 Language Development and Language Disabilities (3 Cr)
This course provides students with a basic understanding of the nature of speech and language, of the developmental progression in language acquisition, and the techniques for evaluating language development and remediating language and communication disorders in children. This course has infused ESOL standards and satisfies the Master's Degree in TESOL requirement for TSOL 0564. **Corequisite: EP 0564.**

TSOL 0567 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 an M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 0569 Methodology of Teaching English to speakers of Other Languages (3 Cr)
A survey of techniques, instructional skills, and strategies for teaching English to non-native speakers in grades K–12. Required for an M.S. in TESOL and for the Florida Add-on ESOL Endorsement.

TSOL 0575 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 0580 Bilingual and ESL Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 Cr)
This course 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.

TSOL 0699 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, and 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. **Prerequisite: 24 credits, including CUR 526.**

TUN 0500 Beginning Teacher Series—Hitch Your Wagon to a Star (1 Cr to 3 Cr)
The Beginning Teachers Series is a series of workshops designed to support and cultivate new teachers during their first school year. Support will be composed of different areas such as collaboration with colleagues, reflective thinking, teaching and learning strategies, integrative curriculum, incorporating Sunshine and other standards into lessons, authentic assessment, working with parents and community groups, behavior and classroom management, and other issues teachers find relevant to their professional development. The main goal is to offer support and equip new teachers with real, practical tools to effectively and efficiently educate children and grow professionally in the real world today.

URBE 0500 Public Education in the Urban Setting (3 Cr)
This course is an overview of urban educational trends. It was designed to help teachers acquire knowledge of historical perspectives of the state, children, and youth in urban poverty, and develop strategies for working with these youths and their family and community members.

URBE 0501 Classroom Management in Urban Schools (3 Cr)
This course is an overview of effective teaching practices and classroom management strategies. The course focuses on the effective teacher, the classroom environment, the empowerment of all learners, and addressing individual needs.

URBE 0502 Instructional Methods in Elementary School Mathematics in Urban Schools (3 Cr)
This course is an overview of current methods and materials for teaching elementary school mathematics in urban schools including a review of content, objectives, and curriculum. State content and process standards, curriculum standards, methods, and strategies recommended for effectiveness in urban schools are also addressed.

URBE 0503 Instructional Methods in Elementary School Science in Urban Schools (3 Cr)
This course is an overview of current methods and materials for teaching elementary school science in urban schools including a review of content, objectives, and curriculum. State content and process standards, curriculum standards, methods, and strategies recommended for effectiveness in urban schools are also addressed.

URBE 0504 Topic in Literacy in Urban Schools (3 Cr)
This course is an overview of topics in literacy designed to explore the findings of a National Reading Panel report in the area of phonemic awareness, phonics, fluency, comprehension, vocabulary, and motivation and to provide the skills and strategies aimed at guiding and improving literacy instruction in urban schools. Teachers will be exposed to the Balanced Literacy Framework and will learn instructional strategies for implementation in a classroom setting.

URBE 0505 Parental Involvement in Urban Schools (1 Cr)
This course will teach students to enhance parental involvement in urban schools. Families can be teachers' allies in the education of adolescents. Accomplished teachers understand and value the distinctive role of parents and guardians and they continually seek opportunities to build strong partnerships with them. They welcome family participation in school activities and take initiative in inviting parents to become a part of the life of the school.

URBE 0506 Secondary Instruction Standards and Assessment in Urban School (3 Cr)
This course is an overview of standards and assessments and their impact on the secondary classroom teacher in urban schools. It is designed to help teachers gain knowledge of school district curriculum and assessment policies, state curriculum and performance standards, high school proficiency exams, and national standards and assessment trends. Focus will be concentrated on helping classroom teachers identify the link between instruction, standards, and assessment.

URBE 0507 Technology in the Secondary Curriculum in Urban Schools (3 Cr)
This course is an overview of methods, materials, techniques, and strategies unique to the use of the computer as an instructional tool in the urban secondary classroom. National, state, and district curriculum standards, methods, and strategies will be addressed.

URBE 0508 Models of Teaching in Urban Schools (3 Cr)
This course is an overview of approaches to teaching through historical, theoretical, and research perspectives. The major emphasis is on surveying the models of teaching, examining them as models of learning for students, and considering how to build communities of learners in urban schools.

URBE 0509 Community Involvement in Urban Schools, Part I (1 Cr)
This course is an overview of urban educational trends. It is designed to help teachers acquire knowledge of historical perspectives within their state of children and youth in urban poverty. It will also help participants to develop strategies for working with these youth, the family, and the community.

URBE 0510 Parental Involvement in Urban Schools, Part II (2 Cr)
This course provides an opportunity for advanced study in the exploration of techniques and strategies for successfully involving parents and families in the educational process within urban schools. Students will research successful strategies that have been used in other urban schools and develop a plan for parental involvement in their own school.

URBE 0511 Community Involvement in Urban Schools, Part II (2 Cr)
This course provides an opportunity for advanced study in the exploration of techniques and strategies for successfully involving the community in the educational process within urban schools. Students will research successful strategies that have been used in other urban schools and develop a plan for community involvement to be used in their own schools.

URBE 0513 Community Involvement in Urban Schools (3 Cr)
This course provides an opportunity for exploration of techniques and strategies for successfully involving the community in the educational process within urban schools. Students will research successful strategies that have been used in other urban schools and develop a plan for community involvement for their own school.

VE 0688 Practicum Internship in Varying Exceptionalities (M.S.) (6 Cr)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

VE 0788 Practicum Internship in Varying Exceptionalities (Ed.S.) (6 Cr)
The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

Master's and Specialist Degree Programs in Education

GTEP—Master of Arts in Teaching and Learning (M.A.T.L.)

Graduate Teacher Education Program

Note: In addition to policies/procedures listed by program, all GTEP students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog and the GTEP policies/procedures listed within the GTEP section.

The master of arts degree in teaching and learning (M.A.T.L.) program has been designed by the Fischler Graduate School of Education and Human Services (FGSEHS) and Skylight Professional Development to meet the needs of classroom practitioners by linking theory to best practices in the classroom. As students learn from today's leading educational theorists, master teachers will model and reflect on best practice strategies to implement and develop as part of your daily classroom repertoire. NSU has designed the M.A.T.L. degree using comprehensive distance learning methodologies. The program is structured within the context of three construct areas impacting today's classroom teacher: instruction, curriculum, and professional development. Through interaction with a graduate education faculty member 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 practices.

SPECIALIZATION AREAS

Curriculum and Instruction Specialization

Elementary Math Specialization

Elementary Reading Specialization

K–12 Technology Integration Specialization

ADMISSION POLICIES

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for Full Admission Status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an administratively approved equivalent).

Provisional Admission

In order to qualify for provisional admission to the program, prospective students must

- provide proof of an earned baccalaureate degree from a regionally accredited college or university (or an administratively approved equivalent)
- provide a photocopy of their academic transcript for the highest degree they've earned
- submit a completed NSU application form, accompanied by a nonrefundable $50 application fee
- provide a photocopy of a current teaching certificate or proof of employment as a teacher from the school where they are currently employed

Full Admission

After having fulfilled all provisional admission requirements, students must provide the Office of Admissions with official transcripts from all of the colleges and/or universities attended (this includes community college, bachelor's and master's level degrees, and any other coursework taken for college credit).

Readmission Policy

Students who are dismissed for academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- Students must wait one year before requesting readmission to the program. Please refer to the *Student Handbook* for additional information regarding probation, grades of incomplete, and repeated courses.
- Readmitted students must begin the degree anew.
- Readmitted students will be subject to the terms and conditions that are in effect at the time of readmission, as set forth in the program's catalog.

Transfer of Credit

The M.A.T.L. program does not accept any transfer credits. All credits toward the degree must be earned while enrolled in the M.A.T.L. program.

TUITION AND FEES

Tuition and fees for the M.A.T.L. program may vary from that of GTEP. Please contact the program to inquire about M.A.T.L. tuition rates.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

The M.A.T.L. program is delivered in a 30-credit-hour sequential curriculum, which can be completed in as few as four terms. There are four 10-week terms and one 8-week summer term; courses are configured in terms of six semester hours each. Enrollment is open, with new semester terms beginning in October, January, March, and June of each academic year. The program is developed around study, analysis, reflection, and application of current educational theory and issues. It is designed to encourage professionalism and create a meaningful experience for the classroom teacher through implementation of three interwoven elements: action research, professional portfolios, and educational technology.

For further information, contact us by calling 800-348-4474, or by visiting our Web sites at *www.fgse.nova.edu/matl* or *www.skylightedu.com.*

Grading Policy/Academic Probation

M.A.T.L. students must maintain a minimum 3.0 (B) grade point average for retention in the program.

- Students are placed on academic probation when their grade point average falls below a 3.0, and are then allowed one term (or two consecutive sessions) in which to clear probation.
- Students who do not raise their grade point average to a 3.0 within one term of their probation will be dismissed from the program.
- Students previously placed on probation will be dismissed from the program should their grade point average fall below a 3.0 a second time. (M.A.T.L. limits students to only one probationary period.) Notification of dismissal may occur during a succeeding term of registration, whereby students may be withdrawn from courses already in progress.
- Grades cannot be changed once a course has ended unless an incomplete grade agreement form has been completed on or before the final class session of the course, approved by the instructor, and is on file in the program office.

Grades of Incomplete (I) are issued because of unexpected personal or professional emergencies and must be made up within two months of the final class meeting of the course and as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on an official transcript. Students are given only one opportunity to repeat a course in an effort to improve their grade.

Grade	Quality	Points	Grade	Quality	Points
A	Excellent achievement	4.0	P	Pass	Credit only
B	Good achievement	3.0	WU	Administrative withdrawal	
C	Below expectations for graduate work	2.0	I	Incomplete	
F	Failure	0.0			

No plus or minus grades (e.g., A-, B+) are used in the M.A.T.L. Program. Please refer to the *Student Handbook* for additional information regarding probation, grades of incomplete, and repeated courses.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures.

Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures.

Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

COURSE DESCRIPTIONS

Curriculum and Instruction Specialization

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—Curriculum and Instruction (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 using 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.

Elementary Reading Specialization

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 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 print and alphabetic awareness of beginning readers. 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 663 Instruction and Assessment for Diverse Classrooms—Elementary Reading (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 using standardized tests, teacher-created tests, portfolio assessment, and performance tasks.

Elementary Math Specialization

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 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 673 Instruction and Assessment for Diverse Classrooms—Elementary Math (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 using standardized tests, teacher-created tests, portfolio assessment, and performance tasks.

K–12 Technology Integration Specialization

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 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 how 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.

EDUC 683 Instruction and Assessment for Diverse Classrooms—Technology Integration (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 using standardized tests, teacher-created tests, portfolio assessment, and performance tasks.

Participants initiate an action research project. Conferral of degree is contingent on successful completion of the action research project and the professional portfolio in the fifth block.

Daytona Beach, FL
Nova Professional Building
3930 South Nova Road, Suite 102
Port Orange, FL 32127
Phone: (386) 756-4227
Fax: (386) 756-2956
GTEP Academic Manager: Robert Wilson
wilsonr@nsu.nova.edu

Fort Lauderdale, FL
3530 North University Drive
Fort Lauderdale, FL 33328
Phone: (954) 262-8380
Fax: (954) 262-4899
FGSEHS Site Administrator: Jamie Manburg
Phone: (954) 262-8381
jmanburg@nsu.nova.edu

Fort Myers/Bonita Springs, FL
8951 Bonita Beach Road, Suite 280
Bonita Springs, FL 34135
Phone: (239) 992-1711
Fax: (239) 992-8382
GTEP Academic Manager: Douglas Santini
santini@nsu.nova.edu

Jacksonville, FL
6675 Corporate Center Parkway, Suite 115
Jacksonville, FL 32216
Phone: (904) 245-8900
Fax: (904) 443-2893
GTEP Academic Manager: Etoile Graves-Smith
etoile@nsu.nova.edu

Las Vegas, NV
Nova Southeastern University
McCarran Corporate Plaza
5740 South Eastern Avenue, Suite 160
Las Vegas, NV 89119
Phone: (702) 365-6682
Fax (702) 365-1920
GTEP Academic Manager: Maureen Diaz
maurdiaz@nsu.nova.edu

Melbourne, FL (*for continuing students only*)
Brevard Educational Services
2799 Judge Fran Jamieson Way
Viera, FL 32940-6699
Phone: (321) 633-1000, ext. 332
Fax: (321) 617-7716
GTEP Academic Manager: Walt Taylor
taylorw@nsu.nova.edu

Miami, FL
mailing:
P.O. Box 836719
Miami, FL 33282-6719
location:
8585 SW 124th Avenue
Miami, FL 33183
Phone: (305) 274-1021
GTEP Academic Manager: Brenda VanHoose
vanhoose@nsu.nova.edu

Orlando, FL
Nova Southeastern University
4850 Millenia Boulevard
Orlando, FL 32839
Phone: (407) 264-5600
Fax: (407) 264-5653
GTEP Academic Manager: Cedric Thompson
cedrice@nsu.nova.edu

Phoenix, AZ
GTEP Adviser: Jennifer Burns-Carr
maricopa@nsu.nova.edu

Tampa, FL
9503 Princess Palm Avenue
Tampa, FL 33619
Phone: (813) 740-2775
Fax: (813) 740-1550
GTEP Academic Manager: Debbie Coyle
coyle@nsu.nova.edu

West Palm Beach, FL
North Corp. Center
3970 RCA Boulevard, Suite 7000
Palm Beach Gardens, FL 33410
Phone: (561) 622-7018
GTEP Academic Manager: Mel Coleman
mcoleman@nsu.nova.edu

Cluster Locations:
Lakeland
Chris Bond
Phone: (386) 752-3309
Robin Hurst
Phone: (386) 935-1184

Note: In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

The National Graduate Teacher Education Online Program (NGTE) is a specialized division of the Graduate Teacher Education Program designed to provide education professionals with an opportunity to earn an M.S. or Ed.S. degree online. Students entering NGTE online degree specializations will be assigned to a cluster/cohort group of others seeking a degree in their specific study area. Clusters begin fall 1, winter 1, or summer 1, as enrollment demands. Clusters will follow the program of study and complete the program on the scheduled completion date for the cohort group.

For assignment to a cluster, online degree-seeking students must

- contact the coordinator for their desired specialty area
- complete and submit the application for admission
- register prior to registration deadline of the term their assigned cluster is to begin

Participants should contact their state department of education for guidance in obtaining certification or licensure, or 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.

All registration, correspondence, and course participation are conducted electronically.

All current information about the National Graduate Teacher Education Online Program (NGTE) may be accessed through our Web site at *www.nova.edu/ngeonline.*

MISSION STATEMENT

As a component of the Fischler Graduate 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 use of research, guided activities, and practical experience to a diverse population of professional educators.

NGTE provides a virtual learning community that corresponds with the focus 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.

SPECIALIZATION AREAS

M.S. Online Specializations

Curriculum Instruction and Technology (CIT)	Elementary Curriculum and Instruction (ECAI)
Educational Technology (ETEC)	Special Education (EXE)
Education of Young Children (EYC)	Management and Administration of Educational Programs (MAEP)
Education: Teaching and Learning (ETL)	Social Studies Education (SST)
Environmental Education (OCEE)	

Ed.S. Online Specializations

Curriculum and Instruction Management/Administration (CIMA)	Technology Management and Administration (TMA)

ADMISSION POLICIES

FGSEHS Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from all institutions they have attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Provisional Admission

To gain provisional admission to the program, prospective students must

- provide proof of an earned baccalaureate or graduate degree from a regionally accredited college or university or an administratively approved equivalent
- provide a photocopy of their transcript for the highest degree they've earned
- submit a completed admission application with application fee

Full Admission

To gain full admission status to the program, students must provide official transcripts from all institutions attended, within 90 days of initial enrollment.

Readmission Policy

Students who are dismissed for academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- Students must wait one year before requesting readmission to the program. Please refer to the *Student Handbook* for additional information regarding probation, grades of incomplete, and repeated courses.
- Readmitted students must begin the degree anew.
- Readmitted students will be subject to the terms and conditions that are in effect at the time of readmission, as set forth in the program's catalog.
- Consistent with the program's transfer of credit guidelines, readmitted students may carry over six semester hours of previously earned credits that are not more than five years old, for which the grade is B or better, and which are consistent with specialization and degree requirements as stated in the current catalog. In addition to any credits previously earned at NSU that are acceptable toward a new degree program, students may transfer six semester hours of appropriate coursework from another accredited institution.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the National Graduate Teacher Education Online Program (transfer of more than six semester credits must be approved by the executive dean for academic affairs), provided that the following conditions apply:

- 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 student services office of FGSEHS 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 on the NGTE Web site.) An academic adviser must give written approval of the transfer of credit.

Credits transferred in will decrease the overall total credits required for degree programs, but will not be computed in the student's overall grade point average. Because certification requirements vary by state and district, participants should contact their state department of education for guidance in obtaining certification or licensure, or their local school district for approval in fulfilling district-level incentive programs. Completion of an NGTE program of study does not guarantee certification.

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.

TUITION AND FEES

The tuition and fee schedule below is for the Graduate Teacher Education Program and National Graduate Teacher Education Online Program (M.S. and Ed.S.) only. Payment of tuition or fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be made payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, Visa, Discover, or American Express accounts. Tuition and fees are subject to change without notice.

Tuition/Fees Schedule (Academic Term Beginning July 2003)

Tuition	$340 per credit hour	Late Registration Fee*	$100
Application Fee (nonrefundable)	$50 (one time only)	Technology Fee	$110 per term
Registration Fee	$30 per term	Application for Degree Fee	$75
Drop/Add Fee	$15 per term		

*Continuing students who register for classes after the registration deadline must pay this additional fee.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available through the NGTE Web site and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

Program Goals/Learning Outcomes

NGTE Online Program goals are aligned with the NSU goals and correlate with the distance education guidelines for good practices (Higher Education Program and Policy Council, 2000).

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 each week 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.

FOR MORE INFORMATION
Phone: (954) 262-8649 or 800-986-3223, ext. 8649
Fax: (954) 262-3953 or (954) 262-3911
Email: *olci@nsu.nova.edu*
Web site: *www.nova.edu/ngeonline*

Program Requirements

Students admitted to NGTE must contact their specialization coordinator to obtain a program of study.

Attendance Policy

Weekly communication and/or participation is required. Students who have not checked in to their WebCT course by the end of the first week will be dropped from the course with a full tuition refund. Students who have not officially dropped the course, but have not attended class or posted assignments in the first two weeks of the term session, will be dropped from the course without a refund. Students who have not participated in any two consecutive week's work will be dropped from the course without a refund.

Grading Policy/Academic Probation

NGTE students must maintain a minimum 3.0 (B) grade point average for retention in the program.
- Students are placed on academic probation when their grade point average falls below a 3.0, and are then allowed one term (or two consecutive sessions) in which to clear probation.
- Students who do not raise their grade point average to a 3.0 within one term of their probation will be dismissed from the program.
- Students previously placed on probation will be dismissed from the program should their grade point average fall below a 3.0 a second time. (NGTE limits students to only one probationary period.) Notification of dismissal may occur during a succeeding term of registration, whereby students may be withdrawn from courses already in progress.
- Grades cannot be changed once a course has ended unless an incomplete grade agreement form has been completed on or before the final class session of the course, approved by the instructor, and is on file in the program office.

Grades of Incomplete (I) are issued because of unexpected personal or professional emergencies and must be made up within two weeks of the final class meeting of the course and as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on an official transcript. Students are given only one opportunity to repeat a course in an effort to improve their grade.

Grade Reports and Transcripts

Through the Office of the University Registrar, students have access to individual transcripts that show the current status of earned grades and earned semester credit hours for all courses completed or attempted. Students are encouraged to periodically review grade reports to ensure accuracy. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. Upon completion of a degree program at Nova Southeastern University, students receive one official transcript without charge. Any other official transcripts, before or after graduation, must be requested by completing a Request for Transcript Form, available by calling the Office of the University Registrar at 800-541-6682, ext. 7225, or (954) 262-7225. This form and a $5 check, credit card authorization, or money order (per transcript) should be mailed to the Office of the University Registrar. If paying by credit card, the transcript request and payment information can be faxed to (954) 262-4862.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures. Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures. Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Extensions of Time

Students who are unable to complete all degree or program requirements within the established time frame, due to extreme circumstances, may request a one-time, one-year extension by submitting a written request to the NGTE administrative offices. (Extensions are not granted beyond six years from the date of initial enrollment, irrespective of 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. Students must be in good academic and financial standing to be eligible for extensions. Students who are not in good academic and financial standing, or who have previously been dismissed due to academic difficulty, are ineligible for extensions. Students who are granted extensions but are unable to complete all degree requirements by the end of their extension period will be dismissed from the program and may apply for readmission under the terms of the readmission policy.

COURSE DESCRIPTIONS

All NGTE courses are delivered online.

CAE 0500 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.

CAE 0502 Internet for Educators (3 Cr)
This introductory course teaches fundamentals of navigating the Internet and its role in the K–12 classroom. Participants will explore the history of the Internet; Internet services; and 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 0503 Internet Resources: 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 in order 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 0504 Web Authoring 1: Introduction to Web Page Development (3 Cr)
This introductory, project-based course, examines and demonstrates the elements of World Wide Web page development including design and copyright issues, HTML editors, resources, and varied tools for Web page publication. Each participant will design and publish a basic WWW page that will supplement a problem-based learning project. **Prerequisite: Demonstrated ability to use a WWW browser and search techniques.**

CAE 0505 Web—Authoring II: 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. **Prerequisite: CAE 0504.**

CAE 0507 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. (It is recommended that CAE 0500 or 0502 and CAE 0504 are taken prior to registering for this course.)

CAE 0509 The Net-Connected Classroom: Educational Applications of Online Technology (3 Cr)
This introductory course explores fundamentals of Internet resources and their role in the K–12 classroom. Participants will use tools of Internet-based instructional resources, including forms of communication and collaboration (email, listservs, usenet newsgroups), ftp, telnet, search engines, and directories. Strategies for managing the variety of tools and services available on the Internet will be implemented. Online research and tutorial services will be accessed and evaluated for classroom use. (This course may be taken as an alternative to CAE 0502.)

CIMA 0702 Curriculum and Instruction 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 curriculum and instruction.

CIMA 0707 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 0712 Management for Curriculum and Instruction (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 0717 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 0500 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 0501 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 participant's setting. Current topics, including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning and assessment of student learning outcomes, are examined.

CIT 0502 Research in Education: Process and Application (3 Cr)

Taken as the first course of each specialization, this course begins a process that continues throughout the student's program of study, emphasizing research skills and development of an applied research project. Prerequisite or corequisite to subsequent courses in all NGTE majors, CIT 0502 is the first component of an integrated three-part process that continues with four to eight weeks of implementation and culminates with a final report generated in CIT 0610.

CIT 0503 Assessment of Learning (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; role of standardized testing in education; and the relationship of learning, assessment, and decision-making will also be examined.

CIT 0504 Creativity in the Curriculum (3 Cr)

This course offers a variety of strategies and hands-on ideas for fostering creativity in the K–12 environment. Methods for planning creative activities, assignments that call for original work, independent learning, self-initiated projects, and experimentation are all examined.

CIT 0505 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 in 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 0506 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 0507 Issues in Education (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.

CIT 0609 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, and curriculum design and delivery will be among topics included in this survey course.

CIT 0610 Special Topics in Curriculum Design 2 (3 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.

CIT 0698 Practicum Internship (6 Cr)
The Practicum Internship is the culminating or capstone experience in the M.S./Ed.S. program of study. A range of practicum options are available, such as applied projects, practical and/or research based activities, or advanced professional development and study. Therefore, the practicum design is determined through negotiation with the practicum adviser and is based on individual needs, career objectives, and goals. The practicum is explained further in the *Practicum Internship Handbook.* Students may register for the practicum any time after achieving candidacy. (Admission to degree candidacy is required.)

ECAI 0501 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.

ECAI 0502 Advanced Theory of Teaching and Learning (3 Cr)
Theories of learning and teaching will be reviewed by using the Multiple Intelligences Theory as a base. Application of various theories will be compared and analyzed.

ECAI 0503 Instructional Leadership (3 Cr)
This course examines the means to empowering elementary educators as leaders in the classroom. Strategies for networking, curriculum delivery, and development will be examined.

ECAI 0504 Appraisal Theory and Techniques (3 Cr)
A practical course in the uses of standardized instruments and techniques, the principles of portfolio assessment, and the varied uses of assessment data. The use of listening for planning assessment will be addressed.

ECAI 0505 Empowerment for Learning (3 Cr)
Observation techniques for assessment and self-improvement reflection will be included. Organizational issues related to quality instruction, peer collaboration, and professionalism will be brought together. The role of clinical, collaborative, and reflective supervision to quality instruction will be explored.

ETAL 0509 New Directions in Standards-Based Curriculum (3 Cr)
This course provides skills to develop, design, and plan standards-based curriculum, instruction, and assessment. Participants will develop instructional, curricular, and assessment materials based on national, state, and local goals, standards, and benchmarks.

ETAL 0511 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 0550 Multimedia Development (3 Cr)
Techniques of multimedia development (planning, scripting, and incorporation of varied media forms) are examined. Students will produce multimedia projects. **Prerequisite: CAE 0500 or equivalent.**

ETEC 0601 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 used in the production of an educational product.

ETEC 0602 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.

ETEC 0650 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.

EXE 0500 Introduction to Exceptional Learners (3 Cr)
This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of exceptionality including definitions, prevalence, causes, assessment techniques, educational treatments strategies, and current and future trends in the field of exceptional student education.

EXE 0501 Teaching the Mentally Disabled: Instructional Strategies (3 Cr)
This course focuses on the various strategies and techniques used to educate mentally handicapped students. Emphasis is on normalization and on the array of services available to mentally handicapped students from infancy to adulthood. Special attention will be devoted to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology. **Prerequisite: EXE 0500.**

EXE 0502 Language and Communication Disabilities for Disabled Students (3 Cr)
This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders. **Prerequisite: EXE 0500.**

EXE 0503 Transition Programs for Disabled Students (3 Cr)
This course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, all of which exceptional students need if they are to actualize their potential and become contributing members of society. **Prerequisite: EXE 0500.**

EXE 0504 Assessment of Exceptional Students (3 Cr)
This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares 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 the types of available instruments in order to help them make the soundest educational decisions possible. **Prerequisite: EXE 0500.**

EXE 0505 Characteristics of Learners with Mild Disabilities (3 Cr)
This course is an introduction to noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socioemotional needs of these students. **Prerequisite: EXE 0500.**

EXE 0506 Management of Exceptional Students (3 Cr)
This course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom-learning environment to foster learning and enhance students' personal growth. **Prerequisite: EXE 0500.**

EXE 0507 Teaching Strategies for Learning Disabled Students (3 Cr)
This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning disabilities using visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course. **Prerequisite: EXE 0500.**

EXE 0508 Teaching Strategies for Emotionally Disabled Students (3 Cr)
This course introduces preservice and in-service teachers of emotionally handicapped students to the historical, professional, and social contexts of this field. It 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 emotionally handicapped students in different settings. **Prerequisite: EXE 0500.**

EXE 0511 Reading Instruction for Exceptional Students (3 Cr)
This course examines current best practices and research in the field of teaching reading to disabled students. The course includes special emphasis on direct instruction and authentic assessment.

EXE 0512 Inclusion Issues for Educators (3 Cr)
This course will examine the IDEA mandates and current trends for inclusion of disabled students in regular classroom settings. Modification of instruction, varied assessment practices, and team teaching will also be explored.

EYC 0500 Prenatal to Middle Childhood: Physical, Psychological, and Cognitive Transitions (3 Cr)
The course addresses the development of the whole child from birth through age eight, with a focus on the research as it applies to today's child and family. **Prerequisite: EYC 0500.**

EYC 0501 Assessing the Early Years: Guidelines and Models (3 Cr)

This course covers identification and use of appropriate assessment strategies for educational programs for children ages three through eight. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and the appropriateness of standardized and criterion-referenced testing in early childhood education.

EYC 0502 The Foundations and Future of Developmental Theory in Prenatal to Middle Childhood (3 Cr)

This course covers the historical, philosophical, and sociological foundations of early childhood education and its impact on the 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.

EYC 0503 Reading and Writing Readiness Curriculum for Prenatal to Middle Childhood (3 Cr)

This course applies the use of children's literature and writing readiness activities to develop integrated curricula following NAEYC's recommendations. Students will examine writing readiness opportunities in the curriculum and literary genres and themes appropriate for young children including 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.

EYC 0504 Social Issues in Early Childhood (3 Cr)

This course examines how to develop a developmentally appropriate curriculum for children in varied social and cultural settings. Discussion of what constitutes a developmentally and diversity appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized throughout 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.

EYC 0505 Understanding and Designing a Developmentally Appropriate Early Childhood Curriculum (3 Cr)

This course provides students with an overview of DAP curriculum design and the role of play, creativity, music, movement, and socialization as a teaching strategy for young children. Students will examine the developmental nature and benefits of each category and its relationship to learning. Emphasis will be placed on the discussion of how the arts and movement provide ways to create classroom experiences for the child. Planning and selection of activities, materials, equipment, and resources for the development of play-based curricula will be explored

EYC 0506 Early Childhood Science and Math: A Review of Materials and Strategies for Early Childhood (3 Cr)

This course examines the strategies presenting appropriate science and math experiences for all students with an emphasis on the activities that stimulate success for female and minority students. This course covers the historical, philosophical, and sociological foundations of math and science in 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. Planning, selection of materials, and implementation of integrated developmentally appropriate DAP curricular criteria by NAEYC, NCSS, IRA, and GEE/DEC will be discussed. Attention will be placed on curricular adaptations for children with linguistic differences (ESL).

EYC 0507 The Relationship of Psychology to Learning: An Organizational Perspective, Ages Three Through Eight (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.

EYC 0508 Early Childhood Organizational, Leadership and Advocacy Issues (3 Cr)

This course addresses the ongoing issues of developmentally appropriate practices in early childhood education. The course also compares and contrasts organizational, societal, and administrative demands regarding the early placement of abstract learning experiences into the curriculum and the success of proven research practices that follow developmentally appropriate activities.

EYC 0509 Technology Applications in Early Childhood (3 Cr)

This course examines the role of technology in the early childhood curriculum. Research and issues relating to the developmentally appropriate use of technology will be explored. Appropriate integration of technology and educational software evaluation methods for early childhood will be addressed.

GRA 0710 Grantwriting (3 Cr)

This course provides students with the skills and knowledge to locate appropriate grant opportunities and to write effective grant proposals.

MAEP 0500 Communication and Supervision of Educational Programs (3 Cr)
Using various proven activities, students will develop and apply their own supervisory skills and interpersonal communication. Since effective educational managers work with and through others, the interactional effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course.

MAEP 0505 Financial Aspects of Education (3 Cr)
Using acquired knowledge of historical and current school finance concepts and applicable funding procedures, students will analyze the planning, development, implementation, and evaluation of school budgets and the financial aspects of education.

MAEP 0510 Organization of Educational Programs (3 Cr)
Students will explore and demonstrate knowledge of basic theories of management, change process, group dynamics, and motivation as applicable to educational administration.

MAEP 0520 Legal Issues In Education (3 Cr)
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.

MAEP 0525 Personnel Management in Education (3 Cr)
Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and noninstructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the orientation of the collective bargaining process will be explored.

MAEP 0530 Management of Schools and Education Programs (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.

MAEP 0545 School Improvement Planning and Management (3 Cr)
In this course, emphasis will be placed upon the student's becoming acquainted with the basic elements of the school improvement process and strategic planning.

MAEP 0550 Technology Application in School Management (3 Cr)
This course presents an overview of the technology competencies appropriate for managers of educational programs. Hardware, software, and electronic resources are introduced and applied to effective management of educational programs.

NGTE 0700 Educational Inquiry and Electronic Research Technologies (3 Cr)
This course examines alternative research paradigms, examples of sound research, and critical interpretation and evaluation of research and theoretical writing in the field.

NGTE 0705 Today's Educational Leader (3 Cr)
This course prepares students for leadership positions through the study of leadership characteristics and styles.

NGTE 0706 Managing Change (3 Cr)
This course provides students with the skills and knowledge to serve as a catalyst for change and to assist others in the acceptance and adoption of educational innovation.

NGTE 0715 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 0720 Seminar in Program Synthesis (3 Cr)
Practical application of research, leadership and specialization studies in the educational environment. Students engage in a problem-solving experience designed to improve or enhance an educational situation.

OCI 0500 Introduction to Online Teaching Concepts (3 Cr)
This course is designed for the teaching professional who wants to become familiar with the elements of online instruction. The focus of this course is to provide an overview of the online process and to introduce the participant to the differences between the traditional and online teaching processes. The course represents student simulation with participants learning the process from the student perspective for the six-week course period.

OCI 0501 Online Teaching Models and Curriculum Planning (3 Cr)
This course introduces various instructional models for online delivery. Participants will examine Internet resources, communications devices and support systems important to effective Internet instruction as they begin to outline strategies for course delivery. **Recommended prerequisite: OCI 0500.**

OCI 0502 Design and Development of Online Curriculum (3 Cr)
This course provides practical experience in developing curriculum for online instruction. Using an appropriate model of instructional design, participants will revise existing curricula or develop a new course using elements of effective online curriculum planning and delivery. At the conclusion of this course, participants will have a program of instruction prepared for online implementation.

OCEE 0500 Foundations of Environmental Education—Theory (3 Cr)
This 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 0510 Foundations of Environmental Education—Practice (3 Cr)
Building upon the concepts developed in OCEE 500, 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 0520 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, then offer opportunities to develop tools to teach students about its interdisciplinary complexities. This process will then be applied to other environmental concepts.

OCEE 0530 Environment and Society (3 Cr)
This course investigates the impact of society on the nonhuman 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 0540 Interpreting our Environment (3 Cr)
This course investigates situations where the nonhuman 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 0550 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 and Shoots, an international, hands-on environmental and humanitarian education program for young people from kindergarten to college, developed by the Jane Goodall Institute.

SST 0612 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 0614 Geography in the Secondary School 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 0616 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 people to come to the United States from these areas and the cultural heritage that they brought with them.

SST 0622 Consent of the Governed: American Government in the Curriculum (3 Cr)
A study of the philosophical foundations and structure of state and federal government. Emphasis is given to instructional techniques that can be used by middle school and high school teachers to introduce government in daily life, and to ways that students can become directly involved in the process of "participatory citizenship".

SST 0623 American History I in the Secondary School Curriculum (3 Cr)
This course includes American history from precolonial times 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 integrating the latest curricular practices and teaching strategies using Florida Sunshine State standards.

SST 0625 American History Part II in the Secondary Education Curriculum (3 Cr)

This course covers American history from the reconstruction through the present. Studied through the lenses of 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 strategies using the Florida Sunshine State standards.

SST 0626 The Community of Man: Cultural Anthropology in the Social Studies Curriculum (3 Cr)

A systematic study of the traits of diverse social groups, past and present, as well as man's historical relationship(s) with his natural surroundings. An emphasis is placed on teaching strategies and instructional materials as well as ways of introducing students to the cultural diversity that exists close to home and at a distance far removed.

SST 0627 World History I (Beginnings Through the Renaissance) in the Secondary Curriculum (3 Cr)

This course explores the world from its beginnings to the time of the renaissance by studying 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 0629 World History II (Renaissance Through the Present) in the 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 Americas 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.

TMA 0701 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 of educational technology and technology management issues.

TMA 0711 Educational 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 0716 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 0721 Distance Education: Systems and Methods (3 Cr)

This course provides students with the opportunity to research current practices in distance learning within 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.

Substance Abuse Counseling and Education

Note: In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

MISSION STATEMENT

The master of science degree program with a specialization in substance abuse counseling and education is a field-based master's degree program, designed for the working professional who is interested and/or active in the field of substance abuse counseling and education. This specialization was developed in recognition of two generalizations about the field of addictions. The first is that skill and leadership abilities of substance abuse specialists are a central ingredient in creating and maintaining quality programs. The second is that these administrators and practitioners have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs. In the field of substance abuse counseling, administrators and practitioners require a specialized curriculum, emphasizing leadership, management, public policy, developmental issues, and human dynamics. They also require an academic program that complements their ongoing work responsibilities. Nova Southeastern University has recognized an opportunity to make an important contribution to the field of substance abuse counseling by providing a unique program in a distinctive format.

ADMISSION POLICIES

Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for Full Admission Status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Additional Admission Requirements

In addition to the requirements outlined above, students are required to submit three letters of recommendation from colleagues or others who know their work, and an official transcript with a minimum of a 2.5 GPA from a regionally, provincially, or nationally accredited college or university, sent directly to Nova Southeastern University. Official transcripts of all prior credits earned at other colleges or universities must also be submitted to Nova Southeastern University. The program admissions committee evaluates completed files and notifies the student of official admissions.

International Student Admission

In addition to the general admission requirements, the admissions process for international students for whom English is a second language includes a minimum score of 550 on the Test of English as Foreign Language (TOEFL) or successful completion of a baccalaureate degree in residence at a regionally accredited college or university.

Prospective international students who completed degrees at universities outside the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

Readmission Policy

Students who are dismissed for academic reasons, such as failure to clear probation, may reapply to the program only under the following conditions.

- Students must wait one year before requesting readmission to the program. Please refer to the *Student Handbook* for additional information regarding probation, grades of incomplete, and repeated courses.
- Readmitted students must begin the degree anew.
- Readmitted students will be subject to the terms and conditions that are in effect at the time of readmission, as set forth in the program's catalog.
- Consistent with the program's transfer of credit guidelines, readmitted students may carry over six semester hours of previously earned credits that are not more than five years old, for which the grade is B or better, and which are consistent with specialization and degree requirements as stated in the current catalog. In addition to any credits previously earned at NSU that are acceptable toward a new degree program, students may transfer six semester hours of appropriate coursework from another accredited institution.

Transfer of Credit

Students must have earned 48 to 60 credits in order to have the master's degree with a specialization in substance abuse counseling and education conferred. The number of credits for conferral of the degree is dependent on the track in which an individual decides to enroll. Transfer of graduate-level credits (up to a maximum of six semester hours) from an accredited institution may be allowed upon approval of the program director. These credits must have been earned within the past 10 years (with a grade of A or B).

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.

New Student Orientation

Each student will be given a formal program orientation at a scheduled date and time prior to the beginning of the first course module.

The process of this formal orientation will be the following:

- A program office staff member will contact each student to arrange a date and time for which the student will be available for a conference call using distance education telephone technology.
- Designated faculty and staff members from the central office will provide basic information relative to program expectations, general academic procedures, and other information designed to facilitate successful entrance into the degree program.
- During this orientation session, students will have an opportunity to hear from, and exchange information with, fellow entering students. At this time, they can also ask any specific questions or share any concerns they have about starting the program.
- During the intensive summer instruction on campus, all new students will receive a further comprehensive orientation that will include NSU campus departments, support services, university and program history, and current status activities and procedures.

TUITION AND FEES

In calculating your cost, note that 48 to 60 credit hours are required for the master of science degree with a specialization in substance abuse counseling and education. The number of credits needed to graduate is dependent on the track in which the student has enrolled. All tuition and fees are due on the scheduled due dates. Please note that tuition and fees are subject to change without notice.

Tuition and Fees Schedule: Academic Term Beginning July 2003

Application Fee (nonrefundable)	$50 (one time only) with all new student applications
Cost per Credit Hour	$280
Summer Instruction on Campus	$100
Field Experience Fee	$100 for each semester of field experience
Technology Fee	$110 per term
Materials Fee	$25 per semester
Registration Fee	$30 per transaction

Additional Fees

A late payment fee of $50 will be charged for any payment received after the due date.

A fee of $75 must accompany the degree application at the conclusion of the course of study.

A $50 reapplication fee will be charged to students who wish to be reinstated after withdrawal for a year or more.

A fee of $950 will be charged for a one-time, nine-month, extension beyond the cohort ending date.

A late registration fee of $100 per transaction will be charged to continuing students who register for classes after the registration deadline.

ACADEMIC PROGRAM

Students in the master's degree program enter at specific times (January, June, or September) and form a "cohort." They follow the same schedule throughout the program. Students in the program meet at the required summer instruction on campus during the first year of the program. Members of the cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer instruction on campus.

Coursework, field experiences, and summer instruction can be completed in 20 to 26 months, depending on the track of study the student chooses. Track I is a 48-credit track, which can be completed in 20 months. Track II is a 60-credit track, which can be completed in 24 to 26 months. It is recommended that students contact their state licensing and/or certification agency, along with their local and national professional agencies, to assist in deciding which track will best fit their needs.

Based on the track that students have enrolled in, they are required to complete one or three field experiences. Track I requires the completion of one field experience and Track II requires the completion of three field experiences. Field experiences offer students the opportunity to apply their newly obtained knowledge and skills to the practical work place. Each field experience includes a seminar and approximately 160 hours of supervised direct practice with individuals, groups, and families. It is the students' responsibility to locate an agency where they would like to complete their field experience. The agency must be approved by NSU's program administrator. All students involved in a field experience must carry malpractice insurance and supply NSU and the field experience agency with a copy of the insurance certificate.

In order to fulfill the program's requirements for the degree, all students must attend one summer instruction on campus during the first year of the program. This is an intensive learning experience in which the students meet and study with other members of their cohort, other students in the program, NSU faculty members, and other experts in the field of substance abuse counseling and education. These valuable experiences also offer opportunities for mentoring or apprentice relationships between faculty members and students, as well as times for faculty evaluation of students.

During summer instruction on campus, students are provided with the opportunity for exposure and orientation to a wide range of NSU support facilities and activities. Included among these are the research library, computer training, peer interaction, and other occasions for intellectual growth and development associated with campus life.

In the spring, students receive detailed information regarding arrangements for summer instruction on campus. While travel and lodging costs are the responsibilities of students, information regarding arrangements may be available through the campus office. If students are unable to attend a summer instruction the first year, as required by the program, adjustments will be made to their schedule for the next year's summer studies program. Summer instruction is two weeks in length.

Come to our campus offices or call toll free for program information:
8:30 a.m.–5:00 p.m. E.S.T., Monday–Friday.
Broward County: (954) 262-8705
United States and Canada: 800-986-3223, ext. 8705
Email: *pecoraro@nsu.nova.edu*
Web site: *www.fcae.nova.edu/substanceabuse*

Instructional Delivery System

The master's degree program with a specialization in substance abuse counseling and education is delivered in an online system. This system allows students to access their courses 24 hours a day, seven days a week.

Program Outline/Core Courses

All courses are worth three credits.

Track I courses
Psychopharmacology of Licit and Illicit Drugs
Individual Assessment, Evaluation, and Rehabilitative Strategies
  in Substance Abuse Counseling
Human Growth and Development Theories and
  Prevention Planning
Group Theory and Practice
Family Systems in Substance Abuse Counseling
Issues in Clinical Supervision
Counseling Theories and Practice
Personality Theory
Legal, Ethical, and Professional Standards in Substance
  Abuse Counseling
Social and Cultural Issues in Counseling and Prevention
  Programming

Psychopathology and Abnormal Psychology
Career and Lifestyle Assessment in Addictions and Counseling
Foundations of Substance Abuse and Mental Health
  Counseling in Community Settings
Program Evaluations and Research Methods for Counselors
Management of Medical Treatment of Addictions
Field Experience I

Track II (all Track I courses plus these additional courses)
Human Sexuality
Field Experience II
Field Experience III
Elective

Degree and Program Completion Requirements

To graduate with a master of science degree with a specialization in substance abuse counseling and education, a student must successfully complete 48 to 60 graduate-level credits, dependent on the track the student has elected. Students are required to attend and actively participate in every session of one summer instruction on campus during their first year in the program. Students must assume the expenses for travel, lodging, and meals for the summer instruction.

Six months prior to the ending of the cohort, the student will receive a degree application for graduation. Upon receipt, the form must be completed by the student and returned to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The university diploma will be mailed approximately three months after the date on which the degree was officially conferred by the board of trustees.

The university holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

Time Limit for Completion of Program
All students are required to complete their requirements for the master of science degree with a specialization in substance abuse counseling and education within the established timeframe based on the cohort and track they have been admitted into. The only exception would be if they have been granted a one-time extension or a one-time withdrawal from the program. If a student fails to complete the entire program within five years, the student must reapply to the program.

The Field Experience Process

Registration for Field Experience
Registration materials for the field experience will be sent to each cohort member the semester before the beginning of their field experience. Students will be required to register for one or three field experiences, based on the program track they have chosen.

Incomplete Field Experience
Each student is expected to complete one or three semesters of field experience training. Track I students will be required to complete a one-semester field experience and Track II students are to complete three semesters of field experience training. If the student is faced with a work-related or personal problem that precludes timely completion of the field experience, a request for an incomplete (I) can be submitted to the program office.

Please note: The incomplete (I) approval will be contingent on the fact that the student has demonstrated that he or she has completed a significant portion of the coursework. If the student has neither produced nor submitted any coursework to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete.

The student must follow the procedures indicated in the "Incomplete Coursework" section of this catalog in order to obtain approval from the program office. Upon approval, a student will have two months to complete all outstanding field experience work. At the end of two months, if all outstanding field experience coursework is not completed, an **F** will be given for the course. Students will not be permitted to begin their second field experience until all work for the prior field experience is completed.

Extension Policy for Field Experiences
Students are required to complete all field experience requirements by the cohort ending date. The procedure students must follow to obtain an extension are delineated in the "Extension Policy" section of this catalog.

Attendance/Student-Instructor Participation Policy

The master's degree program uses the distance education, field-based, guided study approach to provide educational opportunities to nontraditional adult students. In the delivery of this unique educational program, the traditional class attendance requirements and recording processes are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the program. The following attendance/student-instructor participation policy has been established.

- Adjuncts and program professors are required to conduct structured, biweekly phone conferences with each student.
- Students are required to be available for all scheduled phone conferences.
- If, for any reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.
- Instructors are required to reschedule any scheduled calls to students that have been missed.
- At the end of each course, instructors are required to submit a summary/report of each scheduled phone conference with students to the program administrator.
- At the end of each course, students are to complete the End of Module Evaluation Form and submit it to the program office.

Grading Policy

Students are expected to produce quality, graduate-level work; a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the course. Failure to do so within the time limit will result in a change of grade from I to F.

Incomplete Coursework

Each student is expected to complete all assignments and coursework according to the due dates and schedules established by the course instructor.

If the student is faced with a work-related or personal problem that precludes timely completion of course requirements, a request for an incomplete may be submitted to the program office. Please note: The I, incomplete approval, will be contingent on the fact that the student has demonstrated that he or she has completed a significant portion of the coursework. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete. Upon approval, this incomplete will provide the student with additional time to complete outstanding coursework.

The procedure for the incomplete request is as follows:

- An Incomplete Request Form will be provided at the beginning of each semester.
- When the student finds it is necessary to request an incomplete, he or she must first discuss it with the instructor and obtain approval.
- After receiving the instructor's approval, the student completes the Incomplete Request Form and mails it to the program office.
- The request for an Incomplete is to be made at least two weeks prior to the ending date of the course.
- Upon approval, the student has one term to complete all work. At the end of the one-term period, if all work is not completed, a grade of F will be given for the course that has not been completed.
- If the request for an incomplete is not made at least two weeks prior to the course ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the Incomplete Request Form.

Probation Policy

All students must successfully complete their first three courses with a minimum of a 3.0 (B) grade point average. A student with less than a 3.0 will be put on probation for the semester of courses taken. If the student's grade point average is less than a 3.0 at the completion of the second semester, the student will be recommended for termination from the program.

Student Progress Report

Students receive progress evaluations and reports at the end of each course. The program office maintains a current record of the student's ongoing progress in the program.

Temporary Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program by following the procedures outlined for *voluntary program withdrawal* in the *General Academic Policies and Procedures* section of this catalog. Notification of withdrawal must be received in writing by the program administrator. Students who officially withdraw may petition the program administrator if they wish to re-enter the program, picking up their course of study at the point following their module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of readmission.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures.

Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures.

Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Extension Policy

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 20 to 26-month program time limit. However, a student faced with a major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a nine-month program extension.

The procedures for the program extension include:

- The student is to make the request in writing at least 30 days prior to the cohort ending date. The letter should include the reason for the request and a proposed timeline and schedule for completing the unfinished program requirements.
- Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within 14–30 days.
- If the request is approved, the student is to forward the extension fee to the program office.
- Assuming approval, the student will have nine months to complete all outstanding program requirements.

Note: This is a one-time, nine-month extension.

Academic Advising

Ensuring that our distance education, field-based, guided study students have access to the faculty for academic advisement is vital to the quality of education they receive and the integrity of the program. Full-time and part-time faculty members are available and provide academic advisement on request through the use of the telephone, electronic mail, and the summer instruction on campus sessions. Full-time, campus-based faculty members are available between the hours of 8:30 a.m. and 5:00 p.m. E.S.T. to ensure the continuity of this access.

COURSE DESCRIPTIONS

APRA 0501 Psychopharmacology of Licit and Illicit Drugs (3 Cr)
This course will review the physical and psychodynamic effects of legal and illegal drugs, mental disorders, symptomotology, assessment measures for addicts, and dual diagnosis, along with a thorough examination of the DSM-IV.

APRA 0502 Individual Assessment, Evaluation, and Rehabilitative Strategies in Substance Abuse Counseling (3 Cr)
This course will examine various assessment and diagnostic tools for evaluation and treatment of substance abuse treatment and counselors in general. Strategies covered will include crisis intervention and suicide prevention. An examination of various assessment tools available to the counselor and a critical review of various rehabilitative strategies, such as in-patient, outpatient, brief intensive therapy, and support groups.

APRA 0503 Human Growth and Development Theories and Prevention Programming (3 Cr)
This course will examine the various theories of drug prevention as they relate to the human development life cycle. It will examine the various human development theories along with physiological and psychological processes throughout the life cycle. It will examine the research on risk, protective factors, and resilience. Special emphasis will be placed on developmentally appropriate prevention interventions across the life cycle. The course will also include a thorough review of the history of the prevention movement.

APRA 0505 Special Topics in Substance Abuse Counseling and Education (3 Cr)
This course is designed to give the student an opportunity to research a specific topic related to substance abuse and counseling. Students are expected to work in an independent fashion and engage in in-depth research through the use of various sources. Such sources may include journal articles, books, online resources, and other scholarly works as deemed appropriate by the instructor. Students will receive guidance from the instructor regarding topic selection, along with scope and focus of the required paper.

DEVA 0508 Legal, Ethical, and Professional Standards in Substance Abuse Counseling (3 Cr)
This course reviews state licensure and certification requirements for the professional counselor, with an emphasis on the comparison of substance abuse counselors and mental health counselors. Pertinent statutes will be examined in detail. Ethical, legal, and professional standards of the counseling professional will be emphasized.

DEVA 0509 Social and Cultural Issues in Counseling and Prevention Programming (3 Cr)
This course will focus on the rehabilitation process as it relates to special populations including, African Americans, Hispanics, women, the elderly, the disabled, and Asians, as well as the gay, lesbian, and bisexual populations. Cultural responses and supports for the recovery process will be covered.

DEVA 0510 Human Sexuality (3 Cr)
This course will cover anatomy and physiology of the human sexual system, sexual response, and the range of sexual behaviors. Sources of attitudes and beliefs, sexual orientations, and the effects of chemical dependency on human sexual behavior and function will be explored.

MGTA 0510 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 Cr)
This course will examine the public policy prevention strategies, treatment philosophies, and legislative history of rehabilitation. Emphasis will be placed on federal legislation, state laws, and social action and their impact on the historical, current, and future trends in the development of organizational models and the delivery of services in rehabilitative settings.

MGTA 0511 Program Evaluation and Research Methods for Counselors (3 Cr)
Essential elements of developing research will be studied. Statistics, experimental design, and research evaluation will be reviewed. This course is designed to help the student recognize and develop quality research.

MGTA 0512 Management of Medical Treatment of Addictions (3 Cr)
This course will highlight appropriate medical treatment of addiction as it relates to managed care. It will examine the various aspects of medical treatment for addictive disorders. It will include the evaluation of various treatments, highlight current developments in medication research, and cover standard budget processes and fiscal management procedures. This course will also examine current trends in managed care as they relate to drug and alcohol treatment and issues related to establishing provider networks.

PRAA 0516 Field Experience Practicum I (3 Cr)
This course reviews the many facets of counseling the addicted client. Such topics as developmental models and dual diagnosis will be included while focusing on the individual. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation, and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion.

PRAA 0517 Field Experience II (3 Cr)
This course reviews the many facets of counseling the addicted client and/or his or her family. Several topics will be included while focusing on the family and the issues of belonging in a dysfunctional family system. Methods and techniques for intervention, evaluation, and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion.

PRAA 0518 Field Experience III (3 Cr)
This final field experience course presents special topics regarding substance abuse and addiction. There are groups that exhibit special or specific issues when confronting their addictions. Because of this, counselors must be, first of all, cognizant of these additional difficulties, and secondly, aware of methods in treating these issues. These issues, invariably, affect the recovery process. Students are also encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion.

SACA 0501 Introduction to Family Systems (3 Cr)
This elective course reviews some of the major system theories that serve as foundations for the current practice of family therapy. Additionally, this course will present a wide variety of family therapy models and modalities.

SACA 0504 Group Theory and Practice (3 Cr)
Theory, research, and practice of group dynamics will be critically studied. Emphasis will be on setting, structure and function, member selection, and leadership styles for groups related to addictions, rehabilitation, and mental health and combined disorders. Participation in the group process will be a requirement of this course.

SACA 0505 Issues in Clinical Supervision (3 Cr)
This course will discuss the rationales for establishing treatment plans and their various components. The need to establish proper networks of health care providers, and assisting professionals in establishing effective and appropriate treatment plans will be examined. Timely review, modification, and supervision of the professional therapist, as well as professional consultation/supervision techniques will be emphasized.

SACA 0507 Family Systems in Substance Abuse Counseling (3 Cr)
The purpose of this course is to familiarize students with the theories and practices of family therapy that show the most promise for working with families of substance abusers. The course is designed to help students become familiar with the basic tenets of family therapy, to understand the changing concept of family, and to understand alcoholism, addiction, and recovery from a family systems viewpoint. Appropriate methods for intervention, recovery, and maintenance will also be addressed.

SACA 0508 Counseling Theories and Practice (3 Cr)
This course is designed to assist the student in gaining the knowledge of counseling theories and applying these theoretical ideas into practice. This course will offer a study of the nine contemporary theories of counseling in historical context, relating the major developments in psychodynamic theory, existential and humanistic ideas and the evolution of cognitive behavioral ideas, and the process of developing a personal counseling theory.

SACA 0509 Personality Theory (3 Cr)
This course is designed to familiarize the student with the eight basic aspects of personality representing different theoretical paradigms, application to individual differences, and future directions of personality and society.

SACA 0511 Psychopathology and Abnormal Psychology (3 Cr)
This course is intended as an overview of psychopathology—the study of maladaptive and abnormal behavior. Issues of definitions, historical and scientific trends, current paradigms, assessment, diagnostic and research methods will be addressed. Additionally, this course will examine the major types of abnormal behavior and a strong emphasis on substance-related disorders. All disorders examined will be referenced in context of the latest version of the DSM-IV.

SACA 0512 Career and Lifestyle Assessment in Addictions Counseling (3 Cr)
This course reviews the many aspects of career counseling, including its theoretical origins and practical applications. Career tests and inventions will also be reviewed. Emphasis will be placed on the role of the counselor and the tools available for increased effectiveness.

Note: In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

Life Span Care Administration

MISSION STATEMENT

The mission of the Master's Degree Program in Life Span Care and Administration (LSCA) is 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.

- early childhood education administrators
- child and youth care administrators
- family support practitioners

These specializations were developed in recognition of two generalizations about the above fields. The first is that the skill and leadership abilities of early childhood and child and youth care administrators and family support practitioners are the central ingredients in creating and maintaining quality programs. The second is that these administrators and practitioners have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

Early childhood administrators, child and youth care administrators, and family support practitioners require a specialized curriculum, emphasizing leadership, management, public policy, developmental issues, and human dynamics. They also require an academic program that complements their ongoing work responsibilities.

As the following pages will show, Nova Southeastern University has recognized an opportunity to make an important contribution to the early childhood, child and youth care, and family services fields by providing unique programs in a distinctive format.

ADMISSION POLICIES

Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Admission Requirements

Admission to each specialization area requires that the prospective student be employed in a position related to that area of specialization. Please refer to each specialization area for precise details on additional admission requirements for each specialization.

Admission to any of the specialization areas requires the following:

- a baccalaureate degree from a regionally, provincially, or nationally accredited college or university with a minimum of a 2.5 grade point average
- submission of official transcripts from all institutions attended
- evidence of ability for successful independent study at the graduate level

Provisional admission may be granted based on the submission of unofficial transcripts, but all admission requirements must be met within 90 days of enrollment in order to receive full admission status. Financial aid can not be disbursed until full admission status has been granted.

International Student Admission

In addition to the general admission requirements for each specialization, the admission process for international students for whom English is a second language includes the requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), or successful completion of a baccalaureate degree in residence at a regionally accredited North American college or university.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admission office at 800-986-3223, ext. 8683. The prospective student is responsible for all fees incurred for this evaluation.

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 10 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.

New Student Orientation

Each student will be given a formal program orientation at a scheduled date and time prior to the beginning of the first course module. Following is the process for this formal orientation:

1. Program office staff will contact each student to arrange a date and time for which they will be available for a conference call using distance education telephone technology.
2. Designated faculty and staff members from the central office will provide basic information relative to program expectations, general academic procedures, and other information designed to facilitate their successful entrance into the degree program.
3. During the orientation session, students will have an opportunity to hear from, and exchange information with, fellow students entering the program. At this time, they will also be able to ask any specific questions or share any concerns they have related to their beginning the program.
4. During the intensive summer instruction on campus, all new students will receive a further comprehensive orientation that will include the NSU campus departments, support services, university and program history, and current status activities and procedures.

TUITION AND FEES

Student Costs

- In calculating your cost, note that 40 credit hours are required for all specializations.
- All tuition and fees are due on the scheduled due dates.
- Please note that tuition and fees are subject to change without notice.
- A late fee of $30 will be charged for payment received after the due dates.
- A fee of $75 must accompany the degree application at the conclusion of the course of study.
- A $50 reapplication fee will be charged to students who wish to be reinstated after withdrawal for a year or more.
- A fee of $950 will be charged for a one-time, nine-month extension beyond the cohort ending date.

Tuition Breakdown

Application Fee = $50 (nonrefundable) and payable with all new student applications
Registration Fee = $30 per term
Cost per Credit Hour = $245
Six-credit Module = $1,470
Nine-credit Module = $2,205
On-campus Summer Instruction Materials Fee = $100
Seven-credit Practicum Module = $1,715
Proposal Course (3 credits) = $735
Report Course (4 credits) = $980

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

Students in the master's degree program enter at specified times (January, May, or September) and form a "cohort." They follow the same schedule and meet at the required summer instruction on-campus session during the program. Members of a cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer instruction on campus.

Coursework for the program is grouped into modules. Modules are units of related courses under the supervision of the same faculty member. Each cohort will have its own guided study schedule for completion of the master's degree program. Each six-credit module is three months long; each nine-credit module is four months long. Coursework, the practicum, and summer instruction on campus will take 26 months to complete for all specializations. 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.

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. The summer instruction on campus is an intensive learning experience where students study with members of their cohort, other students in the program, Nova Southeastern University faculty members, and other experts in their fields. During summer instruction on campus, students are provided with the opportunity for exposure and orientation to a wide range of NSU support facilities and activities. Included among these are the research library, computer training, peer interaction, student/faculty interaction, and other occasions for intellectual growth and development associated with campus life. This experience also provides opportunities for mentoring apprentice relationships between faculty members and students, as well as time for faculty member evaluation of students.

Summer instruction on campus is held at the North Miami Beach Fischler Graduate School of Education and Human Services in July. Students receive detailed information regarding summer instruction on campus and arrangements in the spring. Students are responsible for travel and lodging costs related to summer instruction on campus. If a student is unable to attend summer instruction on campus during his or her first year in the program, there will be adjustments to his or her schedule for the next year's summer instruction on campus.

Come to our campus offices or call toll free for program information.
Office Hours: 8:30 a.m.–5:00 p.m. (EST), Monday–Friday
Broward County, Florida: (954) 262-8454   United States and Canada: 800-986-3223, ext. 8454
Fax: (954) 262-3826   Web site: *www.fgse.nova.edu/cyfs/masters/Default.htm*

Program Goals

Graduates of this program will be able to
1. demonstrate proficiency in using technology for communication, information access, and decision making
2. demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from their course content to improve problematic situations in their work settings
3. articulate and apply the process and dynamics involved in the development of public policy and political advocacy
4. demonstrate an understanding of the various components of leadership philosophy, approaches, and style
5. demonstrate an understanding of the historical highlights and contemporary issues in their respective professional fields
6. demonstrate an understanding and appreciation of the importance of cultural diversity

Degree and Program Completion Requirements

To graduate with a specialization in child and youth care administration, early childhood education administration, or family support studies, a student must successfully complete three 9-credit modules, one 6-credit module, and a 7-credit practicum for a total of 40 credits. Students are required to attend and actively participate in every session of one summer instruction on campus during their first year in the program. Students must assume the expenses for the travel, lodging, and meals for the summer instruction.

Six months prior to the ending date of the cohort, the student will receive a degree application for graduation. Upon receipt of the form, the student must fill it out and return it to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The university diploma will be mailed approximately three months after the date on which the degree was officially conferred by the board of trustees.

The university holds its annual commencement exercises in Fort Lauderdale, Florida. The main office for the program should be contacted for the location, date, and time of the ceremonies.

Academic Expectations
This distance education graduate degree program is designed in a guided study format. Successful completion of this program will depend greatly on your ability to work independently, complete assignments and projects within the prescribed timelines, and demonstrate—in writing and verbally—a comprehensive understanding of the required course content.

Time Limit for Completion of Program
All students are required to complete their graduate program within the established time limit for their respective cohort specialization, unless they have been granted a one-time extension or a one-time withdrawal from the program.

The Practicum Process

Registration for Practicum

Registration materials for the Practicum Proposal course and the Practicum Report course will be sent automatically to each cohort member prior to the 18th month of studies.

Incomplete Practicum Proposals

Students are expected to complete acceptable practicum proposals according to the due date noted for their cohort. If a student is faced with a work-related or personal problem that precludes timely completion of the proposal, or the student is unable to complete an acceptable proposal within the time frame of the course, a request for an incomplete (I) can be submitted to the program office. Please note that the approval for receiving an incomplete will be contingent on the fact that the student has demonstrated that he or she has completed a significant portion of the coursework. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete. The student must follow the procedures indicated in the Incomplete Coursework section of this catalog in order to obtain approval from the program office.

Upon approval, a student will have two months to complete all proposal work. The policy of allowing a two-month period for completion of the proposal differs from the policies governing an incomplete in other coursework. At the end of the two months, if the course material has not been completed satisfactorily, an F will be given for the course.

Practicum Report Extension Policy

Students are required to complete all practicum course requirements on or before the cohort ending date. Students may request a nine-month extension to complete their practicum work. The procedures students must follow to obtain an extension are delineated in the Extension Policy section of this catalog.

Attendance/Student-Instructor Participation Policy

The master's degree program uses the distance education, field-based, guided study approach to provide educational opportunities to nontraditional adult students. In the delivery of this unique educational program, the traditional class attendance requirements and recording processes are not applicable. However, establishing and maintaining standards of availability and participation are vital to the academic quality and integrity of the program. The following attendance/student-instructor participation policy has been established.

- Adjuncts and program professors are required to conduct structured, biweekly phone conferences with each student.
- Students are required to be available for all scheduled phone conferences.
- If, for any reason, a student cannot be available for the scheduled phone conference, he or she must contact the instructor to reschedule the missed call.
- Instructors are required to reschedule any scheduled calls to students that have been missed.
- At the end of each module, instructors are required to submit to the program director a summary/report of each scheduled phone conference with students.
- At the end of each module, students are to complete the End of Module Evaluation Form and submit it to the program office.

Grading Policy/Academic Probation

Because students are expected to produce quality, graduate-level work, a grade point average of 3.0 (B) must be maintained. Incomplete grades must be made up within the indicated time period after the ending date of the module. Failure to do so within the time limit will result in a change of grade from I to F.

Grade	Quality	Points
A	Excellent achievement	4.0
B	Good achievement	3.0
C	Below expectations for graduate work	2.0
F	Failure	0.0
P	Pass	Credit only
WU	Administrative withdrawal	
I	Incomplete	

Incomplete Coursework

Each student is expected to complete all assignments and coursework according to the due dates and schedules established by the course instructor. If the student is faced with some work-related or personal problem that precludes the timely completion of course requirements, a request for an incomplete may be submitted to the program office.

Please note: The approval for receiving an incomplete (I) will be contingent on the fact that the student has demonstrated that he or she has completed a significant portion of the coursework. If the student has neither produced nor submitted any work to the instructor prior to the incomplete deadline, then the student is not eligible to receive approval for the incomplete. Upon approval, this incomplete will provide the student with additional time to complete outstanding coursework. The procedures for the incomplete are as follows.

1. An Incomplete Request Form will be provided at the beginning of each module.
2. If the student finds it necessary to request an incomplete, he or she must first discuss it with the instructor and obtain approval.
3. After receiving the instructor's approval, the student then fills out the Incomplete Request Form and mails it to the program office.
4. The request for an incomplete is to be made at least one month prior to the ending date of the module.
5. Upon approval, the student has four months to complete all work. If all work is not completed by the end of the four-month period, a grade of F will be given for the courses in the module that have not been completed.
6. If the request for an incomplete is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that it is the student's responsibility to request the incomplete and mail the Incomplete Request Form.

Probation Policy

All students must successfully complete their first module of courses with a minimum 3.0 (B) grade point average. A student with less than a 3.0 will be placed on probation for the duration of the second module. If the student's grade point average is less than a 3.0 at the completion of the second module, the student will be recommended for termination from the program.

Termination from the Program

The program reserves the right to recommend any student for termination from the program, at any time, if he or she has failed to maintain a grade point average of 3.0 or above; failed to complete any of the program requirements within the established time limits; demonstrated an inability to successfully meet the academic standards established by the program in the judgment of the program faculty; and/or has violated policies of the program, school, or university. If a student is terminated from the program due to unsatisfactory academic performance, he or she cannot be reinstated.

Student Progress Reports

Students receive progress evaluations and reports at the end of each module of courses. The program office maintains a current record of the student's ongoing progress in the program.

Temporary Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program by following the procedures outlined for voluntary program withdrawal in the General Academic Policies and Procedures section of this catalog. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to re-enter the program, picking up their course of study at the point following the module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of readmission.

Extension Policy

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student faced with some major personal or work-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a nine-month program extension.

The procedures for the program extension are as follows.

1. The student is to make the request in writing at least 30 days prior to the cohort ending date. The letter should include the main reasons for the request and a proposed timeline and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by the program office, the request will be evaluated and the decision will be forwarded within the time frame of two weeks to 30 days.
3. If the request is approved, the student is to forward the extension fee to the program office.
4. Assuming approval, the student will have nine months to complete all outstanding program requirements.

Note: This is a one-time, nine-month extension.

Academic Advising

Ensuring that our distance education, field-based, guided study students have access to the faculty for academic advisement is vital to the quality of education they receive and the integrity of the program. Full-time and part-time faculty members are available to provide academic advisement, upon request, by telephone or electronic mail and during the summer instruction on-campus sessions. Full-time, campus-based faculty members are available between the hours of 8:30 a.m. and 5:00 p.m. EST to ensure the continuity of access.

THE SPECIALIZATION FOR CHILD AND YOUTH CARE ADMINISTRATORS

The specialization for child and youth care administrators is a field-based degree program designed specifically for managers, administrators, and directors of programs for children and youth. This degree specialization is offered in a guided study format at a distance. Students receive specially prepared course materials that enable them to do readings and assignments related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern University faculty members, fellow students, and recognized experts in the field of child and youth care. Students also conduct practicums—problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their own work settings.

Additional Admission Requirements

Because the specialization for child and youth care administrators is designed to meet the needs of working professionals, admission is restricted to those people who can undertake the managerial and supervisory tasks required in the course assignments. In addition to general admission requirements previously listed, admission for this specialization requires at least two years of full-time experience 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.

Sequence

- Foundations for Therapeutic Programs for Children and Youths (9 Credits)
- Child and Youth Care Management—Legal and Financial Aspects and Program Evaluation (9 Credits)
- The Administration of Programs for Children and Youths (9 Credits)
- The Profession and Public Policy in Child and Youth Care (6 Credits)
- The Practicum (7 Credits)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

Module Descriptions

Module I: Foundations for Therapeutic Programs for Children and Youths (3 Courses, 9 Credits)

This module provides an overview of theory, approaches, and practice in the design and delivery of supportive and therapeutic programs for children and youths. The focus is on the design and delivery of a total, integrated program.

THER 0501 Developmental Foundations for Child and Youth Care Practice (3 Cr)

This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youths.

THER 0502 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 youths.

THER 0503 The Design and Management of Therapeutic Environments for Children and Youths (3 Cr)

This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youths.

Module II: Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (3 Courses, 9 Cr)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youths.

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 Youths (3 Cr)

This course examines many of the legal elements involved in the daily management of programs for children 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 Youths (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.

Module III: The Administration of Programs for Children and Youths (3 Courses, 9 Cr)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development, in addition to leadership and supervisory skills.

ADMR 0500 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 0520 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 0550 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.

Module IV: The Profession and Public Policy in Child and Youth Care (2 Courses, 6 Cr)

This module is an introduction to child and youth care policy and child advocacy. An overview of the history of child and youth care is provided. Specific skills and techniques in child advocacy are presented. Lectures and presentations for this module are provided during summer instruction at the Fischler Graduate School of Education and Human Services in North Miami Beach.

POLR 0510 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 0565 Public Policy and the Child and Youth Care Field for Program Administrators (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.

Practicum Requirements

PRAR 0689 The 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, 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.

PRAR 0691 The 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.

Summer Instruction on Campus

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLR 510 and POLR 565.

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.

THE SPECIALIZATION FOR EARLY CHILDHOOD EDUCATION ADMINISTRATION

The specialization for early childhood education administrators is a field-based degree program designed specifically for managers, directors, and administrators of early childhood, preschool, and early childhood education programs. This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to managerial tasks within their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact directly with Nova Southeastern University faculty members, fellow students, and recognized experts in the field of early childhood education. Students also conduct practicums—problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Additional Admission Requirements

Because the specialization for early childhood education administrators is designed to meet the needs of working professionals, admission is restricted to those people who can undertake the managerial and supervisory tasks required in the course assignments. In addition to general admission requirements previously listed, admission for this specialization requires evidence of administrative or supervisory responsibility in a program for young children.

Sequence

- Foundations of Early Childhood Development (9 Cr)
- Management of Early Childhood Programs—Legal and Financial Aspects and Program Evaluation (9 Cr)
- The Administration of Programs for Young Children (9 Cr)
- The Profession and Public Policy in Early Childhood Education (6 Cr)
- The Practicum (7 Cr)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

Module Descriptions

Module I: Foundations of Early Childhood Development (3 Courses, 9 Cr)

This module covers the theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

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.

Module II: Management of Early Childhood Programs
Legal and Financial Aspects and Program Evaluation (3 Courses, 9 Cr)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for young children.

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.

Module III: The Administration of Programs for Young Children (3 Courses, 9 Cr)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

ADME 0500 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 0520 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 0550 Supervision Methods and Approaches for Early Childhood Administrators (3 Cr)
This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

Module IV: The Profession and Public Policy in Early Childhood Education (2 Courses, 6 Cr)

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented. Lectures and presentations for this module are provided during summer instruction on campus at the Fischler Graduate School of Education and Human Services in North Miami Beach.

POLE 0510 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 0565 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.

Practicum Requirements

PRAE 0689 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 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, 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 0691 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.

Summer Instruction on Campus

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLE 510 and POLE 565.

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 requirements and procedures for a program extension.

THE SPECIALIZATION IN FAMILY SUPPORT STUDIES

This specialization in family support studies is a field-based degree program designed specifically for practitioners interested in developing expertise in family support and education. The curriculum is designed for practitioners who provide direct service, are involved in family liaison or advocacy work, or assume leadership and administrative responsibilities.

The program is built on the premise that the members of all families are interdependent, and that the interests of the child are best served by an optimally functioning family. When a family is unable to care for a child and that child is removed from the home, a plan is needed that provides substitute care and strives to achieve family reunification. Consistent with these premises, the coursework is designed to give the practitioner perspective and proficiency to serve as a catalyst for assessing and mobilizing family strengths, as well as play a leadership role in such efforts.

This degree program is offered in a guided study format at a distance. Students receive specially prepared course materials related directly to the tasks in their job settings. During the period of the program, students attend one summer instruction on campus. Summer instruction on campus enables students to interact with Nova Southeastern University faculty members, fellow students, and recognized experts in the field of family-focused and family-based service. Students conduct practicums—problem-solving projects in which they design and implement solutions to service delivery, management, or program effectiveness problems within their work.

Additional Admission Requirements

Because the specialization in family support studies is designed to meet the needs of working professionals, admission is open only to those people who work in an environment in which they can pursue the course requirements and assignments. In addition to the general admission requirements previously listed, admission for this specialization requires evidence of current employment in a full-time position in a program for children and their families.

Sequence

- Human Growth and Development—A Transactional Perspective (9 Cr)
- Family Systems (9 Cr)
- Leadership and Family Support Services (9 Cr)
- The Profession and Public Policy in Family Support Services (6 Cr)
- The Practicum (7 Cr)

Practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

Module Descriptions

Module I: Human Growth and Development—A Transactional Perspective (3 Courses, 9 Cr)
This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

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.

DEVL 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.

Module II: Family Systems (3 Courses, 9 Cr)
This module focuses on the role of the family support practitioner as a catalyst for strengthening families.

SYSF 0575 Family Systems (3 Cr)
This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

SYSF 0576 Programs Models (3 Cr)
This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 0577 Parent Support and Education (3 Cr)
This course examines the acquisition of knowledge and technical skills for practitioners working with families.

Module III: Leadership and Family Support Services (3 Courses, 9 Cr)

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

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.

Module IV: The Profession and Public Policy in Family Support Services (2 Courses, 6 Cr)

This module is an introduction to family policy and advocacy. An overview of the history of family support programs and policies and the profession is provided. Specific skills and techniques in family advocacy are covered. Lectures and presentations for this module are provided during summer instruction on campus at the Fischler Graduate School of Education and Human Services in North Miami Beach.

POLF 0585 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 0586 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.

Practicum Requirements

PRAF 0689 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 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, 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 0691 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.

Summer Instruction on Campus

In order to fulfill the program's requirement for the degree, all students must attend one summer instruction on campus during their first year in the program. During the summer instruction on campus, the student completes the following courses: POLF 585 and POLF 586.

CEDF 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.

Note: In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

Programs in Speech-Language and Communication Disorders
Master's and Doctoral Degree Programs

NSU has three academic programs offering two different degrees in Speech-Language and Communication Disorders (SLCD). These are the master's degree (M.S.) in speech-language pathology, postbaccalaureate speech-language pathology doctorate (SLP.D.), and the post-master's speech-language pathology doctorate (SLP.D.). Please see specific requirements and policies for each program.

GENERAL PROGRAM INFORMATION—ALL SLCD PROGRAMS

Program Goals/Learning Outcomes

The SLCD graduate entering the profession will
- 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

FGSEHS Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 taken the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Facilities

The Speech-Language and Communication Disorders program is made up of two sections—the clinics for speech-language and communication disorders and the academic programs in speech-language and communication disorders. The clinics provide a continuum of exemplary diagnostic and therapeutic services for clients of all ages, infants through adulthood. Clients presenting with all types of hearing, language, and speech disorders receive services at the clinics. Students in this program are involved in an intensive academic curriculum designed to provide the background information necessary for a clinical career. The rigorous, supervised clinical experience that students receive brings the academic instruction to life.

All clinic rooms are equipped for audio/video recording and transmission. Our new expanded facilities include classrooms, offices, therapy rooms, a voice science lab, and an augmentative and alternative communication lab.

Clinical Practicums

The clinics for speech-language and communication disorders are located on the NSU campus and at various satellite locations. Students will have opportunities to work with clients in various sites. To count clinical practicum clock hours toward ASHA certification, the student must receive a practicum grade of 3.5 or higher with each individual client/clinical assignment. Clinical practicum hours that receive a grade below 3.5 with any given client will not be approved through supervisory signature for that particular client/clinical assignment. Approximately 200 off-campus sites are affiliated and used for clinical and externship placements. Students are not permitted to make their own clinical and externship arrangements.

Program Requirements—All Programs

New Student Orientation
New students must attend a mandatory orientation meeting on-campus or at an NSU site. 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 SLCD programs, will participate in speech and hearing screenings, and will meet some of the faculty. Students will have completed 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 *Student Handbook* online *(www.fgse.nova.edu/slp/studenthandbook/index.htm)* 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 SLCD programs (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.

Computer Requirement
Throughout the program, students will be required to conduct online library research, communicate via NSU email, and use word-processing for writing papers and clinical reports. Students are required to own a computer and obtain an Internet service provider account (ISP).

Videotaping/Audiotaping Policy
Students are videotaped in certain academic classes and clinical labs for teaching-learning purposes. Students must sign a release form for being videotaped at the time of first orientation. Students should obtain permission from instructors to videotape or audiotape lectures. Verbal permission is acceptable.

Standards for the Certificates of Clinical Competence

I. Degree
Applicants for the certificate must hold a master's or doctoral degree. Effective January 1, 1994, all graduate coursework and the clinical practicum required in the professional area for which the certificate is sought must have been initiated and completed at an institution whose program is accredited by the Council on Academic Accreditation of ASHA in the area for which the certificate is sought. Students graduating as of January 1, 2005, must earn a minimum of 400 clinical clock hours.

II. Academic Coursework—75 semester hours (s.h.)

A. Basic science coursework (27 s.h.)
- 6 s.h. in biological/physical sciences and mathematics
- 6 s.h. in behavioral and/or social sciences
- 15 s.h. in basic human communication processes, to include the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic/psycholinguistic aspects

B. Professional coursework (36 s.h.)
30 of the 36 s.h. must be in courses for which graduate credit was received; 21 of the 30 s.h. must be in the professional area for which the certificate is sought.
1. 30 s.h. in speech-language pathology to include
   6 in speech disorders
   6 in language disorders
2. 6 s.h. in audiology to include
   3 in hearing disorders and hearing evaluation
   3 in habilitative/rehabilitative procedures

III. Supervised Clinical Observation and Clinical Practicum—400 clock hours (c.h.)
A total of 400 clock hours of supervised practicum are required, of which at least 375 must be in direct client/patient contact (including at least 50 c.h. in each of three different clinical settings at the graduate level) and at least 25 in clinical observation of a Speech-language Pathologist holding ASHA CCC.

CCC-SLP—20 c.h. in each of the following nine categories:
1. Evaluation: speech disorders in children
2. Evaluation: speech disorders in adults
3. Evaluation: language disorders in children
4. Evaluation: language disorders in adults
5. Treatment: speech disorders in children
6. Treatment: speech disorders in adults
7. Treatment: language disorders in children
8. Treatment: language disorders in adults
9. Treatment for hearing disorders

Up to 25 c.h. in the major professional area may be in related disorders.

IV. National Examinations in Speech-Language Pathology (PRAXIS)
Minimum score of 600

V. The Clinical Fellowship Year (CFY)
- purpose is to integrate and apply theoretical knowledge from academic training following completion of the master's degree
- assist students in moving from constant supervision to independent practitioner
- The CFY arrangements are the responsibility of the student upon completion of the master's degree program.

MISSION STATEMENT

The Master of Science Degree Program in Speech-Language and Communication Disorders 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.

ADMISSION POLICIES

Application Procedure

Applications are accepted at any time. Students will be notified of the admission decision by mail after final review by the Admissions Committee. Enrollment starting dates are assigned on a space-available basis. Students should submit the completed application at least three to four months prior to the semester for which they wish to enroll.

Students who take prerequisite courses must earn grades of B or better in order to transfer the courses to NSU or to have the courses considered for admission. Nova Southeastern University undergraduates who have completed the prerequisite courses as part of their undergraduate degree, who have successfully completed the master's degree application procedure, and who qualify for admission will be able to enroll at the beginning of the semester following conferral of the bachelor's degree.

Required Entrance Tests for all Newly Enrolled Students

Hearing and speech screenings are mandatory. Students who require additional assessment will be scheduled for a full evaluation in the identified area or will be encouraged to arrange for a complete speech and hearing evaluation in their community. It is expected that students will obtain any treatment necessary in order to demonstrate communication skills at a performance level adequate to function as a speech-language pathologist. Students will be advised regarding the potential impact of an identified communication difference/disorder on their clinical performance within the university and in future employment settings.

Admissions Requirements

Applications are reviewed by the Admissions Committee. The most qualified students are selected to fill the available openings.

Factors affecting the committee's decisions include:

- Whether the applicant has a cumulative undergraduate GPA of 3.0 or better
- Whether the applicant has an undergraduate record in the major with a minimum GPA of 3.0
- The quality of the applicant's written essays
- The applicant's performance during the oral interview
- The strength of the applicant's letters of recommendation
- Whether the applicant has made grades of B or better in all ASHA-required prerequisite courses and disorders courses (Students will repeat any prerequisite courses in which a grade lower than B was earned.)

Students who satisfy all admission criteria will be admitted to the program. A student whose GPA falls below 3.0 or a student who needs to repeat more than three in-field prerequisite courses may earn admission with the condition that the student must earn a grade of B or better in each course taken during the first semester or he or she will be dismissed from the program at the end of the first semester of enrollment.

Speakers of English as a Second Language

All applicants are required to take both
- the Test of English as a Foreign Language (TOEFL)
- the Test of Spoken English (TSE)

International Student Admission

Individuals holding degrees from outside the United States must submit
- completed admissions application, supplemental application (including essays), and application fees
- three letters of recommendation
- verification of student visa or residency status
- logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding ASHA-CCC

Prospective international students who have completed degrees at universities outside the United States must have their transcripts evaluated and their degrees confirmed by an NSU-approved evaluation service. Applications for such an evaluation are available online at *www.jsilny.com* or from the FGSEHS student services department at 800-986-3223, ext. 8605. A prospective student is responsible for all fees incurred for this evaluation. Applicants who may qualify for admission will be required to participate in an oral interview.

Students must agree to recommendations made for remediation or tutorial intervention. These recommendations will be made by the faculty and may include, but not be limited to, accent modification and tutoring in the appropriate use of oral and written English.

International students who intend to reside in the United States, and who are required to obtain an I-20, must be full-time, degree-seeking students. 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.

Students living outside the United States who apply to the program must complete all of the above, prior to arriving at NSU. They must also make all housing and financial arrangements in advance.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the program director, at least 30 days prior to the appropriate term:
- a letter of intention to re-enroll
- a completed reinstatement form (This form is sent with the acknowledgment of withdrawal or is available from the central office.)

Master's degree students who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement. Students wishing to be reinstated may not necessarily be readmitted to the next semester following the submission of the letter of intent. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program.

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 met with the director of the program or his or 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-accredited programs on the graduate level, will be considered for transfer credit into the master's degree 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.

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 or her designee. Courses must be taken at a CAA–accredited program for the transfer credit to be accepted toward a degree from Nova Southeastern University.

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

TUITION AND FEES

The following information indicates current fee and tuition schedules. Tuition and fees are subject to yearly change without prior notice. Students are required to pay the tuition in effect at the time of registration.

Tuition

Tuition for all classes in the Programs in Speech-Language and Communication (including prerequisites) is $651 per credit hour for the academic term beginning in July 2003. Students who take graduate classes in other departments of Nova Southeastern University pay the tuition rate set by each specific department.

Fees

Application: A onetime, nonrefundable fee of $50 must accompany the application for admission.
Registration: $30 per term
Malpractice Insurance: $10 per term
Technology Fee: $110 per term
Program Late Charge: $100 per late registration, the university may also assign a late fee
Lab: Students enrolling in clinical classes (SLP 6005, 6015, 6101, 6102, 6110, 6120, and SLP 6301) 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

Degree: A Nova Southeastern University degree application fee of $75 must be paid before clearance for graduation can be granted.

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.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available online, at site offices, and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

The registrar's office charges an additional fee for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

Accreditation and Licensure

Nova Southeastern University must be, and is, licensed by the appropriate authority in each state or province in which a local cluster operates. The Programs in Communication Sciences and Disorders are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) and are approved by the state of Florida Department of Education.

> ASHA may be contacted by writing to
> American Speech-Language-Hearing Association
> 10801 Rockville Pike
> Rockville, Maryland 20852-3279
> 800-498-2071
>
> or by calling
> (301) 897-0157 TTY
> (301) 897-5700
> (301) 571-0457 Fax

Attendance Policy

Students are expected to attend all classes. Exceptions to this policy will be stipulated by the instructor in written course syllabi.

Mandatory Meetings
Some lab courses and externships require attendance at mandatory meetings prior to the beginning of the semester in which the student is scheduled to be enrolled. Failure to attend the mandatory meeting will cancel enrollment in that course or lab, causing a delay in completing degree requirements.

Instructional Delivery System

The master's degree program operates year-round and is divided into three semesters. Semesters begin in early September, January, and May and run for 14 weeks each. Academic courses are offered primarily in the evenings. Clinical labs and externships are held during the weekdays. Occasional Saturday or evening labs may be available. Students should plan to devote full time to off-campus externships. Occasionally, some classes are delivered in week-long formats in intercessions scheduled twice a year. Online students are required to attend Technology Applications in Communication Sciences and Disorders as their first course in the program.

Program Requirements

Credits
Students holding a bachelor's degree in speech-language pathology or communication disorders will complete 52 credit hours on the graduate level. Students holding a bachelor's degree in a field other than speech-language pathology will complete 25 prerequisite credits prior to, or concurrent with, beginning the 52-credit-hour sequence.

Clock Hours

Students must obtain a minimum of 400 clinical clock hours under supervision of ASHA-certified professionals. Of the 400 hours, 25 hours are observation hours, which are verified by an ASHA-certified speech-language pathologist. The first 60–75 clinical clock hours must be obtained during the time the student is enrolled in Diagnostics II and Clinical Lab I and II. Students who fail to achieve an acceptable level of clinical competency during Diagnostics II or either semester of Clinical Lab will be required to repeat the course and will be automatically placed on academic probation.

After successful completion of Clinical Lab, students will be required to complete two semesters of off-campus externship. Off-campus externships must be arranged for and approved by the program faculty coordinator of externships.

To demonstrate a level of professional competency, students may well exceed the 400 clinical clock hours required by ASHA to be eligible for the Certificate of Clinical Competence or by the state of Florida to be eligible for licensure. Students who graduate after January 1, 2005, will need to obtain a minimum of 400 clock hours under supervision of ASHA-certified speech-language pathologists, plus 25 additional observation hours.

Grades

Students must earn a grade of B or better in all prerequisite and graduate courses. Grades of C or below must be repeated the next time that the course is offered. Any student whose GPA falls below 3.0 is placed on academic probation. Students enrolled in grant-supported courses must obtain a grade of B or better in all courses including those that exceed 52-credit program requirement.

Grades will be recorded at the end of every semester. The registrar's office will mail grade reports to students. Final grades will not be provided by any department personnel. Grades are permanently stored by the registrar and become part of the student's official transcript. Students may review their transcripts and grades on the student information system at *www.webstar.nova.edu.*

The SLCD Student Portfolio

All students are required to develop a portfolio as a prerequisite for graduation. The SLCD student portfolio is a formative assessment tool used to encourage professional development and reflective learning. The portfolio contains a selection of evidence (artifacts) of the student's learning outcomes attained throughout the graduate program, indicating acquisition of knowledge and mastery of clinical skills that meet the professional standards of the American Speech-Language-Hearing Association, as well as achievement of Educator Accomplished Practices.

The student should begin to develop a portfolio and collect evidence at the beginning of his or her graduate coursework. Evidence from prerequisite coursework may not be included in the portfolio. Specific assignments and activities in each SLCD course syllabus address portfolio requirements. These assignments may be used as evidence in the portfolio. The sample pieces of evidence should represent the student's best work. Read the complete *Student Portfolio Guide* for more details about the types of evidence required.

Evaluation of the evidence created for the portfolio is an ongoing process throughout the SLCD program. Different faculty members will evaluate the student's work (evidence) dependent upon the course and clinical assignment. Designated departmental student portfolio evaluators (SPE) will evaluate the portfolio at three major checkpoints throughout the program. The completed portfolio is submitted to the student portfolio manager for evaluation and grading. In order to graduate, a student must receive a passing grade on the portfolio project. A comprehensive description of how to develop a portfolio and the complete portfolio process is contained in the SLCD *Student Portfolio Guide.*

Clinical Assignment Special Eligibility

- Students must satisfactorily complete all prerequisite courses prior to enrolling in clinical courses (e.g., SLP 6000 prior to SLP 6005).
- Students are required to complete a minimum of five semesters of clinical experience. The student will be assigned to work with clients in different facilities with which the Programs in Speech-Language and Communication Disorders maintain a contractual relationship, on and off campus. When the student is assigned to a facility, it is the student's responsibility to comply with all regulations of that facility.

The student is responsible for ascertaining if the facility to which he or she has been assigned has any special eligibility requirements prior to participating in that program. The program does not assume any responsibility other than informing the student of the requirements. The student must fully comply with all special eligibility requirements of the specific facility before participating in any activities at that facility. Failure to be eligible to participate in activities at an assigned facility will result in the student not being allowed to complete the clinical experience during the assigned semester. The program will not reassign a student who failed to meet the stated requirements of a facility during the semester in which the original assignment was made. If a student must be reassigned at the beginning of a new semester for failure to meet the facility's requirements, the student's individual time line for completion of the program will be impacted.

Audit Policy

Students may audit doctoral-level courses with permission from the coordinator of doctoral studies. The audit fee is 30% of the course fee and no credit toward the degree is given. The student may elect to complete class assignments, but will not receive feedback from the instructor. Master's degree students may audit master's level courses with written permission of the instructor and approval by the program director or his or her designee.

Doctoral course audits will be allowed only when class enrollment is five or greater. The number of students allowed to audit a class will be limited at the discretion of the director of doctoral studies.

The student should submit the request to audit the class a month before the start date of the class.

Degree and Program Completion Requirements

Graduation Procedure
Master's degree students may participate in graduation ceremonies if all program requirements will be completed by August 31.

Commencement
All graduates are encouraged to participate in commencement exercises, which occur once annually in the summer.

Exit Requirements
Students are required to attend a mandatory exit review meeting at the completion of Clinical Lab II.

After the completion of the second externship, students will be required to do the following:

- submit Nova Southeastern University degree conferral application (and fee)
- submit ASHA application for membership and certification
- successfully complete capstone
- submit PRAXIS test score

- submit state application for licensure
- submit signed copies of all clinical clock hours
- submit proof of receiving a grade of "Pass" on the completed portfolio

It is the student's responsibility to mail all documents to ASHA and to the state in which he or she will be licensed.

Students requesting state of Florida Department of Education Certification must meet the following requirements:

1. have two education courses listed on their transcripts (either undergraduate and/or graduate)
   One course is three semester hours in survey of exceptional student education and the other course is three semester hours in school organization or general curriculum, which includes the elementary and secondary instructional levels.
2. complete a School Externship (SLP 6120)
3. taking the following portions of the Florida Teacher Certification Examination (FTCE)—General Knowledge Test, Subject Area Exam, and Professional Education Test—before completing the master's degree

Student Professional Academic Review Committee (SPARC)

The programs' SPARC is composed of departmental faculty members. It is the committee's responsibility to review students' academic progress, clinical performance, and professional behavior throughout the student's enrollment in the program. Individual cases are discussed and appropriate plans of action are developed. Students are advised of the decisions of the committee in writing and are bound to follow the resulting recommendations.

Should the student wish to appeal the decision beyond the SPARC, the student may appeal to the program director within 10 days of receipt of the SPARC decision. The student may appeal the decision of the program director by filing a grievance through the Director of Student Judicial Affairs within 15 days of receipt of the program director's decision.

Grading Policy/Academic Probation

Grading
The student's final grade in each course will be determined by each course instructor based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

Numerical Points	Grade Letter	Point Grade
89.5–100	A	4.0
79.5–89.4	B	3.0
69.5–79.4	C	2.0
59.5–69.4	D	1.0
0–59.4	F	0.0

There are no plus or minus grades in the master's degree program. The passing grade is B or better in each course.

Student Records

Students will be provided with a grade report at the end of every term. The report will be mailed to the student by the registrar. Students may also access grades online through WebSTAR. Students are protected by laws that prohibit the release of personally identifiable information to other than legally authorized people. A student is legally allowed to inspect, review, and challenge information in his or her file. Students must contact the program director or his or her designee to review their files.

Incompletes

Students achieving a grade of B or better but who, for personal reasons, are unable to complete coursework within the semester, may request a grade of incomplete (I). The student must request the I grade from the instructor, who will prepare a contract for successful completion of the course. The contract must be approved by the program director or his or her designee.

Students granted an I in a course must satisfy the contract within one semester of the final meeting of the course for which the I was given. Failure to remove an incomplete within the prescribed time period will result in a grade of F for the course.

Withdrawals

Students may withdraw from a course, lab, or externship up to the eighth week of the semester. Students dropping a course/class must obtain a Student Course Withdrawal Form from the program director or his or her designee. The form must be completed by the student and signed by the appropriate faculty member before the drop is entered into the computer. The student will be assessed tuition and for each week of the semester prior to withdrawal. There will be no refund after the seventh week. The grade the student has earned up to the date of withdrawal will be reflected on the student's transcript as either withdraw/passing (W/P) or withdraw/failing (W/F). The W/F will be figured into the GPA as a grade of F.

Probation

Students are placed on probation for a minimum of one semester when any of the following conditions occur:

- a second grade of C or lower is earned in any academic course
- a grade of C or lower is earned in any clinical course
- a grade of less than C is earned in any academic course
- a student's GPA falls below 3.0 for any semester
- inappropriate or unprofessional behavior is exhibited
- the ASHA Code of Ethics is violated

Students must demonstrate professional behaviors including, but not limited to, cooperation with others, self-control, punctuality, respect for coworkers and faculty members, and professional personal appearance. The student may be placed on professional probation without warning, at the discretion of the Student Professional Academic Review Committee (SPARC), should the safety or welfare of a client be compromised as a result of the student's behavior. Students may be placed on, and removed from, probation only one time during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program.

Students placed on probation will meet with the director of the program or his or her designee to review the conditions of the probationary continued enrollment in the program. Probation will necessitate a change in the student's plan of study.

Dismissal

Students will be dismissed from the program if one or more of the following conditions occur:

- The student fails to comply with the recommendations of the SPARC after having been placed on probation.
- The student fails to satisfy the conditions of the probationary continued enrollment stipulations.
- The student earns a third grade of C at any point during the program.
- The student earns a grade of C or below in a repeated course.
- The student earns a second grade of C in a clinical course.
- The student violates the NSU Student Code of Conduct.
- The ASHA Code of Ethics is violated.

Students will be notified of their dismissal by both certified and regular mail.

Appeals Protocol

When a student receives a dismissal notice, he or she has the right to petition, requesting reinstatement in the program. A request for reinstatement must be submitted in writing within 10 days of receipt of the dismissal notice.

The petition should be addressed to the chair of the SPARC, with a copy sent to the program director. Descriptions of any extenuating circumstances that might have contributed to the student's difficulty in the program and a plan of action for successful completion of the program should be included in the petition.

The SPARC will review the case and render a decision. The student will be notified of the SPARC's decision by both certified and regular mail. Students may petition for reinstatement only once. It is the responsibility of the student to initiate the written petition to the chair of the SPARC.

Extensions of Time

The master's degree 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 SPARC for an extension. Such requests will be taken under special consideration by the committee and might not be approved.

Dual-Admission Program—NSU's Postbaccalaureate to SLP.D. Degree

An exciting opportunity exists at NSU for the extremely qualified bachelor's-level student to apply to the dual-admission postbaccalaureate M.S. and SLP.D. degree program. This intensive residential program will allow the student to earn an M.S. and an SLP.D. degree in five to six years, following his or her bachelor's degree. An application for this doctoral degree program is available from the program office. Students are admitted to this 102-credit program on a rolling admission basis.

For additional information, contact (954) 262-8500 or 800-986-3223, ext. 8500

Additional Admission Criteria for Dual-Admit Program

In addition to the admissions requirements outlined for the master's level program, the following conditions apply:

- strong academic record—minimum 3.2 GPA in the last two undergraduate years
- grades of B or better in all prerequisite courses
- excellent oral and written communication skills
- excellent clinic grades
- evidence of independent learning style
- evidence of leadership skills
- good problem-solving ability

Doctoral Program in Speech-Language Pathology

MISSION STATEMENT

The doctoral program in speech-language pathology 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 with a variety of forums to keep their knowledge base current by allowing a flexible schedule for obtaining doctoral education, and an environment that nurtures the development of current practitioners and future leaders.

ADMISSION POLICIES

FGSEHS Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Admission Requirements

The post-master's doctoral program in speech-language pathology seeks competent, experienced professionals actively involved in the field. The postbaccalaureate doctoral program in speech-language pathology seeks bright, motivated students who wish to become independent practitioners in this field. Applications for both the post-master's and postbaccalaureate programs will be reviewed on a rolling basis. Admission decisions will be provided in writing. Doctoral candidates will be notified of the decision by mail. The program reserves the right to determine in which cohort a student may enroll.

The admissions committee for post-master's applicants requires the following:

- nonrefundable application fee of $50
- completed application
- official transcript indicating conferral of a master's degree in speech-language pathology, by a regionally accredited institution, with a minimum graduate GPA of 3.2
- documentation of the Certificate of Clinical Competence (copies of all professional certifications, licenses, or relevant credentialing materials)
- curriculum 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 from individuals who can attest to the applicant's ability to be successful in doctoral studies, e.g., employers, faculty members, and professional in-field colleagues
  (These must be professional references submitted on the forms provided.)
- written responses to questions relating to the field of communication sciences and disorders
- the results of the Miller Analogies Test (MAT), taken within the past five years

An application is considered complete when all required documents have been received. The admissions committee will review the documents and determine if an applicant will be scheduled for an oral interview. The final decision to admit a student will be made following the oral interview and review of all supporting documentation.

To make an appointment to visit our campus or to obtain additional program information, contact us Monday–Friday from 8:30 a.m.–5:00 p.m. (E.S.T.).

Phone: (954) 262-8500   Toll free: 800-986-3223, ext. 8500

International Student Admissions

The admissions committee reserves the right to require the following:

- an official TOEFL score of 600 (for non-native English speakers)
- an official TSE score of 50 (for non-native English speakers)
- verification of a student I-20 visa or permanent residency status
  International doctoral candidates who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking doctoral candidates and must attend classes at one of NSU's campuses in Dade, Broward, or Palm Beach counties. 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.

Doctoral candidates living outside the United States who apply to the program must complete all of the requirements above prior to starting the program. Housing and financial arrangements must be made in advance by the applicant. Prospective international students who completed degrees at universities outside the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the director of doctoral studies, at least 30 days prior to the appropriate term:

- a letter of intention to re-enroll
- a completed reinstatement form (This form is sent with the acknowledgment of withdrawal or is available from the central office.)

Doctoral candidates who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that reapply to the program.

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 director of doctoral studies 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).

TUITION AND FEES

The following information indicates current fee and tuition schedules, tuition and fees are subject to change without prior notice. Students are required to pay the tuition in effect at the time of registration.

Tuition

Initial tuition payments are based on $585 per credit for the academic term beginning in July 2003. Doctoral candidates register and pay for each component prior to entering that component. Applicants admitted to the doctoral studies program are required to secure their initial enrollment with a $500 deposit that will apply to the first study area's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

A payment of $1,183 per semester is charged to doctoral candidates who require all or part of a fourth year in order to complete program requirements. Doctoral candidates may receive a six-month extension beyond the fourth year with permission of the program director. A fee of $1,775 is charged for this additional period.

Fees

A one-time, nonrefundable application fee of $50 is required and must accompany the completed application. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee. A $110 Technology Fee is required per term. A $30 registration fee is required three times annually. Doctoral students pay a $300 binding fee upon completion of the final applied dissertation report. All fees are subject to yearly change.

Additional Program Expenses

Doctoral candidates will be responsible for the purchase of textbooks and for the cost of travel to classes, as well as for other needs typically associated with advanced study. Material fees may be charged as necessary. If a student relocates, it is the student's financial responsibility to re-establish ISDN lines. In order to access the university's computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider (ISP).

Late Fees and Reinstatement Fees

All payments must be made according to the student's cohort schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively (beyond the midpoint of the study or professional development or in-field area), the student will be dismissed from the program. Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the director of doctoral studies. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program. Students who are reinstated will be subject to the rules and regulations in effect at the time of reinstatement. Doctoral candidates who are dismissed from the program for academic reasons may not re-enter the program at a later time.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

The graduating professional will be successful in five general goal categories: knowledge, leadership, problem solving, research, and perspective.

A scientifically based knowledge in the field of speech-language pathology is a necessity to allow the professional to move fluidly from theory to practice. A successful doctoral candidate must attain mastery of an appropriate knowledge base and acquire the means to continue to expand that base.

Leadership necessitates an understanding of historical and contemporary issues and perspectives in the field. Appraisal of one's own leadership skills and tools to appraise those skills in others will be necessary for a successful graduate/professional in these fields.

Successful professionals in the field of speech-language pathology must be able to apply sophisticated problem-solving skills and integrate information from several sources to arrive at meaningful diagnoses and subsequent intervention strategies. A systematic approach to problem-solving skills will extend to the analysis and application of research findings to clinical experience and the application of research as a tool to establish empirically based treatment and diagnosis.

The fourth goal area of the program emphasizes the need for speech-language pathology professionals to achieve a broad perspective of the socio-communicative, educational, medical, and psychological needs of clients with communication disorders. Candidates must achieve a broad-based perspective of communication problems and solutions, including the development of a network of resources available to them, as well as a responsible posture toward professional associations and political issues.

The SLP.D. graduate will be able to provide leadership in diverse settings including private practice, rehabilitation agencies, hospitals, and a variety of educational settings. In addition to clinical-practice preparation, candidates may be provided with experience in college-level supervision and instruction.

Attendance Policy

Absences are not permitted in this program. The only exceptions are documented causes of extreme circumstances such as medical emergencies. Doctoral candidates must attend all class meetings in each of the study areas, the summer instruction, and the applied dissertation workshops. Regular classroom interaction provides program consistency and content enrichment. Absence from any cohort meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence has been approved, an equal and appropriate assignment will be assigned by the study area faculty member to be completed within a designated period. The student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cohort facilitator/administrator a summary of the class notes. The cohort facilitator/administrator should be notified immediately if the student expects to be absent.

If a student is unable to attend an applied dissertation seminar, the director of doctoral studies should be contacted and a delay in program completion should be expected.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the director of doctoral studies and will lead to appropriate administrative action. Administrative action may include, but is not limited to, documented professional misconduct resulting in documentation of inappropriate behavior being maintained in the student's program file.

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 via 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 via electronic communication and technology into the student's homes or office or to a group distance site.

Program Requirements

Credits

The post-master's curriculum consists of 50 credits for SLP.D. students beyond the master's degree. A maximum of six credits of post-master's, doctoral-level semester hours may be transferred from a regionally accredited university into the program to satisfy the program requirements, if completed within three-years of the transfer.

Professional Development Study Areas

Each study area is designed to involve speech-language pathology candidates for two months of weekend-long, intensive seminars, readings, structured activities, and evaluation procedures. Each study area falls under the direction of a faculty member who is responsible for program-approved course content, instruction, evaluation procedures, and commentary on each student's performance. Study guides and readings assist doctoral candidates in integrating information and affecting curricular consistency. Students meet one weekend, or the equivalent, (live or via distance technology) each month for two months for each three-credit course. Attendance is required at meetings.

Instruction and faculty-directed activities are also accomplished through electronic communications and technology. Doctoral candidates must have access to a computer and a modem. The university system allows access from most locations in the United States. For accurate information regarding the minimum recommended computer configuration and software, prospective students are advised to contact the doctoral office at 800-986-3223, ext. 8500 or (954) 262-8500.

The study areas provided to speech-language pathologists (known as the professional development study areas) are the following:

- Business Management and Leadership
- Counseling
- Genetics
- Gerontology
- Pharmacology
- Research and Evaluation
- Supervision
- Technology and Instrumentation in Communication Sciences

In-field Development Study Areas

SLP.D. students require intensive study in their respective professional fields.

Speech-Language Pathology Study Areas

- Augmentative and Alternative Communication
- Advanced Seminar in Voice and Swallowing
- Advanced Seminar in Pediatric Development
- Neuroscience/Neuropsychology and Communication Disorders
- Educational Issues

Within each area, the doctoral candidate is challenged to pursue topic(s) of particular interest. In this way, the NSU doctoral student can build versatility into his or her course of study to ensure optimal professional growth and to allow students to pursue specialty areas of interest.

Applied Dissertations

Applied dissertations in the post-master's SLP.D. program are creative, problem-solving projects designed to use the rigor of applied research techniques to improve a situation, program, or product or to answer a clinical or professional question. Candidates become active problem solvers in their professional settings through strategies designed to address identified problems. The concept of the applied dissertation stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. Applied dissertations require identification of a significant problem or clinical question, design of a solution strategy or experimental protocol, and implementation and evaluation of the strategy.

One applied dissertation is required. Instruction in this doctoral component is organized into two weekend sessions delivered by the Applied Research Office and is augmented by applied dissertation sessions offered during a summer instruction. Candidates are assigned advisers who provide guidance during the research experience. Applied dissertation advisers are contracted by the Applied Research Office and the department and should be contacted first by the director of applied research (and not the student).

Summer Instruction

Summer instruction is conducted for on-campus and distance cohort members. A summer instruction consists of academic instruction and a variety of other learning experiences. Each doctoral candidate must attend all activities of a summer instruction. Candidates are responsible for all associated travel, room, and meal costs.

Program Timelines

The life of the program for post-master's degree students ranges from 36-40 months. Candidates who do not complete requirements within three years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their applied dissertation by the end of 36 months in order to be granted the fourth year. Candidates may also register for a six-month extension beyond the fourth year if approved by the doctoral committee.

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the applied dissertation.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may re-enter the program only once and will follow all regulations that apply to the new cohort.

Doctoral candidates who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the student's original cohort. No extension is possible beyond this point. The re-entering student must adhere to the catalog in effect at the time of re-entry.

Degree and Program Completion Requirements

Doctoral students may participate in graduation ceremonies if all program requirements will be completed by May 1st.

Grading Policy/Academic Probation

Grading

The student's final grade in each course will be determined by each course instructor, based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

A	92.1–100		B-	80.0–82.0
A-	90.0–92.0		C	69.5–79.9
B+	88.0–89.9		F	69.4 or less
B	82.1–87.9			

Student Records

Each candidate will be provided a grade report by the registrar's office at the end of each study area or at the end of each semester. A copy of each report will be placed in the candidate's permanent file, which is maintained by the university. NSU maintains up-to-date grade reports on each student. The university periodically furnishes each student with a working transcript that shows the current status of grades and earned semester hours for all courses completed and/or attempted.

Assignment Extensions

Only one extension of any assignment per study area is allowed. The extension request, in writing, must be addressed to the respective instructor, with copies sent to the director of doctoral studies and the cohort facilitator/administrator. The student's request must be received a minimum of one week before the assignment due date. Approval must be given in writing by the instructor. A maximum of a one-month extension will be granted from the original due date. The highest grade awarded for an extended assignment will be B.

Rewrite Policy

Only one rewrite per study area will be allowed for work considered unsatisfactory (C or below) by an instructor. Rewrites must be submitted to the instructor no later than two weeks following receipt of the assignment evaluation form. The highest grade awarded for a rewritten assignment will be B.

Withdrawals

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the applied dissertation.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may re-enter the program only once and will follow all regulations that apply to the new cohort. Doctoral candidates who with draw from the program are required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the student's original cohort. No extension is possible beyond this point. The re-entering student must adhere to the catalog in effect at the time of re-entry.

Student Professional Academic Review Committee (SPARC)

The program's Student Professional Academic Review Committee is composed of departmental faculty members whose responsibility is to review doctoral candidates' academic, clinical, and professional progress on a periodic basis. The purpose of the SPARC is to identify barriers to success in doctoral study, make recommendations for assistance to doctoral candidates, and determine the advisability of a student's continuation in the doctoral program.

Probation

Students are placed on probation for a minimum of one semester when any of the following conditions occur:

- a second grade of C or lower is earned in any academic course
- a grade of C or lower is earned in any clinical course
- a grade of less than C is earned in any academic course
- a student's GPA falls below 3.0 for any semester
- inappropriate or unprofessional behavior is exhibited
- the ASHA Code of Ethics is violated

Students must demonstrate professional behaviors including, but not limited to, cooperation with others, self-control, punctuality, respect for coworkers and faculty members, and professional personal appearance. Students are given one professional warning when a behavioral issue is noted. If a second professional behavior concern is identified, the student will be reviewed by the SPARC and may be placed on professional probation if he or she fails to exhibit professional behaviors and/or when the safety and welfare of clients and others are at risk.

Students placed on probation will meet with the director of the program or his or her designee to review the conditions of the probationary continued enrollment in the program. Probation will necessitate a change in the student's plan of study.

Students may be placed on and removed from probation only one time during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program. The student may be placed on professional probation without warning, at the discretion of the SPARC, should the safety or welfare of a client be compromised as a result of the student's behavior.

Dismissal

The program reserves the right to dismiss doctoral candidates at any time, if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic or clinical behavior is inappropriate or unethical (e.g., cheating, plagiarizing, misrepresenting oneself).There is no provision for readmission following dismissal for unsatisfactory conduct. Candidates must receive a passing grade (B or better) in each program component to remain in the program. If a candidate is dismissed from the program, he or she cannot be readmitted.

SLCD COURSE DESCRIPTIONS—MASTER'S LEVEL

Prerequisite Courses

AUD 5300 Audiology (3 Cr)
Instruction in test administration and interpretation of standard and specialized tests of auditory function.
Prerequisites: SLP 5001 and SLP (CSD) 5004.

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 (CSD) 5003 Neuroanatomy and Physiology (3 Cr)
Introduction to the anatomy and physiology of the developing and mature human nervous system.

SLP (CSD) 5004 Hearing and Speech Science (3 Cr)
Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.

SLP (CSD) 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. **Prerequisites: SLP 5002, SLP (CSD) 5005, and SLP 5007.**

SLP 5010 Treatment of Speech and Language Disorders (3 Cr)
Overview of treatment strategies used in management of communication disorders. **Prerequisites: SLP 5002 and SLP (CSD) 5005.**

Core Courses

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.
Prerequisites: SLP 5002, SLP (CSD) 6005, and SLP 5008.

SLP 6010 Language Disorders in Children (3 Cr)
Evaluation and treatment of disorders of language from infancy through adolescence including developmental and acquired problems.
Prerequisites: SLP (CSD) 5005, SLP 5008, and SLP 5010.

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. **Prerequisites: SLP 6010, and one of the following—SLP 6020, 6030, 6040, or 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.
Prerequisites: SLP (CSD) 5003, SLP 5008, and SLP 5010.

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: SLP 6010 or 6020.**

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. **Prerequisites: SLP 5001, SLP (CSD) 5003, SLP 5004, SLP 5008, and SLP 5010.**

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: SLP 5010.**

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: SLP 6050.**

SLP 6060 Phonological Disorders (3 Cr)
An analysis and comparison of systematic distinctive features and phonologic processing theory and application. **Prerequisites: SLP 5002 and SLP (CSD) 5005.**

SLP (CSD) 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 (CSD) 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.

SLP (CSD) 6078 Technological Application in CSD (3 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 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: Clinical lab course.**

SLP 6310 Aural Rehabilitation (3 Cr)
Remediation of communication problems resulting from hearing impairments; use of amplification and assistive devices. A lab fee is required. **Prerequisite: AUD 5300.**

Elective Courses

Nine elective credits must be selected; three of them must be in a motor-speech disorders course.

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: 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: SLP 6010.**

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: SLP 6010.**

SLP 6014 Autism Spectrum Disorders (3 Cr)
This course provides information and discussions about the critical issues in teaching communication and language to children and adults with autism spectrum disorders.

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: SLP 6020.**

SLP 6022 Program Development for Individuals with AAC Needs (1 Cr)
This course covers current trends and state-of-the-art practices for developing programs to ensure that AAC users develop communication skills that will lead to a strong quality of life. Topics to be discussed include self-determination, family-centered practices, and long-range planning. A variety of tools and approaches will be discussed.

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 by considering the features of each software program.

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 impairment 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

SLP 6026 AAC Assessment (1 Cr)

This course will provide information about evaluation procedures for the individual with severe communication disorders. It 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 used during the course.

SLP 6027 AAC Strategies for the Beginning Communicator (1 Cr)

This course provides a review of issues and procedures involved in evaluating individuals who communicate at preintentional, presymbolic, and emerging symbolic levels. It includes discussions of environmental assessment, communication sampling, and structured protocols to assess communication modes and pragmatic and discourse functions. Participants will also review intervention techniques including 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.

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. It includes a review of the cognitive, linguistic, visual, and physical factors that influence vocabulary/message selection and organization, format, and symbol selection. A discussion of intervention techniques to facilitate independent use of these communication aids through direct intervention and consultation with parents and teachers is also conducted. Strategies will be presented for maximizing and measuring functional treatment outcomes.

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, access skills, and 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.

SLP 6031 AAC Applications 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 discussed.

SLP 6035 Seminar in Voice Disorders (2 Cr)

This course will address procedures for advanced principles of diagnosis and treatment of voice disorders using state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance. **Prerequisite: SLP 6030. Corequisites: SLP 6101 and 6102.**

SLP 6037 Craniofacial Anomalies (3 Cr)

This course provides a 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: SLP 6030.**

SLP 6050 Motor Speech Disorders (3 Cr)

This course discusses the nature, etiology, diagnosis, and management of motor-speech disorders. Information and training in the assessment and management of oral motor, feeding, and swallowing disorders are also explored. The nature, etiology, diagnosis, and management of motor-speech disorders with emphasis on differential diagnosis will be discussed. The course covers the symptomology, procedures, and remediation of developmental apraxia of speech. **Prerequisites: SLP (CSD) 5003 and SLP 5010.**

SLP (CSD) 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 significant focuses of the course. **Corequisite: Clinical lab course.**

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. **Corequisite: Clinical course.**

SLP (CSD) 6078 Technological Application in CSD (3 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 a faculty member; applied research culminating in written documentation of a project. **Prerequisite: CSD 6070.**

SLP 6201, 6202, 6203 Special Topics (1–3 Cr)
Advanced study of selected theoretical, clinical, or professional issues in speech-language pathology and audiology (elective may be taken for credit, CEU, or recertification).

Labs and Externships (Required)

SLP 6005 Diagnostics Lab (1 Cr)
Emphasis on analysis and interpretation of data and the impact on differential diagnosis. **Prerequisites: SLP 6000 and 6010 or SLP 6020 and 6060.**

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. Biweekly class meetings are required. **Prerequisites: SLP 6000, 6010, 6015, 6020, and 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. Biweekly class meetings are required. **Prerequisite: SLP 6101.**

SLP 6110 Externship (1 Cr)
Off-campus placements in a nonschool setting (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. **Prerequisites: SLP 6101 and 6102.**

SLP 6120 School Externship, K–12 (1 Cr)
Must be taken by students seeking Department of Education certification in speech-language 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. **Prerequisites: SLP 6101 and 6102.**

SLP 6120 Pediatric Nonschool Externship (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. **Prerequisites: SLP 6101 and 6102.**

SLP 6310 Aural Rehabilitation Lab/Audiology (1 Cr)
Practice in hearing screening. The student must accrue a minimum of five hours of screening. **Prerequisite: AUD 5300.**

COURSE DESCRIPTIONS—DOCTORAL LEVEL

Professional Development Study Areas

CSD 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 technology and for management of clients and business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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.

CSD 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. Emphasis will be placed on 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 used 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 nonelectronic 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.

Research Courses

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 this 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.

Benchmark Courses

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).

ARO 8769 Continuing Dissertation Services (0 Cr)

Doctoral Programs in Education

Ed.D. Program in Instructional Technology and Distance Education (ITDE)

Important Notice

The Fischler Graduate School of Education and Human Services now requires that doctoral students attend the
Doctoral Studies Orientation (DSO). Please see the DSO section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized
FGSEHS policies/procedures listed at the beginning of the catalog.

Doctoral Programs in Education

Ed.D. Program in Instructional Technology and Distance Education (ITDE)

MISSION STATEMENT

The mission of the Doctor of Education (Ed.D.) Program in Instructional Technology and Distance Education 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. In addition, they must have prior experience with computers and online communications.

Students will be expected to apply theory to their work setting. Thus, while enhancing their own skills, they will bring improvements to the workplace as they progress through the program.

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 dissertation.

ADMISSION POLICIES

The Ed.D. Program in Instructional Technology and Distance Education seeks graduate students who are competent, experienced professionals actively involved in the field. The program serves practitioners who demonstrate leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership skills in their work environments. Specific requirements for admission to the programs are listed below.

Application Requirements

1. active employment in the field of instructional technology/distance education
2. master's degree (3.0 minimum GPA)
3. Miller Analogies Test (MAT) score (test taken within last five years)
4. submission of application/supplementary materials
5. approval of Skills Checklist (application)
6. three letters of recommendation
7. official copies of transcripts for all graduate work
8. resume
9. oral interview (via telephone)
10. demonstrated potential for successful completion of the program via acceptance of application
11. a photocopy of both sides of the resident alien card (if applicable)

Full Admission

Following are requirements for full admission to the ITDE program:

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Applicants must provide proof of an earned master's degree in education, instructional media, technology, training, human resources development, or a related field from a regionally accredited institution with a 3.0 grade point average or higher.
3. Applicants must provide official transcripts from all institutions attended.
4. Applicants must show results of the Miller Analogies Test (MAT) (taken within the past five years).
5. The applicant must provide evidence that the he or she has the academic background to be successful in the program. (This judgment, made by the admissions committee, will be based on previous academic records, academic activities since obtaining the previous degree, letters of recommendation, an oral interview, and written responses to questions dealing with the applicant's field of study.)
6. Applicants must occupy a position that requires or allows them to work in their area of study.
7. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
8. Applicants 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 score of 550 on the Test of English as a Foreign Language (TOEFL) exam or successful completion of a degree in residence at a regionally accredited North American college or university.
9. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
10. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).
11. Applicants must have access to a computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider.

For program information, visit the FGSEHS Web site (*www.fgse.nove.edu*) and select the "Information Request" link. For specific ITDE program information, send an email to *itdeinfo@nsu.nova.edu.*

Acceptance to the Program

Students receive a formal letter regarding acceptance status from the office of student services. Provisional admission may be offered to applicants based upon unofficial or nonfinal documents submitted for admissions consideration. However, this acceptance includes the provision that any official, final, or other required documents must be received within 90 days of the beginning of the first term of enrollment. If the required documents are not received within the 90-day time frame, then further course registration will be blocked. Students must be fully admitted in order to be eligible to receive financial aid. When all required, official documents, transcripts or test scores are received, students will be considered fully admitted and eligible for financial aid.

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, the credit was earned as a matriculated participant in a regionally accredited doctoral program, and the content of courses being requested for transfer was equivalent in content to Instructional Technology and Distance Education study areas. Request for transfer credit must occur at the time of application.

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

TUITION AND FEES

Tuition for the ITDE program for the academic term beginning in July 2003 is paid at the rate of $460 per credit. This tuition rate is subject to change without notice. Students register and pay $460 per credit for each component as they progress through the program.

A student must register for Continuing Dissertation Services at the 36th month in the program if he or she has not yet completed the applied dissertation.

Financial aid for Continuing Dissertation Services is limited to half of the usual maximum allowable loan amount for that period.

Other Fees

A one-time, nonrefundable application fee of $50 is required for each degree level and must accompany the completed application. A $110 technology fee and a $30 registration fee are required each term. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap-and-gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks and a laptop computer, travel and expenses at campus meetings, and other typical expenses associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees

Students must register via WebSTAR within the appropriate web registration open and end dates posted for each term. Failure to do so will result in a $100 late registration charge.

All tuition payments must be made according to the registration schedule posted each term on the ITDE Web site *(http://itde.nova.edu)*. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be academically withdrawn from the program.

ACADEMIC PROGRAM

Certification

Although accredited by the Southern Association of Colleges and Schools (SACS), the program does not attempt to meet state certification requirements because they vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Instructional Delivery System

The Ed.D. Program in Instructional Technology and Distance Education is delivered through a combination of face-to-face instruction on Nova Southeastern University's campus in North Miami Beach, Florida, or abroad and through electronic means. 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.

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 instruction with faculty in North Miami Beach and abroad for international clusters during extended weekend sessions

Students must own a laptop 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.

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.

The Cluster Concept

The Ed.D. Program in Instructional Technology and Distance Education is designed for working professionals. Formal instruction takes place on the North Miami Beach campus or abroad and through electronic means delivered to students wherever they live and work. Each cluster is a group of 20 to 25 professionals from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components (study areas and applied research) together. Doctoral residency is defined as continuous enrollment for one calendar year.

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. 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 cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

Program Outline

Study Areas

Each study area is designed to involve students in four months of intensive work, readings, structured learning experiences, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, and assessment of student performance.

Study areas include the following:

- Leadership and Distance Education
- Research and Evaluation I
- Media and Technology
- Instructional Design
- Research and Evaluation II
- Systems Design

- Management and Applications of Instructional Technology and Distance Education
- Technology Trends and Issues
- Applied Leadership
- Applied Research

Applied Research

The applied dissertation is an original, detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question and reveal new knowledge. This process entails the completion of three products or benchmarks: the concept paper, the proposal, and the final applied dissertation. (Refer to the course descriptions.)

ITDE doctoral students are assigned to an applied dissertation committee composed of a committee chair and a committee member. They advise and guide the students through the applied dissertation process. For all applied dissertation related inquiries, visit *www.fgse.nova.edu/aro/.*

Degree and Program Completion Requirements

To be eligible for degree conferral, the student must fulfill the following requirements.

- completion of all admission requirements
- submission of a follow-up questionnaire

- completion of all study area and applied research requirements
- current status in payments for tuition, fees, materials, and texts

At the conclusion of study, and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the board of trustees. The board officially confers the doctoral degree for education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Attendance Policy

Absence

Absences are not permitted in this program. Students are expected to attend all class meetings in person and online in each of the study areas and the applied research seminars. Absence from any class session may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence cannot be avoided, it is the responsibility of the student to notify the cluster coordinator, instructor, and program dean. An equal and appropriate make-up experience/assignment, specified by the study area instructor, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented during the missed class meeting (online or on-site) and must provide to the cluster coordinator a summary of the class notes of two students. More than one absence within a given study area will result in immediate withdrawal. An absence is considered 30 minutes or more of nonattendance. If a student is unable to attend an applied research seminar, the director of applied research should be contacted for a make-up experience.

Tardiness

Extended tardiness or early departure (more than 30 minutes on campus or 10 minutes online) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean and may lead to termination from the program.

Grading Scale

A	4.0
A-	3.66
B+	3.33
B	3.0
F	Failure
W	Withdrawal
I	Incomplete

Grade Reports

Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures.

Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures.

Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Withdrawals

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program by following the procedures outlined for voluntary program withdrawal in the *General Academic Policies and Procedures* section of this catalog. The program dean must receive notification of withdrawal. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last face-to-face class session of the study area and the date designated for applied research work. Consult the *Student Handbook* and the *Ed.D. Applied Research Guide* for more information.

Students who officially withdraw may petition the program dean if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that apply to the new cluster.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarly requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. General FGSEHS policies for dismissal also apply.

Reinstatement

A student who withdraws from the program is required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the student's original cluster. No extension is possible beyond this point. Students who are dismissed from the program for academic reasons may not reapply. General FGSEHS policies for readmission also apply.

Continuing Dissertation Services

The ITDE doctoral program is designed to be completed in 36 months. Students who do not complete requirements within the scheduled time period must register for continuing dissertation services. (Refer to the course description for ARO 8669.)

COURSE DESCRIPTIONS (by study area)

Leadership and Distance Education

ITDE 7001 Foundations of Leadership (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, the learning organization, and leadership in practice.

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.

Research and Evaluation I

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 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 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 use of social and educational programs will be a primary focus of the course. This course is delivered exclusively online.

Media and Technology

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, and audio and motion media, as well as computers as tools for learning and evaluating the effectiveness of instructional media.

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.

Instructional Design

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, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

ITDE 8002 Instructional Development and Delivery (2 Cr)
An advanced course in the use 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 use.

Research and Evaluation II

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, hypotheses testing, and correlation. This course is delivered exclusively online.

ARO 8614 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.

System Design

ITDE 8005 Introduction to Instructional Systems (4 Cr)
An advanced course examining the application systems theory in education. Major topics include the 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 integration of systems theory into pragmatic instructional design.

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.

Management and Applications of Instructional Technology and Distance Education

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; principles of staff training; proposal development; and legal issues.

ITDE 8013 Applications of Distance Education Technologies (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 technology, impact of technology used to deliver instruction at a distance, and assessment.

Technology Trends and Issues

ITDE 8009 Instructional Technology and Distance Education Trends (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; and performance technology.

ITDE 8010 Instructional Technology and Distance Education Issues (3 Cr)
Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, change management, advisory groups, peer mentoring, performance support systems, strategies for encouraging corporate and foundation support, and grant writing.

Applied Leadership

ITDE 8011 Leadership and Empowerment (3 Cr)
This course builds upon the concepts introduced in Foundations of Leadership. Major topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision-making, and a synthesis of leadership development.

Applied Research

ARO 8666 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 the seminar will be assigned following approval of the concept paper.

ARO 8667 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 8668 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).

ARO 8669 Continuing Dissertation Services (0 Cr)
A student must register for Continuing Dissertation Services at the 36th month in the program if he or she has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committees on their research projects. Students may register for continuing dissertation services each term until the student reaches the end of the seventh year from the beginning of the doctoral studies, at which time extensions will no longer be offered.

Child and Youth Studies

Important Notice

The Fischler Graduate School of Education and Human Services now requires that all doctoral students attend the Doctoral Studies Orientation (DSO). Please see the *DSO* section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

The CYS program will undergo a substantive change during the Fall 2003 term and beyond. Students entering the program during or after the Fall 2003 term, please refer to the CYHS section.

MISSION STATEMENT

The mission of the Ed.D. Program in Child and Youth Studies (CYS) is to improve the lives of children and youth by strengthening the leadership skills and behaviors of educators and other child and youth professionals whose work affects the quality of life of children between the ages of birth and 18 years. The admission criteria and the doctoral curriculum are derived from this mission. As the program is designed to improve the delivery of services by modifying attributes of school, health and social services, and child and youth care program personnel, only those who are actively engaged in appropriate positions are admitted. The curriculum, designed to promote the program's mission, is expressed in terms of four goal categories, each of which contains more specific assessable objectives. The four goal categories are (1) leadership, (2) knowledge, (3) problem solving, and (4) perspective.

In the context of the program's mission, leadership requires action in the areas of education, health, or human services for which one is responsible. Such actions must be derived from a sound knowledge base and genuine problem-solving skills. Additionally, leadership requires specific knowledge of contemporary and historical analysis of leadership, appraisal of one's own leadership behavior, and ability to assess the leadership skills of others.

Doctoral education demands mastery of an appropriate knowledge base. The substantive knowledge valued in the program is reflected in the titles of the core curriculum areas: leadership, research and evaluation, technology, developmental issues, and political processes and social issues. In addition, knowledge requires an understanding of the salient characteristics of the knowledge-producing disciplines within education and the social sciences.

The mission of improving education, health, and human services for children and families also requires a problem-solving seminar on the part of professionals working with children and youth. Problem solving is not merely a matter of motivation; skills are required, including those customarily related to knowledge use, evaluation, and management of resources. Most important, however, is a disposition to intentional actions through a systematic approach to problem solving.

A fourth goal category of the program emphasizes the need for child and youth studies professionals to achieve a broad perspective of the educational and support-service needs of children and youths. One formulation of this goal is that professionals be cosmopolitan rather than provincial in their outlook and behavior. An expression of this goal is that students should assume a national perspective of child- and youth-related problems and solutions, including development of a national network of resources available to them, and a responsible posture toward professional associations.

By increasing the knowledge base of students and by enhancing their problem-solving capabilities, the program focuses on the relationship of theory to practice. Its aim, the improvement of professional skills for their application to educational, health, or human service settings, can be observed in the pervasive application of learning to the students' personal work settings. Applied dissertation requirements for the development of substantive professional improvement projects further exemplify the program's philosophy and the means for the realization of this objective. In keeping with the goal of accessibility, the program is offered in approved locations throughout the United States or through a combination of classroom and electronic instruction. These structures permit participation by qualified students who otherwise would be denied access to graduate education.

APPLICATION PROCEDURE

To obtain an application, students can log on to the FGSEHS Web site (*www.fgse.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. Students will be notified of the admission decision by mail after final review by the admissions committee. Enrollment starting dates are assigned on a space-available basis.

Step 1
An application is considered complete when the following items have been received:
- application and supplemental application (including essays)
- application fee
- three letters of recommendation from individuals (two from faculty members or immediate supervisors) who can attest to the candidate's ability to succeed in graduate school
- official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs)
- photocopy of resident alien card, if applicable

Step 2
Applications are reviewed by the Admissions Committee. All qualified candidates will be required to participate in an oral interview. The department will contact the applicant to schedule an appointment after the file has been reviewed. Applicants who do not meet the requirements will be notified by mail.

ADMISSION POLICIES

FGSEHS Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Admission Requirements

The Ed.D. Program in Child and Youth Studies seeks competent, experienced professionals actively involved in the field. It serves practitioners who demonstrate leadership abilities and academic competencies and who are committed to improving the quality of life of children and families. Specific requirements for full admission to the program include the following:

- Applicant must provide proof of an earned master's degree (with a 3.0 grade point average) in education, child development, child care, psychology, counseling, speech pathology, human services, or a related field from a regionally accredited institution. Official transcripts from all institutions attended must be submitted.
- Evidence that the applicant has the academic background to be successful in the program must be supplied. This judgment, made by the Admissions Committee, will be based on previous academic records, academic activities since obtaining the master's degree, letters of recommendation, a personal interview, and written responses to questions dealing with the field of child and youth studies.
- For non-native English speakers, there is a requirement of a minimum paper-based score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university.
- Applicant must supply a photocopy of the resident alien card, if applicable.
- Applicant must occupy a position that requires or allows them to work independently and to have direct or indirect impact on children and/or youths.
- Applicant must have three years of work experience with children between birth and 18 years of age.
- Applicants must submit the results of the Miller Analogies Test (MAT). The test must have been taken within the past five years.
- Applicant for clusters meeting in South Carolina must submit the results of the Graduate Record Examination (GRE).
- Applicant must have a computer, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider (ISP).

Provisional admission may be granted based on unofficial documents, however all requirements for full admission must be met within the first 90 days of enrollment. Financial aid cannot be disbursed until full admission status is attained.

Interested applicants may come to our campus offices or call toll free for program information.
8:30 a.m.–5:00 p.m. (E.S.T.), Monday–Friday.
(954) 262-8500
United States and Canada 800-986-3223, ext. 8500
Fax: (954) 262-3909
Web site: *www.fgse.nova.edu/cyfs*

Admission Requirements for International Students

In addition to the admission requirements outlined above, prospective international students who completed degrees at universities outside the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available online at *www.jsilny.com* or from FGSEHS Student Services department at 800-986-3223, ext. 8605. The prospective student is responsible for all fees incurred for this evaluation.

Acceptance to the Program

Students receive a formal letter of full admission from the program upon satisfactory completion of all admission requirements. Applicants to the program receive a cluster opening letter six to eight weeks prior to the start date of their selected cluster. A unique, site-specific schedule for the program is included in the document.

Students must be at least provisionally admitted to the cluster by the Friday prior to the first meeting of the cluster.

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, if the credit was earned as a matriculated student in a doctoral program at a regionally accredited university, and if the content of the courses requested for transfer is equivalent to the study area courses in the CYS program. Courses transferred for credit must be at the grade of A or B, or equivalent. No credit for experiential learning or other forms of advanced standing will be granted. Request for transfer of credit must occur at the time of application. For additional information, please refer to our Web site at: *www.fgse.nova.edu/cys.*

Counseling Services

Administrators, faculty members, and staff members provide academic counseling before students enter and throughout the doctoral program. Cluster coordinators are available to cluster members for the entire program.

TUITION AND FEES

Tuition for the CYS program for the academic term beginning in July 2003 is paid at the rate of $10,010 per year. (This tuition rate may be subject to change yearly.) Tuition payments are based on $455 per credit for 66 credits of coursework. Students register and pay for each credited component as they progress through the three-year program.

A payment of $2,261 is charged for the first six-month extension of a fourth year to students who require the continuing service. A second payment of $2,261 is charged for the second six-month extension of the fourth year to students who require the additional extension. Students may receive a six-month extension beyond the fourth year with permission of the program dean. A fee of $2,261 is charged for this additional period. Financial aid for the fourth year and for the six-month period beyond the fourth year is limited to half of the maximum allowable annual loan amount.

Fees: Academic Term Beginning July 2003

Application Fee (nonrefundable)	$50 (one time only)
Registration Fee	$30 per term
Drop/Add Fee	$15 per term
Late Registration Fee	$100
Field Supervision Fee	$100
Technology Fee	$110 per term
Graduation Fee	$75

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. Fees for materials will be charged as necessary.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program. Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. The student will be subject to the rules and regulations in effect at the time of reinstatement. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program. Students who are dismissed from the program for academic reasons may not re-enter the program at a later time.

ACADEMIC PROGRAM

The Cluster Concept

The Ed.D. Program in Child and Youth Studies is field-based. Formal instruction takes place in Saturday cluster seminars. Each cluster is a group of 20 to 30 professionals who live and work in a variety of settings, but often within geographic proximity to one another. Students in each cluster begin the program at the same time and progress through the program components (study areas, specialization areas, and applied dissertations) together. Doctoral residency is defined as continuous enrollment for one calendar year.

The cluster is intended to serve as both an administrative and educational vehicle for the program. For example, communication and decision making frequently take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet between seminars to discuss assignments.

Each cluster operates locally under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

The National Cluster Concept

Professionals who live outside of the United States or at a considerable distance from developing cluster sites may select the National Cluster, which is an innovative approach to doctoral studies. The national cluster was designed to provide an alternative delivery format for the CYS program.

National cluster instruction is accomplished through the following:

- ongoing electronic communications using electronic mail (email), the Internet relay chat (IRC), and a Nova Southeastern University -sponsored bulletin board
- on-campus instruction with faculty members in Fort Lauderdale during two-day to five-day extended weekend sessions scheduled in February or March and October or November each year of the three-year program
- summer instruction, held in Fort Lauderdale or North Miami Beach in July or August of years one and two, at which students take classes in their area of specialization

Students must have a computer and an Internet service provider (ISP). Professionals from countries outside North America with access to the Internet may find the national cluster delivery format an exciting alternative to traditional approaches to doctoral studies.

Study Areas

Each study area is designed to involve students in three to five months of intensive seminars, readings, structured activities, and evaluation procedures. Each study area is under the direction of a faculty member, who is responsible for course content, instruction, evaluation procedures, and commentary on the student's performance.

Study guides and readings interrelate the study area material. Students meet on one weekend of each month for instruction as scheduled. Attendance is required at all meetings. When a cluster completes the three-year period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

The five core study areas are the following:

Leadership

Research and Evaluation

Technology

Political Processes and Social Issues

Developmental Issues

Areas of Specialization

Specializations offer students the opportunity for intensive study in one of three areas of professional activity. Students attend specialization classes during the first and second years in the program. These classes are delivered during the summer term, in an on-site format, at a designated location (contact a program administrator for detailed information on dates and location). Students must be employed in their areas of specialization.

Curriculum Development and Systemic Change
For teachers, teacher trainers, curriculum developers, resource center personnel, librarians, and media specialists

Management of Programs for Children and Youth
For administrators, supervisors, and coordinators of programs

Special Services/Exceptional Education
For special educators, counselors, speech and language pathologists, school psychologists, residential and youth care professionals, nurses, and social workers.

Questions regarding the most appropriate area of specialization should be directed to the CYS program office.

Summer Instruction

The event in the program that brings students together from all clusters is the annual summer instruction. This academic experience provides an opportunity for interaction among students from around the world with instructional and applied dissertation faculty members, cluster coordinators, staff members, administrators, and invited lecturers and guests.

Each doctoral student must attend two summer instruction sessions. Students are responsible for their travel, room, and meal costs. Students must attend their specialization classes at the summer instruction during years one and two of the program, or as designated by the cluster calendar.

Applied Research

The applied research process is divided into two distinct phases. The first phase is a guided and directed interactive review of the literature in a topic area related to a problem found in the student's workplace. The second phase of applied research is an applied dissertation in which students solve a problem of extensive scope in their work settings and report on the project in such a way that it can be shared with the professional community. Instruction for the literature review and for the applied dissertation is organized into two sessions. The first session occurs early, after a cluster begins the program. The second occurs halfway through the program. After the first seminar, students are assigned advisers who provide guidance throughout the experience.

Employment

Because professional employment is a program admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Credit Allocation

Credits are awarded for work upon satisfactory completion of all requirements.

Applied Research Seminar I and Article Reviewing	3 credits	Specialization Session II	7 credits
Leadership I	4 credits	Applied Dissertation Seminar II and Proposal	6 credits
Research and Evaluation I	5 credits	Research and Evaluation II	5 credits
Specialization Session I	7 credits	Political Processes and Social Issues	4 credits
Literature Review	3 credits	Leadership II	3 credits
Technology I	2 credits	Applied Dissertation	9 credits
Technology II	2 credits	**TOTAL**	**66 CREDITS**
Developmental Issues	6 credits		

Degree and Program Completion Requirements

To be eligible for graduation, the student must fulfill the following requirements:
- completion of all admission requirements
- completion of all study area, specialization area, applied research, and institute requirements
- successful completion of written comprehensive examination (students in South Carolina clusters only)
- current status in payments for tuition, fees, materials, and texts

At the conclusion of study and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the board of trustees. The board officially confers the degree of doctor of education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Program Timelines

The length of the program is 36 months. Students who do not complete requirements within three years may be granted a fourth year of study by the program dean. Students may also register for a six-month extension beyond the fourth year if approved by the program dean.

Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program by following the procedures outlined for voluntary program withdrawal in the *General Academic Policies and Procedures* section of this catalog. The program office must receive notification of withdrawal. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area or one month prior to the date designated for applied research work. Consult the *Student Handbook* and the *Applied Research Guide* for more information.

Students who officially withdraw may petition the program dean if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that apply to their new cluster.

Students are not guaranteed that there will be a cluster location convenient to them at the time of re-entry.

Students who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point.

Attendance Policy

Absences should not occur in this program. Students are expected to attend all class meetings in each of the five study areas, the specialization areas, and the applied dissertation seminars. Regular classroom interaction provides program consistency and content enrichment. Absence from any cluster meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance. In the rare instance when an absence cannot be avoided, an equal and appropriate make-up experience/assignment, specified by the study area faculty member, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cluster coordinator a summary of the class notes of two students. Cluster coordinators should be notified immediately if the student expects to be absent. If a student is unable to attend an applied research seminar, the director of applied research should be contacted for a make-up experience.

Tardiness
Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean and may lead to termination from the program.

Grading Policy

The grading system for the CYS program is as follows:

Grade	Quality	Points
A	Excellent	4.0
B+	Very Good	3.5
B	Good	3.0
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0

Progress Reports

Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Students must receive a passing grade in each program component to remain in the program. Failure to fulfill the program's financial requirements is also grounds for dismissal. If a student is dismissed from the program, he or she cannot be readmitted. General FGSEHS policies for dismissal also apply.

COURSE DESCRIPTIONS

The Study Areas

Leadership I

LDR 8429 Leadership Theory, Research, and Practice—The Individual, Organizations, and Society (4 Cr)

This course is designed to help students understand (1) macrotransitions that are occurring in society, (2) personal and group human resource development, and (3) contemporary social problems as they relate to the development of the educational and human services leader. Students assess their leadership styles and skills and develop a personal and professional growth plan.

Leadership II

LDR 8437 Leadership II—The Individual, Organizations, and Society (3 Cr)

This course is intended to provide opportunities for students to (1) synthesize and evaluate the learning progression of the program, (2) design a vision of the future of education and human services based on a critical analysis of variables affecting professionals, (3) demonstrate proactive participation in developing programs and policies for the next decade, and (4) develop the skills necessary for becoming a committed transformational leader.

Developmental Issues

DVI 8014 Development in Adolescence (3 Cr)

Developmental theories are applied to adolescence. Current research related to this period is examined. The characteristics and capabilities of children in adolescence are studied across the physical, cognitive, social, affective, and language domains.

DVI 8015 Development in Early and Middle Childhood (3 Cr)

Developmental theories are applied to early and middle childhood. Current research related to these periods is examined. The characteristics and capabilities of infants, young children, and school-age children are studied across the physical, cognitive, social, affective, and language domains.

DVI 8016 Developmental Perspectives Dealing with Issues in Adolescence (3 Cr)

Developmental perspectives will be used to explore issues related to family, school, and community. Prevention and intervention frameworks will be applied to both normative and atypical courses of development in adolescence.

DVI 8017 Developmental Perspectives Dealing with Issues in Early and Middle Childhood (3 Cr)

Developmental perspectives will be used to explore issues related to family, school, and community. Prevention and intervention frameworks will be applied to both normative and atypical courses of development in early and middle childhood.

Research and Evaluation I

RES 8435 Fundamentals of Research and Evaluation I (4 Cr)

This course provides the learner with the requisite skills essential for the interpretation of research and evaluation data and procedures. Both the research and evaluation processes are investigated with an emphasis on their practical applications. Critical concepts intrinsic to the understanding of evaluation paradigms, statistics, and data analysis techniques are presented to equip students with the ability to comprehend, analyze, synthesize, and evaluate the research literature.

RES 8432 Tests and Measurements (1 Credit)

Measurement is a critical ingredient in research and evaluation, as well as in the areas of education, management, and the social services. This course is devoted to an understanding of major problems encountered in establishing the validity and reliability by procedures in research, evaluation, and educational assessment. The focus is on the selection and interpretation of educational tests.

Research and Evaluation II

RES 8433 Research and Evaluation II (3 Cr)

This advanced course for the practitioner is designed to provide students with the more sophisticated skills needed to critique research and evaluation in each of the following paradigms: (1) experimental, (2) quasiexperimental, (3) causal-comparative, (4) correlational, (5) survey, and (6) naturalistic. An in-depth examination of published studies in each of these areas will provide students with the skills and confidence to become intelligent consumers of research.

RES 8434 Applied Research for Professionals (2 Cr)

Researchers and evaluators have developed the interest and skill to engage in qualitative methods that have been adapted from sociology and anthropology. Educators and professionals concerned with human services have made major strides in taking a more aggressive posture toward their own involvement in the conduct of research. This course will focus on the skills required for practitioners to participate effectively in the conduct of field-based problem solving.

Political Processes and Social Issues

PSI 8451 The Politics of Children's Issues (1 Credit)

A historical overview of political processes governing programs for children and families. Current policy issues are examined for their impact on children.

PSI 8452 Political Dimensions of Programs for Children and Youth (3 Cr)

This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is used to examine policy representative of local, state, and national systems. The role and skills required of the professional in creating proactive change for children and youths are investigated.

Technology I

CED 8483 Computer Literacy—Information Management and Telecommunications (2 Cr)

This course is an introduction to instructional technology, including instructional computing. The course stresses the use of technology for managing, learning, and teaching. There is an emphasis on telecommunications.

Technology II

CED 8485 Computer Technology—Applications of Technology to Educational and Management Programs (2 Cr)

This course emphasizes advanced applications of technology, including computing, for managing, learning, and teaching. The impact of emerging technologies on the profession is stressed. Specific skills for leaders are emphasized.

Specialization Areas

Curriculum Development and Systemic Change I

CDS 8501 Curriculum Reform—Design, Trends, and Best Practices (4 Cr)

Following an examination of curriculum design fundamentals, students will analyze current curriculum issues and trends. This course focuses on answering two critical questions. "What do we want children to learn?" and "How do we want to teach them?"

CDS 8502 The Politics of Curriculum Improvement and Whole School Restructuring (3 Cr)

The relationship between curriculum improvement and whole school restructuring is investigated. Students research the political forces that have impact on curriculum decision making within a systems perspective.

Curriculum Development and Systemic Change II

CDS 8578 Educational Reform—Theory into Practice (3 Cr)
Students examine current educational theories, policies, and practices affecting systemic, school-based reform movements in the public and private sectors. Change processes are viewed from educational, sociological, and political perspectives. Their impact on student achievement and educational accountability is evaluated.

CDS 8579 New Schools and Programs for a New Century—A Systemic Approach (4 Cr)
Following an analysis of current theories and systemic change strategies, students develop a conceptual framework and proposals appropriate for their work settings. Recommendations are designed to demonstrate innovative approaches to systemic education reform. Grant-writing and fund-raising skills relevant to change processes are presented.

Special Services/Exceptional Education I

SPS 8580 Intervention Strategies for the Development of Social Competency (4 Cr)
This course is designed to identify the affective needs and social competencies of exceptional children and youths. Behavioral and coping strategies to enhance social skills are investigated. The impact and consequences of varying management practices on special service professionals and their clients are assessed.

SPS 8579 Families, the Law, and Exceptionalities (3 Cr)
Students analyze legislation governing exceptional populations and its impact on families, educators, and social services personnel. Topics such as due process, family involvement, referral processes, and advocacy procedures are examined within a case management framework.

Special Services/Exceptional Education II

SPS 8578 Assessment/Program Design and Evaluation for Exceptional Children and Youths (4 Cr)
Current practices in the assessment and identification of exceptional children and youth are examined. Academic and/or training programs that reflect the student's professional goals and responsibilities are designed and evaluated.

SPS 8581 The Impact of Cultural, Moral, and Ethical Issues on Exceptional Children and Youths (3 Cr)
Students investigate current issues confronting exceptional children and youth. Problems such as drug and alcohol dependency, AIDS counseling, sex education, medical support systems, divorce, single-family parenting, and the influence of these problems on exceptional children and youths are studied. Educational and social policy directions for the 21st century are explored.

Management of Programs for Children and Youths I

MCY 8561 Development and Management of Programs for Children and Youths (4 Cr)
This course will focus on the analysis and assessment of programs for children and youths from the manager/leader perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations necessary for an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis and strategies that enhance the effectiveness of the manager/leader in a world of cultural diversity and socioeconomic differences, will be emphasized.

MCY 8564 Developing Human Relations Skills in the Management of Programs for Children and Youths (3 Cr)
This course focuses on an examination of qualities that foster positive relationships in the work setting. Students will analyze strategies necessary in the identification, training, and assessment of personnel and will demonstrate these required skills, especially as they relate to inclusion.

Management of Programs for Children and Youths II

MCY 8567 Theory and Practices: Management and Planning, Funding, and Budgeting (4 Cr)
This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge, concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

MCY 8565 Organizational Theory and Practices—A Synthesis (3 Cr)
This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of people with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered.

Applied Research

The applied research component of your degree program is composed of four courses. In the first and second courses, you will develop skills for using the various search engines used by the distance library services and other skills related to reviewing the professional literature. During the first summer instruction session, you will have the opportunity to meet with your adviser and discuss issues related to article reviewing and preparation for writing a comprehensive literature review. During the third and fourth course, you will identify a problem to be solved and begin working on the model of problem solving that will ultimately lead to an implementation and reporting of the solution strategies used to solve the problem. During the second summer instruction session, you will once again have the opportunity to meet with your adviser and discuss issues related to the implementation and reporting of your applied dissertation.

The concept of the applied dissertation stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. You will play a significant role as a leader in your setting in dealing with a problem. This will be a major problem and the solutions you choose will have extensive scope. From this, you will write an applied dissertation, which will be a document that can be shared with your professional community.

PCY 8491 Applied Research Seminar I and Article Reviewing (3 Cr)
This course covers an intensive review of research articles that will serve as the foundation for the applied dissertation. Students are assigned an applied research adviser who will function as a guide, mentor, and instructor for this process.

PCY 8492 The Literature Review (3 Cr)
Students are expected to write a thorough literature review, which is based on the 60 articles read in PCY 8491 and the student's knowledge in the broad area of interest. In the literature review, you will pull together and analyze the knowledge presented in the practitioner, peer-reviewed research, meta-analysis, and theory papers you have read; comparing, contrasting, critiquing, and analyzing the findings of others in the field. Examining theoretical perspective is particularly important at this stage because these articles can provide an overview of problems in the chosen area of interest and can also suggest possible causes and solutions for such problems. This will lead into the applied dissertation work.

PCY 8495 Seminar II and Applied Dissertation Proposal (6 Cr)
Students will write a proposal for their applied dissertation, identifying a problem of significance in their professional work setting and analyzing possible causes of the problem. They will then propose solution strategies and plan ways to take a leadership role in implementing those strategies. Measurable outcomes must be developed along with means to evaluate them. Particularly important at this stage is considering the writings on the change process you read as part of your 60 articles to review. The goal is to create a new procedure within your institution that will permanently change the setting to correct the problem. Your work on your applied dissertation will continue to be done under the guidance and direction of your assigned adviser. Students can create materials for students, teachers, or clients and implement the use of these materials as part of the solution strategy. Success of the implementation is to be evaluated using measurable outcomes. Students must receive adviser approval for their applied dissertation proposals and an IRB approval—all prior to implementation. This aspect of the program gives the student the opportunity to apply knowledge gained from the literature review as a skilled problem solver and to take an active leadership role in organizational change and development.

PCY 8396 Applied Dissertation (9 Cr)
The first portion of this course is the implementation of your applied dissertation project. Implementation must take eight months. This time period may not count vacation periods or times when your organization is closed. You must have a significant activity for each week of the 32-week period. Students will write an applied dissertation that includes the entire proposal, with verbs and tenses changed to the past. The applied dissertation will be presented as a formal document using the *Publication Manual of the American Psychological Association* (APA) as a style guide.

The applied dissertation will also
- report on the implementation of the solution strategies over a period of eight months
- evaluate the effectiveness of the solution strategies
- contain recommendations to the organization and to others who may try similar projects

Students will submit the edited document to the director of applied research for final approval.

Continuing Services

In order to qualify for continuing services, a student must have the applied dissertation proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required. Up to eight extensions are permitted.

EDU 8501 Fourth Year
(registered in six-month blocks)

EDU 8502 Six-month Extension
(beyond fourth year)

ACTIVE AND DEVELOPING CLUSTERS

Arizona
Phoenix
Grace Wright, Ed.D.
Assistant Superintendent of Student
Support Services
Roosevelt School District
Phoenix, Arizona
Email: gracew@nsu.nova.edu

Delaware
Wilmington
Thomas Craney, Ed.D.
School Psychologist
Frederick County Public Schools
Middletown, Maryland
Email: craneyt@nsu.nova.edu

Lorraine Vitchoff, Ed.D.
Adjunct Professor
Nova Southeastern University
California, Pennsylvania
Email: vitchof@nsu.nova.edu

Florida
Fort Lauderdale
Marcia Skopp, Ed.D.
Program Professor
Nova Southeastern University
Fort Lauderdale, Florida
Email: skoppm@nsu.nova.edu

Jeri Sorosky, Ed.D.
Senior Site Administrator
Nova Southeastern University
Fort Lauderdale, Florida
Email: jeris@nsu.nova.edu

Florida (continued)
Bruce Brydges, Ed.D.
Professor of Applied Research
Nova Southeastern University
Fort Lauderdale, Florida
Email: brydgesb@nsu.nova.edu

Michael Ferrentino, Ed.D.
Behavior Specialist
Indian River County School District
Vero Beach, Florida
Email: ferrentm@nsu.nova.edu

Tangier Scott, Ed.D.
Social Services Administrator
Miami, Florida
Email: tangscot@nsu.nova.edu

Indiana
Indianapolis
Audrey Witzman, Ph.D.
Early Childhood Educational
Consultant
Illinois State Board of Education
Chicago, Illinois
Email: witzman@nsu.nova.edu

Louisiana
New Orleans
William Gunnell, Ed.D.
Director
Department of Support Services, Inc.
McComb School District
McComb, Mississippi
Email: gunnellw@nsu.nova.edu

Massachusetts
Boston
Jo-Anne Murphy, Ed.D.
Professor Emeritus
Salem, Massachusetts
Email: joanne@nsu.nova.edu

Pennsylvania
King of Prussia
Anice Dickerson-Watters, Ed.D.
Early Childhood Instructor
Community College of Philadelphia
Philadelphia, Pennsylvania
Email: watters@nsu.nova.edu

South Carolina
Anderson
Julia Ashley, Ed.D.
Media Specialist
Anderson County School District
Honea Path, South Carolina
Email: ashleyj@nsu.nova.edu

Annette Christy, Ed.D.
Media Specialist
Wrenn Middle School
Piedmont, South Carolina
Email: christya@nsu.nova.edu

Vermont
Brattleboro
Dennis Gallagher, Ed.D.
High School Counselor
Lawrence Public Schools
Lawrence, Massachusetts
Email: gallagrd@nsu.nova.edu

Child and Youth Studies

Doctoral Programs in Education

Ed.D. Program in Child, Youth, and Human Services (CYHS)

Child, Youth, and Human Services

Important Notice

The Fischler Graduate School of Education and Human Services now requires that all doctoral students attend the Doctoral Studies Orientation (DSO). Please see the *DSO* section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

Doctoral Programs in Education

Ed.D. Program in Child, Youth, and Human Services (CYHS)

MISSION STATEMENT

The mission of the Ed.D. Program in Child, Youth, and Human Services (CYHS) is to strengthen the leadership skills and behaviors of educators and other human services professionals as a means to improve the lives of children, youths, and individuals across the life span. The program is grounded in the belief that professionals must be prepared to be proactive, ethical agents of change in systems and organizations that affect the quality of life for children, youths, families, and other vested individuals. In congruence with this mission, CYHS participants will be prepared not only to respond to current issues and trends in education and human services settings, but also to predict, prepare for, advocate for, and shape the future of services for the benefit of diverse populations of stakeholders. The CYHS mission, therefore, is to enhance the skills and behaviors of practitioners who are actively engaged in education and human services, and to develop the abilities of individuals who seek to become employed in child, youth, and/or human services.

APPLICATION PROCEDURE

Application materials are available online through the link, *Prospective Students*, located on the FGSEHS Web site (*www.fgse.nova.edu*) or can be obtained via the admissions office at toll-free number 800-986-3223, ext 8500; Fax: (954) 262-3909. Applications are accepted at any time. Students will be notified of the admission decision by standard mail subsequent to final review by the admissions committee. Enrollment starting dates are in February, June, and October.

The application is considered complete when the following items have been received:
- completed and signed application materials and forms, including written essay (writing sample)
- one-time, nonrefundable application fee
- two letters of recommendation from individuals who can attest to applicant's propensity for success in doctoral studies (One letter must be from applicant's immediate supervisor.)
- official transcripts from all institutions of higher education attended (i.e., community college, baccalaureate programs, and graduate programs)
- scores attained on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last five years. NOTE: South Carolina applicants must submit GRE scores
- copy of resident alien card, when applicable
- score attained on the Test of English as a Foreign Language (TOEFL), minimum score of 550, or evidence of the successful completion of a graduate degree completed at a regionally accredited North American college or university, when applicable

Interested applicants may also visit the campus offices and speak with an enrollment counselor. The FGSEHS campus is located at

1750 NE 167th Street
North Miami Beach, Florida 33162-3017

ADMISSION REQUIREMENTS

Applicants for the Ed.D. with specializations in CYHS must provide:
- documentation of the master's or Ed.S. degree from an accredited institution with an overall GPA of 3.0
- evidence of the ability to successfully meet the demands of doctoral study (Evidence includes previous academic records, letters of recommendation, academic and professional activities, and a written analysis of an academic issue statement—provided in the application materials.)
- statement of employment history
- results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within five years prior to application (NOTE: Applicants from the state of South Carolina must submit results of the GRE.)
- photocopy of resident alien card (both sides), when applicable

Applicants for whom English is not the primary language must also provide:
- Results attained on the Test of English as a Foreign Language (TOEFL), minimum score of 550, or evidence of the successful completion of a graduate degree completed at a regionally accredited North American college or university

All applicants must have a computer and must have basic proficiency in online communications including use of email, the Internet, and the World Wide Web. Applicants must maintain arrangements with an Internet service provider (ISP).

Provisional admission may be granted based on unofficial documents; however, all requirements for full admission must be met within 90 days of the first enrollment. Please note that financial aid cannot be disbursed until full admission status is attained.

Students must be provisionally admitted prior to registration for, and attendance in, a class.

Admission Requirements for International Students

Prospective international students must meet the requirements outlined. In addition, international applicants who have completed degrees at universities outside the United States must have the transcript evaluated by an NSU approved evaluation service. Applications for this evaluation are available online at *www.jsilny.com* or from the FGSEHS Student Services Department at 800-986-3223, ext. 8605. The prospective student is responsible for all fees incurred for the evaluation process.

Transfer of Credit

A maximum of six semester hours of post-master's level credits will be considered for transfer into the Ed.D. program of study. Credits must have been attained within three calendar years of the request for transfer and must be at or above the 700 level designation. Academic content for transferred courses must be equivalent to courses within the doctoral specialization selected. Requests for transfer of credit must occur at the time of application.

Applicants who have completed the Ed.S. degree at FGSEHS may be eligible to apply a maximum of 18 semester credits toward the completion of the Ed.D. program. Courses applied to the doctorate must be designated at the 700 level or above, and must be equivalent to courses within the doctoral specialization selected. Requests for the application of course credits to the doctoral program of study must be submitted at the time of application.

Doctoral Advising and Counseling

Prior to admission to the Ed.D. program, and through the first registration, applicants will be advised and counseled by the doctoral enrollment/advising team. Although each individual has specific areas of expertise, all team members are available to assist all doctoral students.

The Doctoral Enrollment/Advising Team Includes

Elaine Bloom (*bloome@nsu.nova.edu*)
Speech/Language Pathology

Maryann Vaca (*vacamary@nsu.nova.edu*)
Higher Education Leadership (DHEL)

Jody Hastings (*hastings@nsu.nova.edu*)
Organizational Leadership (DOL)

Lina Parra (*lparra@nsu.nova.edu*)
Instructional Technology and Distance Education (ITDE)
Educational Leadership (DEDL)

Marcia Skopp (*skoppm@nsu.nova.edu*)
Child, Youth, and Human Services (CYHS)

Rhonda Schuval (*schuval@nsu.nova.edu*)
Organizational Leadership (DOL)

Advisement counselors may be reached by telephone at 800-986-3223, ext 8500 or (954) 262-8500.

In addition, all CYHS students will be assigned a cohort administrator. The cohort administrator will serve as the online liaison between the student and FGSEHS administration and teaching faculty members from the first term of enrollment through the completion of the doctoral degree.

ADMISSION POLICIES

FGSEHS Admission Statement

1. Any student admitted under provisional status is not eligible for financial aid. Provisionally admitted students are permitted to register for one term, but must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions of higher education attended.
4. Applicants who are non-native English Speakers and/or applicants who have earned their most recent degree from an institution outside the United States may be required to provide proof of a minimum score of 550 on the TOEFL examination.
5. Transcripts for degrees earned at institutions outside the United States must be evaluated by an independent agency approved by NSU.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

TUITION AND FEES

Tuition for the CYHS program for the academic term beginning in July 2003 is paid at the rate of $10,010 per year. (This tuition rate is subject to change without notice.) Tuition payments are based on $455 per credit for 66 credits of coursework. Students register and pay for each credited component as they progress through the three-year program.

A payment of $2,261 is charged for the first six-month extension of a fourth year to students who require the continuing service. A second payment of $2,261 is charged for the second six-month extension of the fourth year to students who require the additional extension. Students may receive a six-month extension beyond the fourth year with permission of the program dean. A fee of $2,261 is charged for this additional period. Financial aid for the fourth year and for the six-month period beyond the fourth year is limited to half of the maximum allowable annual loan amount.

Fees: Academic Term Beginning July 2003

Application Fee (nonrefundable)	$50 (one time only)
Registration Fee	$30 per term
Drop/Add Fee	$15 per term
Late Registration Fee	$100
Field Supervision Fee	$100
Technology Fee	$110 per term
Graduation Fee	$75

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Other Program Expenses

Students will be responsible for the purchase of textbooks, as well as other typical needs associated with advanced study. Fees for materials will be charged as necessary.

Late Fees and Reinstatement Fees

All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program. Reinstatement following withdrawal, or as a result of being dismissed for nonpayment of tuition and fees, must be discussed with the program dean. The student will be subject to the rules and regulations in effect at the time of reinstatement. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program. Students who are dismissed from the program for academic reasons may not re-enter the program at a later time.

ACADEMIC PROGRAM

The Cohort Model

The CYHS program is designed as a multi-modal, hybrid (online and face-to-face) program of study. All courses will be available online, and select core courses, including the research courses and dissertation seminars, will be available in a traditional classroom format. Courses offered in a face-to-face format will be offered at FGSEHS regional sites during terms designated by students' needs. Online courses will be available each term. Students have the option to complete the Ed.D. online, or through the mixed (hybrid) format.

All students admitted to the CYHS program will be assigned to an online cohort. The cohort will be comprised of students from across FGSEHS who are enrolled in hybrid and/or fully online programs. The cohort adviser will serve as the liaison between students and FGSEHS, and thus will assist students with registration concerns, program outline planning, and general operations. Cohort advisers will hold regular office hours online, will conduct online chats and information sessions, will provide email contacts with individuals, and will provide an online vehicle for cohort members to maintain ongoing communications among the cohort. The Office of Field Support will assign cohort advisers and will provide contact information to students and advisers during the initial terms of enrollment.

CYHS students have the opportunity to design individualized programs of study. A copy of the planning document can be obtained on the Web site, or by contacting one of the doctoral enrollment/advising team members. Students are encouraged to complete the program outline no later than the end of the first term of enrollment in doctoral studies.

Changes to the program outline/plan must be completed with authorization from the cohort adviser and the enrollment adviser. Changes must be filed with the Doctoral Studies Office, via the enrollment adviser.

Specializations within the CYHS Area of Study

The CYHS specializations have been expanded to accommodate more specific areas of concentration for students enrolled in the program. Students are encouraged to complete 18 semester credit hours within the area of specialization, especially when the goal is to teach at the college or university level. All courses within the CYHS studies have been adjusted to three-credit courses.

At the present, the areas of specialization offered include:

- Curriculum Development
- Early Childhood
- Early Literacy and Reading
- Family Systems and Services
- Human Services Administration
- Special Education: Autism
- Special Education or Special Education Administration
- Criminal Justice [pending]

Core courses for the degree with specializations in CYHS include the following:

CYHS 8001	Leadership for Systemic Change in Child, Youth, and Human Services
CYHS 8002	Political Processes and Social Issues
CYHS 8003	Human Behavior in the Social Environment
CYHS 8004	Current Issues in Human Development
CYHS 8005	Ethical Issues for Leadership in Child, Youth, and Human Services

Students who have completed courses comparable to the prescribed core are eligible to substitute related coursework from the range of courses offered through FGSEHS and/or CYHS. Substitutions or changes must be noted at the time the program outline/plan is completed.

Summer Conference

Students have the option to attend the FGSEHS Summer Conference. The conference is focused on research dissemination and dissertation development. FGSEHS alumni and faculty members are invited to present results of research activities and projects conducted within recent years. Graduates who have received awards and recognition for dissertation studies are highlighted.

Concurrent to the conference, all research courses and dissertation seminars will be offered in a face-to-face format to permit students to continue study in the research areas.

Students are encouraged, but not required, to attend the Summer Conference.

Applied Research and Dissertation

All doctoral students complete an applied dissertation during the course of their studies under the direction of a committee. The research question will likely address a significant problem or research question related to your professional work setting that extends beyond your normal responsibilities. Dissertation committees are assigned by full-time, applied research faculty members in the Applied Research Office (ARO) who have content area expertise and years of mentoring experience. The applied dissertation process is composed of three major benchmarks: the concept paper (2 credits), the proposal (5 credits), and the final applied dissertation report (5 credits). You will receive a grade of pass or no-pass for each of these courses.

The ARO faculty is also responsible for the administration and curricular development of the applied research coursework. This coursework, along with the dissertation seminars, is designed to facilitate the doctoral student's ability to read, synthesize, and analyze educational research and to conduct an applied research project that will enhance the field.

Credit Allocation

Credits are awarded on a semester basis; all courses completed within specializations under the CYHS rubric are assigned a value of three semester credits. Under some circumstances, courses will be assigned a value of six credits.

The total number of credits to be completed for the doctorate in education degree is 66 credits.

Degree Completion Requirements

Eligibility for degree conferral requires
- completion of all degree requirements
- successful completion of written comprehensive examination (South Carolina residents only)
- successful completion of the dissertation
- reconciled fiscal obligations

At the conclusion of the program of study and verification of completion of degree requirements, each student's name is submitted to the board of trustees for final approval and degree conferral. All students who successfully complete requirements and have achieved degree conferral status will be invited to participate in the university commencement exercises conducted annually during the month of June.

Program Timelines

The length of the program is 36 months. Students who do not complete requirements within three years may be granted a fourth year of study by the program dean. Students may also register for a six-month extension beyond the fourth year if approved by the program dean.

Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program by following the procedures outlined for voluntary program withdrawal in the *General Academic Policies and Procedures* section of this catalog. The program office must receive notification of withdrawal. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last class session of the study area or one month prior to the date designated for applied research work. Consult the *Student Handbook* and the *Applied Research Guide* for more information.

Students who officially withdraw may petition the program dean if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that apply to their new cluster.

Students are not guaranteed that there will be a cluster location convenient to them at the time of re-entry.

Students who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point.

Attendance Policy

Students are expected to attend all course meetings. Absences must be approved by the professor and the cohort adviser prior to the time of absence. Under special circumstances, requests may be approved through the Doctoral Studies Office.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Students must receive a passing grade in each program component to remain in the program. Failure to fulfill the program's financial requirements is also grounds for dismissal. If a student is dismissed from the program, he or she cannot be readmitted. General FGSEHS policies for dismissal also apply.

Important Notice

The Fischler Graduate School of Education and Human Services now requires that all doctoral students attend the Doctoral Studies Orientation (DSO). Please see the *DSO* section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

Higher Education Leadership

MISSION STATEMENT

The Ed.D in Higher Education Leadership (DHEL) provides applied doctoral and continuing professional development programs in education to practitioners in the international community engaged in education or training. Distinguished by accessibility for its learners, in flexibility in programs and operation, creativity and experimentation in outlook, and diversity among learners and faculty, DHEL promotes academic standards of quality consistent with excellence in professional practice.

The program effects a positive impact on educational practice by influencing the personal and professional development of practitioners in adult education, health care education, and higher education. Through its field-based and distance-delivery approaches, DHEL fosters the integration of scholarly reflection with applied research while the student remains actively engaged in professional practice.

ADMISSION POLICIES

FGSEHS Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Admission Requirements

The following are requirements for admission:
- official transcripts from **all** colleges and universities attended
- master's degree with at least a 3.0 GPA or equivalency
- completed application form with a $50 nonrefundable fee
- one letter of recommendation from a supervisor
- results of the Miller Analogies Test (MAT) or Graduate Record Exam (GRE) taken within the past five years
- non-native speakers of English must submit TOEFL test results (minimum score of 550) or evidence of successful completion of graduate degree in residence at a regionally accredited North American college or university
- have daily access to a Web-capable computer and an Internet service provider (ISP)
- show evidence of relevant work experience
- submit a photocopy or resident alien card, if applicable
- attend the Doctoral Studies Orientation*

*Note: In order to be fully admitted, all doctoral students must attend a two-day doctoral studies orientation (DSO) seminar, conducted at either the North Miami Beach or the Davie campus. The orientation is designed to introduce students to the resources and services of the university. Attendance and participation at the orientation is also a graduation requirement for students who enter the program as of April 2003.

Although provisional admission may be granted based on an unofficial master's transcript indicating a 3.0 GPA and the submission of GRE or MAT scores, all of the above admission requirements must be completed within the first 90 days of initial enrollment or further course registration will be blocked. Financial aid can not be disbursed until full admission is attained. Application and registration will follow the same dates specified for the local clusters and online students.

International Student Admission

Prospective international students who completed degrees at universities outside of the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561, or (954) 262-1561. The prospective participant is responsible for all fees incurred for this evaluation.

International students who intend to reside in the United States, and who are required to obtain a I-20 visa, must be full-time, degree-seeking students and must attend classes at one of NSU's campuses in Dade, Broward, or Palm Beach counties.. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, phone (954) 262-7240.

International Students for Whom English Is a Second Language

In addition to the general requirements previously listed, the admissions process for I-ESL students includes:

- a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university or a degree taken in English
- certification that they own or have proximate access to a fax machine, so that long-distance communications with DHEL program personnel can be enhanced
- receipt of the completed application and fees in the DHEL office by February 1 for those intending to enroll the following spring and summer terms; August 1 for those planning to attend the fall term; or November 1 for those planning to attend the winter term

To Apply

Application materials and other information may be obtained from the program Web site. Questions can be answered by contacting:

Nova Southeastern University
Fischler Graduate School of Education and Human Services
Office of Student Services
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Toll free in the U.S. and Canada: 800-986-3223, ext. 8500
Broward County: (954) 262-8500
Fax: (954) 262-3910
Office hours are 8:30 a.m.–5:00 p.m. (E.S.T.), Monday—Friday
Email: *glsinfo@nsu.nova.edu*
DHEL Web site: *www.fgse.nova.edu/dhel*

Transfer of Credits

A maximum of six semester hours of graduate credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the DHEL graduation requirements. These six credits will be evaluated for transfer related to core, specialization, or elective course requirements. No credit for experiential learning or other forms of advanced standing will be granted. Grades for courses transferred must be A or B, or the equivalent.

An applicant who wishes to request evaluation of prior coursework for consideration as transfer credit should note this on the application, send course descriptions, and request that official transcripts be sent to the office of student services. Current students should request and receive prior written approval from a doctoral adviser before enrolling in any courses at another institution intended to be submitted for transfer credit. This request should include an explanation of the relationship to the student's employment or specialization as well as detailed course description(s).

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 more information.

TUITION AND FEES

Tuition
Tuition in the DHEL program is $500 per credit. After 12 terms of consecutive enrollment in the program, students must register for continuing services, which then affords the student a discounted rate of $2000 per term.

Fees
- **Application fee**: nonrefundable fee of $50 for admissions to doctoral studies
- **Registration fee**: a $30 registration fee for each term of study
- **Technology fee**: a $110 technology fee for each term of study (expenses for online course instruction, mentoring services, NSU online library services, and student services)
- **Late Registration fee**: $100 will be assessed every time the student registers after the specified term registration dates

Tuition and fees are subject to change. Check the program Web site at *www.nova.edu/dhel* for the most current information.

ACADEMIC PROGRAM

The DHEL program results in a terminal degree in education (Ed.D.) within the Fischler Graduate School of Education and Human Services (FGSEHS). To earn this doctorate degree, students must successfully complete nine core courses, three specialization courses, one research practicum project, three research courses, and an applied dissertation. All core courses are available at site locations and online.

This program is designed so that coursework and the applied dissertation may be completed in three years. It provides an opportunity for professional educators, supervisors, and trainers to earn a doctorate while remaining employed. For 30 years, this educational program has been demonstrating that an academic environment and the workplace are elements of a coherent whole. Students complete study areas (courses) and job-related, problem-solving projects (practicum research project and applied dissertation), and thereby improve their institution/organization while developing their own leadership base, knowledge, skills, and competencies.

Students eligible for admission into the doctoral degree in higher education leadership join professional educators, supervisors, and trainers studying throughout the United States and in several foreign countries. All of these students share a commitment to improving adult education, health care education, or higher education. This outstanding doctoral program enables students to remain employed while participating in an international network of students, graduates, and faculty members dedicated to helping each participant earn a doctoral degree.

The doctoral degree in higher education leadership at Nova Southeastern University is dedicated to sustaining excellence in field-based graduate professional education. Faculty members and graduates in this program serve as agents of constructive change and as leaders in conceiving, developing, implementing, and evaluating diverse interdisciplinary strategies to advance professional practice in education and training.

DHEL is a field-based doctor of education (Ed.D.) degree for practitioners working in the fields of adult education, community colleges, human resources, training and development, health care education, and higher education. The program provides regionally accredited degree opportunities for educational practitioners who are seeking its advantages. It capitalizes on the field-based delivery system and online learning modules to combine formal instruction, supervised study, and applied research in an integrated program of study.

Each of the specializations offered by the program embodies a commitment to provide quality education. This commitment stems from the goal of improving skills related to rational decision making in educational programs and systems. The overall goal of the program is to make a positive impact on education by influencing those individuals responsible for its administration and delivery.

The hybrid instructional format allows students the opportunity to participate in class online and "live", face to face with an instructor. The online format uses WebCT, the NSU course management system. The most salient aspect of both deliveries is that they do not force, for an extended period of time, the removal of practitioners from the positions and responsibilities for which they are seeking advanced preparation. On the contrary, they allow for the integration of study and practice while the student remains employed.

DHEL students, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to critically examine the "real world" efficacy of theory presented to them through formal instruction and supervised study. The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional programs, the ability to perform as a practitioner is assumed to be a consequence of earning the degree.

Specialization Areas

The following is a description of the specializations, the population for whom they are intended, and the requirements necessary for admission.

Adult Education Leadership

This specialization encompasses all the educational activities systematically organized and provided by a variety of institutions in different systems (business, education, government, health, religion, and military) for the purposes of promoting the personal and social development of adults.

The specialization in adult education seeks to assist adult education professionals in increasing their knowledge of history, philosophy, theory, research, methods, and practices of adult education to identify and meet the educational needs of adult students. To be considered for admission in the Ed.D. specialization in adult education, practicing professionals must be directly engaged in teaching, administering, or supporting programs specifically designed to address the educational needs of adult students. These programs may be delivered in some of the following settings:

- continuing education programs for returning adults in postsecondary institutions
- education, training, and development programs in business and industry, governmental and military agencies, or health and religious organizations
- public and community education programs for adults

Health Care Education Leadership

This specialization is intended for the professional development of educational practitioners regularly employed in health care education roles in such settings as hospitals; schools of nursing or allied health; colleges and universities; vocational/technical institutions; government agencies; or the military, business, or industry. The health care education specialization is intended to meet the needs of the health care academic community, as well as of those who are involved in the education and training of practitioners already in the field. The initial preparation of health care personnel and the continued development and maintenance of a qualified and competent health care workforce in a changing society are equally critical elements in an effective health care system.

Those serving as educational program administrators, curriculum specialists, faculty members, trainers, human resources development staff members, and health promotion or consumer health education personnel should benefit from completing the specialization in health care education. It should be noted that the program is not for caregivers, but rather for those involved in the training, education, or staff development of caregivers, or members of the general public.

Higher Education Leadership

This specialization is for educators working in institutions beyond the secondary level. The program is committed to enhancing professional leaders who teach, manage, or support the mission of higher education within an organizational context. This includes faculty and/or staff members working in higher education institutions or those in public, private, local, state, or federal agencies/organizations related to higher education.

Organizational Leadership

This specialization is designed to build upon the capacities of adult learners to meet both current and future leadership challenges facing their organizations. These 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 rapidly developing technology of the 21st century. Participants in the program will gain a greater insight and understanding of their own leadership abilities and evaluate their personal and professional readiness to take their organizations into the future. This specialization is suitable for individuals who are in leadership and supervisory positions in higher education, government, and/or the private or public sectors. The focus of this specialization is on leadership, organizational development, strategic planning, and systems management.

Academic Calendar Terms

The calendar year of the programs in higher education leadership is divided into four terms. Approximate term dates are as follows:

Term	Begins	Ends
Fall	October 1	December 31
Winter	January 1	March 31
Spring	April 1	June 30
Summer	July 1	September 30

Program Goals/Learning Outcomes

The successful graduate of the DHEL program is expected to:
- exhibit the ability to communicate effectively in listening, speaking, and writing
- demonstrate, in coursework, the ability to conceptualize, organize, analyze, integrate, synthesize, and use judgment to address assignments, issues, problems, cases, or situations, drawing on a foundation of knowledge and perspective
- demonstrate knowledge of both theoretical and applied research in the area of specialization and in the postsecondary/adult/higher education enterprise
- use alternative approaches while acting as a change-agent in seeking to address and solve problems and issues in his or her organization
- relate the literature of postsecondary education and the field of specialization to current and future trends, issues, problems, and processes in an education or training context within an organization

Instructional Delivery System

Site-Based Instruction

In the Doctor of Higher Education Leadership program, all ground-based students are assigned to cohort groups called clusters. Clusters meet at sites located throughout the country and are the vehicle through which instruction and other services are provided to students. All site-based students are members of a cluster, and all clusters are managed by a site administrator, who is a representative of Nova Southeastern University. Students may be admitted to an existing or new local cluster at the beginning of the fall, winter, spring, or summer term.

Site administrators are key members of the DHEL program who are responsible for providing counseling and academic support service to students and for managing, within the guidelines set by the university, the operation of a local cluster. Site administrators also serve as program recruiters and as liaisons among cluster members to the faculty and the Doctor of Higher Education Leadership program. All site administrators are professional educators with earned doctorates. The national faculty members travel to local clusters to teach the core courses. Clusters must have a minimum class enrollment of approximately 10 students in order for a faculty member to teach at the site. Members of a local cluster are generally from the same geographic area and some may have the same employer. They share similar professional concerns and goals and often must deal with similar problems. Thus, local clusters usually form closely knit educational-professional social groups where students find support, guidance, and inspiration. Many rewarding personal and professional relationships occur during the life of a cluster.

Instructional Format

Site-Based Instruction: Live instruction
- Courses are offered in three weekends of instruction during the three-month term of the course. Students have the opportunity to take DHEL specialization courses during the summer term online or as intensive instruction, with pre- and postwork, at a location to be announced.

Online Instruction: WebCT
- Students have the option of taking the entire DHEL program online using WebCT. All core courses are offered every term. Specialization courses are only offered during the summer online or "live", at a location to be announced, with pre- and postwork. Online students also have a site administrator whose name and email address is provided on the Web site. The role of this administrator is similar to that of the site-based administrator.

Summer Instruction

Students have the opportunity to take DHEL specialization courses during the summer term as intensive daily instruction, with pre- and post-work, at a location to be announced. Tuition and travel related expenses are the responsibility of the student.

Technology Requirements

All students must own a computer with a modem and a Web browser, and must also secure their own Internet service provider (ISP)*. Upon admission to the program, students receive a Nova Southeastern University email account. Through the World Wide Web, participants have access to information about the Doctor of Education in Higher Education Leadership Program and its activities *(www.fgse.nova.edu/dhel)*. NSU email accounts grant students access to Webmail; WebCT online courses; the Alvin Sherman Library, Research, and Information Technology Center at the university and its distance library services; ERIC and other information databases; and interlibrary services.

Computer Needs
- computer (IBM compatible, Pentium II 233 MHz or better, Windows 95 or higher [98 or better preferred] or Macintosh OS 8.6 or higher, 16 MB of RAM [64 MB preferred], 200 MB of free hard drive space [higher preferred], Power PC preferred)
- disk drive or CDR/W drive
- modem—28.8 kbps (56K or better, cable or DSL preferred)
- daily Internet and World Wide Web access through an Internet Service Provider (ISP)*
- a Web browser that handles frames, tables, and javascript. Browsers that support these features are: Netscape 4.5 or greater and Internet Explorer 4.0 or greater
- Adobe Acrobat Reader, a free downloadable program, installed on your computer.

Computer Skills

Students participating in the program should have minimal computing skills that include:
- ability to send and receive email
- ability to establish an Internet connection using a browser (Internet Explorer or Netscape) and basic understanding of Internet navigation
- ability to upload, download, and attach files
- word processing skills

* The program is not responsible for equipment, software, or ISP services.

Program Timeline

In order to maintain satisfactory academic progress, a student must show evidence of achievement in all aspects of the program. The formal instruction component of the program is designed to be completed in two years. Some students however, require more time to complete the applied dissertation. Sample program curriculum outlines are provided on the Web site. Students must complete the program within five calendar years from the cluster start date. See FGSEHS policy regarding Doctoral Program Completion Timeline for information about extensions beyond the five-year limit.

Program Outline

Core Courses (24 Credit Hours)
Specialization Courses (18 Credit Hours)
Research Courses (12 Credit Hours)
Applied Dissertation (12 Credit Hours)

Degree and Program Completion Requirements

Students must fulfill the following graduation requirements.
1. attend Doctoral Student Orientation at NSU
2. attend and pass eight core courses (3 credits each, 24 credits total)
3. complete 18 credits of a specialization
4. pass four research courses (3 credits each, 12 credits total)
5. successfully complete:
   - the applied dissertation concept paper (2 credits)
   - an applied dissertation proposal (5 credits)
   - the applied dissertation report (5 credits)
6. be current in all tuition, fees, and miscellaneous charges (including books).

Total requirements: 66 credit hours (all requirements must be completed within five years from the date of the beginning of the term of entry).

Attendance Policy

Course Attendance
Attendance is required at all sessions of each course. Any exception to this policy must be based on an extreme emergency. Students that know in advance that they may miss a class are encouraged to withdraw from the course or to wait until the next term to take the course.

Students who miss class and are excused are expected to make up work relating to the missed session. The assignments vary in form, but they must be agreed upon at an early date and provide some method for the student to obtain the information from the course session. Under no circumstances may a student receive credit for a course if more than one course meeting is missed.

Tardiness
Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departure must be discussed with the faculty ahead of time.

Grading Policy

Courses
Students enrolled in the Doctor of Higher Education Leadership program receive grades of "A" (Excellent), "B" (Good), "F" (Fail), "I" (Incomplete), and "W" (Withdrawal) for courses. Grades for a given course are assigned by the faculty member that is responsible for that course.

An F indicates one of the following: the student (a) did not meet the attendance requirements; (b) has attempted to satisfy all requirements in the course, but because of the quality of the work submitted, has failed to do so; or (c) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving an F must repeat the course.

An I for a course indicates the student has not completed the course requirements. To be considered for an I grade, a student must have demonstrated timely progress in the course up to the point when extenuating circumstances hindered course completion. If, after a discussion with the faculty, a faculty member determines it is reasonable to expect that the student will be able to complete the requirements of the course within a specified time period, the student will be granted an I. An I must be made up within three months from the end of the term when the grade was to be awarded, or sooner, according to the faculty member's timelines. If not, the grade becomes an F. (See Policy Number 3.02 in the *DHEL Manual of Policies and Procedures for Students.*)

No change in registration status, other than withdrawal, is permitted after the course begins.

Practicum Project
Grades of A, B, unacceptable, or F are assigned for practicum projects. Practicum grades are assigned by practicum evaluators.

A grade of unacceptable means that the practicum needs revision. A student is given two opportunities during a six-month period to present an acceptable revision. When a practicum receives an unacceptable on the second revision, an F is assigned and the student must begin a new practicum on a new topic.

Applied Dissertation
A grade of pass is awarded upon successful completion of each part of the applied dissertation.

Academic Failure

If two Fs are accumulated for any combination of required courses, elective courses, or practicums, the student is terminated from the program and is not eligible for readmission.

Withdrawal

General Provisions on Withdrawal

If a student fails to register for a particular term, the central office staff will withdraw the student administratively, as of the first day of that term.

Withdrawal for a period does not suspend time-limit-for-completion requirements. (See five-year time limit requirement under *Graduation Requirements*). Tuition refunds are prorated and may not be a complete refund.

Withdrawal from Program: No Intention to Return

Voluntary requests to withdraw completely from the program should be made, in writing, to the Office of Student Services. This request should specify the date and term in which the withdrawal is effective. Students are encouraged to explain the reason for the request and program-related problems, if any, that led to the decision.

Withdrawal from Term: Intention to Reinstate

Students occasionally have personal, professional, or health reasons for withdrawing, or stopping-out, for a term. Such requests should be made, in writing, to the Office of Student Services. The reason for the withdrawal should be explained and the planned date and term of re-entry stated. (See the *Reinstatement* section below.)

Students in "stop-out" status are not eligible for academic services from the program faculty and staff members, and may not have grades posted to their records, except for changes of incomplete grades earned in courses. Students who stop-out for more than one term may be subject to financial aid penalties, such as requests for loan repayment.

Withdrawal from Course: Intention to Remain Enrolled for Term

Students may have legitimate reasons to request withdrawal from a core or specialization course, or be advised to withdraw by a faculty member. Such students may wish to remain enrolled in the program in order to accomplish other work, such as the practicum research project or summer instruction. A request to withdraw from a course should be made, in writing, to the program director and site administrator, and should state the desire to remain enrolled for the term in question. The registration for the term will be changed to drop the particular course and add "PRA 8070 Practicum Services" or "ADS 8090 Applied Dissertation Services" as appropriate.

Students may withdraw from a course without academic penalty at any time prior to the final class meeting; they may not withdraw after the last class session or just before course grades are issued.

Following the final meeting, since no official withdrawal is possible, students will receive whatever grade they have earned in the course, as determined by the faculty member. Plans to re-register for the dropped course should be discussed with the site administrator.

Some courses are offered only once at particular sites. Students are advised that failure to attend a course when it is offered at their cluster site may create some difficulties in making up the missed course. For this reason, students are urged to maintain continuous enrollment during the course portion of the program.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit the following items to the program office and receive approval to reinstate prior to being eligible to register.

1. a letter of intention to re-enroll (Please send a copy to the site administrator.)
2. a completed online reinstatement form (This form is available online at *www.fgse.nova.edu/dhel/pdf_docs/reinstatement_request.pdf*.)

Students who are readmitted must register at least 30 days prior to the beginning of the term and will be required to pay tuition and fees in effect at the time of reinstatement. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program.

Termination from Program

A student who violates any facet of the Nova Southeastern University Code of Student Conduct and Academic Responsibility is subject to immediate suspension pending a hearing on charges of academic conduct or supplementary standard violation. Any participant found guilty of a violation of academic conduct or supplementary standards will be subject to disciplinary action, including possible termination from the program. Termination from the program also occurs if a student earns two Fs in the DHEL program.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures. Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures. Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Grade Reports and Transcripts

Through the Office of the University Registrar, students have access to working transcripts that show the current status of earned grades and earned semester credit hours for all courses completed or attempted. These records can be obtained by using the automated WebStar service via the Internet. Students must have a login username and password to access this information. Students are encouraged to periodically review grade reports to ensure accuracy. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. Upon completion of a degree program at Nova Southeastern University, students receive one official transcript without charge. Any other official transcripts, before or after graduation, must be requested by completing a Request for Transcript Form available at local sites, or by calling the Office of the University Registrar at 800-541-6682, ext. 7225, or (954) 262-7225. This form and a $5 check, credit card authorization, or money order (per transcript) should be mailed to the Office of the University Registrar. If paying by credit card, the transcript request and payment information can be faxed to (954) 262-4862.

Time Extension Request

Please see the Doctoral Program Completion Timelines policy located in the General Academic Policies and Procedures section of this catalog for details regarding extensions beyond the maximum timeline for program completion.

Graduate Administrative Fellowships

The program may offer graduate student support through two administrative fellowship positions each academic year. The purpose of offering these fellowships is to make it possible for students to study on campus and gain the experience of working in DHEL by engaging in an applied dissertation that will be of value to the program. In addition to a yearly stipend, each graduate fellow's tuition will be paid for one calendar year. People interested in a fellowship position should send a letter of interest and a current resume to the director of doctoral programs at the Fischler Graduate School of Education and Human Services. Information regarding the fellowships may be found *at www.fgse.nova.edu/dhel* under the Program Bulletin link.

COURSE DESCRIPTIONS

Core Courses

ECD 8003 Curriculum (3 Cr)
This course is designed to familiarize the student with the various theories, principles, and practices related to curriculum and program planning. It includes the study of curricular and instructional design foundations; instructional design models; learning theory; the implementation, management, and evaluation of instruction; and a consideration of significant issues and trends.

ECD 8007 Governance and Management (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.

ECD 8008 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.

ECD 8009 Leadership (3 Cr)
This course examines the significant research and theory that provide the conceptual framework to both view and practice leadership as a collective enterprise. The course is designed to empower emerging leaders through learner-designated leadership development action plans (LDAPs), which incorporate new organizational paradigms, transactional and transformational leadership strategies, and resource analysis and development. LDAPs will reflect learner analysis and synthesis of such leader-related skills as communicating a vision and goals, inspiring and motivating others, embracing and nurturing diversity, building and facilitating teams and coalitions, processing and analyzing information, anticipating and incorporating alternative futures, assessing and ensuring quality in processes and outcomes, and stimulating and stabilizing change.

ECD 8031 Finance in Higher Education Leadership (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. As such, budget development at their own institutions 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 management, marketing, enrollment management, and financial reporting systems.

ECD 8032 Ethical Leadership in Higher Education (3 Cr)

This course explores the leader and the organization's ethical foundations, expression, and accountability in the public and private realm. An examination of leadership and ethics will be conducted; learners and faculty will reflect on their individual and public roles as ethical leaders. Challenges to a moral model are expected, and demagoguery will be repudiated in its many forms. Paraphrasing Henry Stimpson, we set the foundation of the course. There are three challenges expected from an educated man or woman—that the leader questions everything as a critical observer and practitioner, that he or she is literate in the language of the dominant culture, and possesses the skills needed to meet the challenges of the 21st century.

ECD 8033 Contemporary Issues in Leadership (3 Cr)

This course explores the interdependent forces in society that affect lifelong education. The course approach includes doing environmental scanning and identifying the various societal factors or forces external to education that can or do influence the institution of education, the process of education, and lifelong learning. The course of study includes a focus on (a) the societal and social context (past, present, and future), (b) social and societal trends and their potential impact on education, and (c) planning for the future. Some of the key concepts explored and how these factors affect education include economics, control (government, the courts, constituencies, etc.), technological and social demographics (including race, gender, age, poverty, etc.), and competition. Planning for the future, forecasting, theories of change, and change agentry are also important aspects of the course content.

ECD 8034 Institutional Advancement in Higher Education Leadership (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 functions contained within institutional advancement. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that they will review in their studies. The linkage of institutional advancement to internal organizational functions will be studied.

Research Courses

Students complete four research courses that are worth three credits each. These courses are designed to familiarize students with various aspects of research and statistical analysis in educational settings that will prepare them for the applied dissertation process.

ARO 8311 Research Design and Methods (3 Cr)

The purpose of this course is for students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method of 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.

ARO 8312 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 for research. Application of statistics will be emphasized.

ARO 8313 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 the number of substantive areas. The primary focus will be a comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs, especially educational programs.

ARO 8314 Measurement, Testing, and Assessment (3 Cr)

The purpose of this course is to provide doctoral students with the knowledge and skills necessary to deal with psychometric issues. The course emphasizes the relationship between research and practice and 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 for practitioners.

Specialization Courses

Students complete the three specialization courses appropriate to their chosen specialization. Six semester hours of graduate credit are awarded for successful completion of each course.

Adult Education (DHEL curriculum for students enrolled for the first time as of January 1, 2003)

EAD 9010 Contemporary Challenges in Adult Education Leadership (6 Cr)
This course examines adult education philosophies, current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global context of adult learning; demographic, economic, ethical, political, and technological factors influencing the practice of adult education; adult development research as a basis for practice; current and evolving theories of adult cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or redesign of adult learning experiences.

EAD 9020 Leadership in Adult Education Through Effective Program Planning (6 Cr)
This course examines adult education program planning, including why adults participate and how adults learn, as well as innovative instructional techniques. Topics include participation and motivation research; current and evolving theories of adult cognition and learning, including learning styles, learning modalities, and multiple intelligences; innovative approaches, techniques, and emerging learning technology as well as program planning for adults in a variety of settings.

EAD 9030 Lifelong Learning in a Changing Society: Emerging Issues and Innovative Practices (6 Cr)
This course presents a comprehensive view of the concept 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 for a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, workplace training, prison education, and higher education. In addition, participants will analyze emerging challenges including economic, political, ethical, and socio-cultural changes influencing the practice of adult education. Further, participants will investigate evolving opportunities including workforce mentoring, career transitions and retraining, certification and credentialing initiatives, and credit-bearing and noncredit lifelong learning.

Health Care Education

HCE 9910 Contemporary Challenges in Health Care Education Leadership (6 Cr)
This course examines current issues, challenges, and practices influencing leaders in the field of health care education. Topics include leadership perspectives on health care education and promotion; the changing nature of health care delivery in the United States; demographic, economic, ethical, and political factors influencing the practice of health education; evolving models and practices in community health education; health education for special populations including women, adolescents, and the elderly; workplace health promotion; the influence of alternative medicine on health education; and self-care and burnout prevention strategies for health care education practitioners.

HCE 9920 Ethics and Professionalism in Health Care (6 Cr)
This course focuses on social and ethical developments in health care. Topics include, but are not limited to, 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.

HCE 9930 Current Trends and Issues in Health Care (6 Cr)
This course examines major trends and issues in health care education and policy that determine the role and future of health care as well as health care educators. Topics include, but are not limited to, major health care issues and challenges; 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, patient-caregiver communication, communication in health organizations, health and the media, alternative medical therapies, and complementary medical approaches.

Higher Education

EHD 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.

EHD 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.

EHD 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 my 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.

Organizational Leadership

OLR 8520 Creating and Leading an Intentional Organization (6 Cr)
This course explores the role of leaders within the organization. An examination of the theory and research related to both leadership and organizational culture will be examined. Learners will reflect on the particular challenges and responsibilities the leader encounters in shaping and creating meaning and developing mission and values within the organization. Learners will analyze leader-related skills and styles such as enabling and valuing diversity, inspiring and motivating others, building teams, making ethical decisions, and providing for personal and organizational change. The major themes of study are mission, vision, and leadership styles (an examination of the leader's role in shaping organizational direction); ethics and professional leadership (an exploration of ethical models in institutional settings); managing and valuing diversity (an investigation of strategies for embracing diversity in the workplace); and knowledge- and meaning-making (an analysis of how leaders sustain and encourage meaning and direction).

OLR 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. Participants will explore various organizational systems such as information and communication, politics and accountability, power and influence, finance, budget and stewardship, decision-making, and conflict resolution.

OLR 8550 Leading a Learning Organization (6 Cr)
Students will explore how leaders develop and promote leadership within organizations. Leadership is different from management, but complementary. The leadership challenge of building a learning organization is to understand the complex, systemic issues confronting the organization. This course will explore the types of leaders found in learning organizations, and how a culture of learning centered on learning and practicing leadership is created. Every organization is unique because of its culture, with each organization having its own set of beliefs, values, behaviors, and rules. But, what makes every organization similar, is constant change, which when done correctly, results in organizational growth.

Keeping within the theme of this course, students will then explore how to foster growth, creativity, risk-taking and "entrepreneurship" within their organization. A leader must be able to anticipate changing strategic demands and create systematically different streams of innovation. Within this course, students will develop their own understanding of the difference between management and leadership and how it impacts the dynamics of change. The last theme of this course focuses on strategic planning, forecasting, and futuring. Strategic leaders create direction and purpose and formulate and implement strategy within their organization. The process of how a leader's vision and plan communicate that vision, and enlist others to embrace that future vision, will be explored.

Applied Dissertation (12 Credit Hours)

Students should visit the ARO Web site at *www.fgse.nova.edu/aro* for more information about procedures, resources, and guidelines offered by the Applied Research Office.

ARO 8366 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 8367 Applied Dissertation 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.

ARO 8368 Applied Dissertation 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).

Doctoral Programs in Education

Ed.D. Program for Educational Leaders (DEDL)

Important Notice

The Fischler Graduate School of Education and Human Services now requires that all doctoral students attend the Doctoral Studies Orientation (DSO). Please see the *DSO* section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

MISSION STATEMENT

The Doctor of Education in Educational Leadership (DEDL) Program is a regionally accredited (Southern Association of Colleges and Schools), field-based doctoral program designed specifically for practicing administrators, education leaders, and teachers on an administrative track in prekindergarten through 12th grade public and nonpublic schools and school systems. The purpose of the program is to assist educators to develop leadership skills that they will apply to the solutions of real problems in schools and other learning environments.

Leadership requires a broad knowledge of the social, political, and economic forces in society. The program, therefore, draws outstanding scholars and practitioners from a variety of universities and educational systems to provide a global perspective and bring international, national, and campus resources to the students, their schools, and local communities. Leadership growth also requires self-analysis and reflection. It is a learning activity that benefits from experience. The program devotes considerable attention to leadership assessment and development by students in their work setting.

ADMISSION POLICIES

Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from all institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Admission Requirements

- a master's degree with a 3.0 GPA
- official transcripts from all colleges and/or universities attended
- one letter of professional recommendation
- results of the Miller Analogies Test (MAT) or the Graduate Records Examination (GRE) taken within the past five years
- daily access to a Web-capable computer with an Internet service provider (ISP)
- completed application form with a $50 nonrefundable fee

*Note: In order to be fully admitted, all doctoral students must attend a two-day doctoral studies orientation (DSO) seminar, conducted either at the North Miami Beach or Davie campus. The orientation is designed to introduce students to the resources and services of the university. Attendance and participation at the orientation is also a graduation requirement for students who enter the program as of April 2003.

Although provisional admission may be granted based on an unofficial master's transcript indicating a 3.0 GPA and the submission of GRE or MAT scores, all admission requirements must be completed within the first 90 days from the beginning of the term or further course registration will be blocked. Financial aid can not be disbursed until full admission is attained.

International Participant Admission

Prospective international students who completed degrees at universities outside of the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561, or (954)262-1561. The prospective student is responsible for all fees incurred for this evaluation.

International students who intend to reside in the United States, and who are required to obtain an I-20 visa, must be full-time, degree-seeking students and must attend classes at one of NSU's campuses in Dade, Broward, or Palm Beach counties. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, phone (954) 262-7240.

To Apply

Applications are now being accepted for participation in the Doctor of Education in Educational Leadership program. Please call, email, or write the program office for further information and application materials (application materials are also available online at the Web site listed below).

Nova Southeastern University
Fischler Graduate School of Education and Human Services
Doctor of Education in Educational Leadership
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Broward County: (954) 262-8500 or
Toll free (U.S. and Canada) 800-986-3223, ext. 8500
Email: *glsinfo@nsu.nova.edu*
DEDL Web site: *http://edl.nova.edu*

Transfer of Credits

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer; the credit was earned as a matriculated participant in a regionally accredited doctoral program, and the content of courses being requested for transfer was equivalent in content to educational leadership courses. Request for transfer credits must occur at the time of application. Transfer credits will not be approved once a student has been fully admitted.

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

TUITION AND FEES

Tuition*

Tuition for the DEDL program is $14,942, for the academic term staring in July 2003. This tuition is payable in quarterly installments of $3,735 with each registration. If a student completes the program in fewer than two years, two full years of tuition payments are still required. Tuition beyond the second year of the program is $1,650 per three-month term.

Fees*

- **Application fee**: nonrefundable fee of $50 for admissions to doctoral studies
- **Registration fee**: a $30 registration fee for each term of study
- **Technology fee**: a $110 technology fee for each term of study (expenses for online course instruction, mentoring services, NSU online library services, and student services)
- **Late Registration fee**: $100 will be assessed every time the student registers after the specified term registration dates

*Tuition and fees are subject to change. Check the program Web site at *http://edl.nova.edu* for the most current information.

Textbooks
Students must purchase all required textbooks and appropriate books and learning resources.

Transcript Fees
The first transcript after graduation is provided free of charge. Subsequent transcripts cost $5 each, payable in advance. Requests for transcripts must be made in writing to the university registrar.

Graduation Fees
A $75 application-for-degree fee is required and must be paid prior to graduation. If a graduate participates in commencement exercises, there is an additional cap-and-gown fee. Candidates for graduation will be notified by the university.

Summer Session Costs
All DEDL students must take one six-credit summer instruction course. Students who choose the option of attending an on-site course at the campus in North Miami Beach, Florida, must pay their own transportation and living expenses associated with attendance at the summer session.

Tuition Hold
A tuition hold is placed on program services (e.g., advising, posting of grades, or releasing of transcripts) for students whose tuition has not been paid. Registrations will be rejected and students will not be entitled to attend any lectures until their accounts are in good standing. Students whose accounts are seriously in arrears will be dismissed from the program.

ACADEMIC PROGRAM

This is an intensive program, with coursework delivered in a two-year time frame. If a student is motivated and academically able, he or she may complete the entire degree in two years. However, three years is a realistic timeline to complete all coursework and an applied dissertation. The program's intention is to help students develop leadership skills that they will apply to the solution of real problems in schools and other learning environments. The planning and implementation of projects based on these problems are innovative and essential expectations of the program.

K–12 leadership requires a broad knowledge of social, political, and economic forces at work in society. A narrow concentration on mechanical or logistical issues tends to perpetuate parochialism and traditionalism. The program, therefore, draws professors from a variety of universities and educational systems to provide a global perspective. Leadership growth also requires self-analysis and reflection; it is a learning activity that benefits from experience and knowledge. The program devotes considerable attention to leadership assessment and development by students in their work settings.

The organization of the program is designed for students to work with colleagues, either live or online. Within the cohort model, some courses are offered online. It is the goal of Graduate Leadership Studies to offer all courses online by late 2004. This concept of bringing the campus to a cohort of education leaders allows individuals to participate in an accessible mode of delivery and in a program of study that complements their work responsibility. The cohort of practicing school leaders provides a rich resource for ongoing school improvement and self-improvement. Innovative uses of technology bring additional resources to the local cluster site and school systems.

The Ed.D. Program for Educational Leadership has become a model of nontraditional, adult-oriented graduate education for many other institutions nationally and abroad. We are committed to maintaining its preeminent position as a leadership program created to assist those who will be responsible for shaping educational excellence in the 21st century.

Certification

The program does not ensure that earning the DEDL doctorate will fully satisfy certification requirements for any specific position. Certification requirements for administrative positions vary greatly from state to state. Questions about certification should be directed to individual state departments of education who are familiar with the requirements and courses needed for specific endorsements within individual state guidelines.

Instructional Delivery System

The program is organized by clusters that consist of a cohort of educators that meet on weekends at an instructional site in a geographical area. Cluster members share their professional expertise, provide support and encouragement, and facilitate efforts to improve schools. Clusters presently operate in over 30 sites across the United States and in Canada. For details regarding start dates and specific cluster site information, contact the program office at (954) 262-8500, or toll free 800-986-3223, ext. 8500, or visit our Web site at *http://edl.nova.edu.*

The DEDL program is developing a totally online delivery format to be available by the winter 2004 term.

Technology Requirements

All students must own a computer with a modem and a Web browser and must also secure their own Internet service provider (ISP)*. Upon admission to the program, participants receive an email account through the university. Through the World Wide Web, participants have access to information about the Ed.D. Program for Educational Leadership and its activities *(http://edl.nova.edu)*. Through their email accounts, participants have access to the Alvin Sherman Library, Research, and Information Technology Center at the university and its distance library services, ERIC and other information databases, and interlibrary services. Some courses are offered in an online format.

*The program is not responsible for equipment, software, or ISP services.

Program Components

The formal instructional portion of the program is designed to be completed in two years (and must be completed within five years) while students maintain their present employment. In order to maintain satisfactory academic progress, evidence of achievement in all aspects of the program must be shown. Students are required to complete coursework in research and leadership and take a mandatory summer instruction session. Students are also required to complete an applied dissertation for a total of 66 credit hours.

Coursework (36 Credit Hours)

Courses are designed to provide educators with sufficient information and conceptual resources to improve school systems and individual schools. They are designed to enhance leadership competence, provide breadth, and promote interdisciplinary understanding. Our national faculty members have rich backgrounds of academic achievement and practical experience drawn from universities and educational systems. Formal instruction is conducted in intensive seminars that are supplemented with independent study and collaborative learning activities.

Research core courses include:

ARO 8411   Research Design and Methods (3 Cr)
ARO 8412   Statistical Methods (3 Cr)
ARO 8413   Program Evaluation and Policy Analysis (3 Cr)
ARO 8414   Measurement, Testing, and Assessment (3 Cr)

Core courses include:

EDL 8441   Leadership and Change (3 Cr)
EDL 8481   Leadership Appraisal (3 Cr)
EDL 8461   Leadership Communication and Interpersonal Relations—online (3 Cr)
EDL 8462   Ethics and Educational Leadership—online (3 Cr)
EDL 8471   Creating Learning Communities (3 Cr)
EDL 8431   Finance and Law (3 Cr)
EDL 8432   Policy and Law (3 Cr)
EDL 8472   Human Resource Development—online (3 Cr)

Summer Instruction (6 Credit Hours)

EDL 8311 Summer Instruction (6 Cr)—All DEDL students are required to complete one six-credit summer instruction course. Students may select one of the summer instruction courses offered on-site during the month of July or select a course offered online.

Independent Specialization (6 Credit Hours)
EDL 8491 Independent Specialization (6 Cr)

Reflection and Vision Portfolio (3 Credit Hours)
EDL 9480 Reflection and Vision Portfolio (3 Cr)

Applied Dissertation (15 Credits Hours)

Using the skills of field analysis and self-analysis, students will develop and implement a specific improvement project in their own worksite. The applied dissertation focuses on developing students' leadership skills and is expected to span a 12-month period of time.

Applied dissertation includes:

ARO 8466   Applied Dissertation Concept Paper (2 Cr)
ARO 8467   Applied Dissertation Proposal (5 Cr)
ARO 8468   Applied Dissertation Report (8 Cr)

New DEDL Curriculum

All students entering the DEDL program on or after January 2004 must ascribe to the following curriculum.

Research Core Courses (6 credits)		Credits
ARO 8411	Research Design and Methods	3
ARO 8412	Statistical Methods	3

DEDL Core Courses (30 credits)

DEDL 8441	Leadership and Change	3
DEDL 8481	Leadership Appraisal	3
DEDL 8461	Leadership Communication and Interpersonal Communication	3
DEDL 8462	Ethics and Educational Leadership	3
DEDL 8471	Creating Learning Communities	3
DEDL 8431	Finance and Law	3
DEDL 8432	Policy and Law	3
DEDL 8472	HRD	3
DEDL 9480	Reflection and Vision Portfolio	6

Specialization Options (18 credits)

Adult Education

EAD 9010	Contemporary Challenges in Adult Education Leadership	6
EAD 9020	Leadership in Adult Education Through Program Planning	6
EAD 9030	Lifelong Learning in a Changing Society: Emerging Issues and Innovative Practices	6

Higher Education

EHD 9810	Contemporary Challenges in Higher Education Leadership	6
EHD 9820	Legal and Ethical Issues in Higher Education Leadership	6
EHD 9830	Innovative Leadership Strategies in Higher Education	6

Organizational Leadership

OLR 8520	Creating and Leading an Intentional Organization	6
OLR 8540	Leading and Managing Systems	6
OLR 8550	Leading a Learning Organization	6

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

Health Care Education

HCE 9910	Contemporary Challenges in Health Care Education Leadership	6
HCE 9920	Ethics and Professionalism in Health Care	6
HCE 9930	Current Trends and Issues in Health Care	6

Applied Dissertation (12 credits)

ARO 8466	Concept Paper	2
ARO 8467	Applied Dissertation Proposal	5
ARO 8468	Applied Dissertation Report	5
ARO 8469	Continuing Services	0
	Total Credits	**66**

Degree and Program Completion Requirements

To graduate, a participant must: (1) attend a DSO; (2) pass all coursework (core and research); (3) complete the applied dissertation; (4) complete one summer instructional course; and (5) meet all financial obligations to the university.

Attendance Policy

Students are required to attend all of the classes in all coursework and meetings for examinations on dates established during the academic year. Should an absence be unavoidable, participants must make up the session at another cluster site or online.

Students must notify the site administrator immediately if an absence is anticipated. The site administrator will provide information and explain procedures for making up a session at a different cluster site.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departure must be discussed with the site administrator.

Grading Policy/Academic Probation

Grading System
The DEDL program will use the "pass/fail" grading system until January 2004. Students must earn a passing grade in every course and the summer session in order to graduate. Students are evaluated on the basis of examinations, projects, participation, and papers.

Policy on Grades
An "incomplete" grade is not automatically granted to a student. There are two instances where an incomplete grade will be assigned.

1. An incomplete grade will be assigned to work that partially fulfills the requirements and expectations of the faculty member, but requires further evidence of performance. If the faculty member determines that your submission requires further work before a grade can be assigned, you will receive an incomplete grade. If a faculty member assigns you an incomplete in a study area, you will receive notification in writing informing you of what you will need to complete in order to receive a passing grade.

2. An incomplete grade can be assigned if a student is unable to complete an assignment by the established due date. In order to be considered for such an incomplete grade, you must contact the faculty member in writing to request it. After the faculty member reviews the request and determines that it is reasonable, the student will be granted an incomplete grade with a time period not to exceed one term period. If the revised materials are not received by the end of the stipulated time period, the grade automatically becomes an "N/P" or failing grade.

If you fail to submit all of the required work for a course, without consultation with the faculty member, you will not receive an incomplete grade automatically, but instead you will receive the grade of N/P.

If a student receives a grade of N/P, he or she must enroll in the course for a second time. Arrangements for retaking the course are made with the program office, the local site administrator, and the site administrator at the site where the course will be taken. (The course may be taken online, if available.) The student assumes all travel and related costs. An additional tuition payment equaling one-fourth of the regular tuition charged for the term will be collected prior to the student retaking the course. In the event a grade of "F" is received after retaking the course, the student will be terminated from the program.

A student may retake only one course; receiving a grade of N/P in a second course on the first attempt results in termination from the program.

The Ed.D. Program for Educational Leadership is designed as a continuous enrollment program. At times, however, personal and professional commitments and responsibilities prevent a participant from devoting sufficient time and attention to academic endeavors. When this occurs, withdrawing from the program for at least three months should be considered. It allows time to focus on external issues that could jeopardize academic standing.

A program student that wishes to withdraw from the program must contact, in writing, the director of administrative services for graduate leadership studies to request a withdrawal.

Dismissal
The program reserves the right to dismiss any student whose tuition accounts are seriously in arrears. In addition, any student whose academic and applied dissertation performance indicates that he or she will not complete the program requirements within the five-year time limit may be subject to dismissal.

Any student who has been dismissed from the program may seek reinstatement at the behest of the academic review committee. Should reinstatement be granted, the student will be subject to the policies and curriculum in effect at the time of reinstatement. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program.

Termination from the Program
A student who violates any facet of the Nova Southeastern University Code of Student Conduct and Academic Responsibility is subject to immediate suspension, pending a hearing on charges of academic conduct or supplementary standard violation. Any student found guilty of a violation of academic conduct, or supplementary standards will be subject to disciplinary action, including possible termination from the program.

Appeals Protocol
Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures. Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures. Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

COURSE DESCRIPTIONS

Research Core Courses

ARO 8411 Research Design and Methods (3 Cr)
The purpose of this course is for students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method of 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.

ARO 8412 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 for research. Application of statistics will be emphasized.

ARO 8413 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 the number of substantive areas. The primary focus will be a comprehensive range of activities involved in designing, implementing, and assessing the use of social programs, especially educational programs.

ARO 8414 Measurement, Testing, and Assessment (3 Cr)
The purpose of this course is to provide doctoral students with the knowledge and skills necessary to deal with psychometric issues. The course emphasizes the relationship between research and practice and 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 for practitioners.

Core Courses

EDL 8441 Leadership and Change (3 Cr)
This course recognizes the need to know oneself, to appreciate leadership theory, and to apply leadership principles to influence educational decisions. Students will be required to distinguish between problems and solutions, between preferences and principles, and between fads and researched strategies. Students will gain an understanding of the complexity of educational environments and the conditions that motivate individuals to contribute their best.

EDL 8481 Leadership Appraisal (3 Cr)
The focus of this course is on procedures for the observation and depiction of leadership behavior in terms of its principle dimensions. The purposes here are to encourage students to monitor their own leadership behavior. From these perspectives, students will systematically observe and categorize leadership behavior; apply this process to develop a detailed self-assessment; and generate a personal agenda for continual professional growth.

EDL 8461 Leadership Communication and Interpersonal 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.

EDL 8462 Ethics and Educational Leadership (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.

EDL 8471 Creating Learning Communities (3 Cr)
This course is based on the premise that professional development is ultimately personal development. The learning conditions that should exist for students must also exist for educators. And it is educational leaders who set the tone for achieving these conditions. Thus, students must understand learning theory as it meets the unique needs and motivators of both K–12 students and the adults who work with them.

EDL 8431 Finance and Law (3 Cr)
This course deals with local, state, and federal sources of revenue for schools and how that revenue is generated and distributed to school districts and schools. It also deals with approaches to budgeting and the use of resources in school districts and schools. Problems, issues, frameworks, and new approaches to equity and adequacy in school finance will be issues of discussion. School finance systems at all levels of government—federal, state, and local—will be considered, with special attention to the existing legal authority, structure, and restraints on the generation and the use of money and other resources in schools.

EDL 8432 Policy and Law (3 Cr)

This course deals with the political aspects of educational policy, the politics of education, and legal rulings that govern education. It aims to give students the analytical skills necessary for effective involvement in the policy systems that affect schools at all levels of government. Educational policy systems at all levels—federal, state, and local—and in all branches—executive, legislative, and judicial—of government are considered, with special attention to the micropolitical systems of education and existing legal authority, structure, and restraints.

EDL 8472 Human Resource Development (3 Cr)

This course provides students with an opportunity to transfer their knowledge of best practices in personnel evaluation and professional development to improvements of those systems within their own organizations. Students assess their organization's personnel evaluation system, develop a plan for improvement based on their findings, analyze their personnel based on developmental needs, and structure a model for the enhanced professional development of staff. The course will use multimedia materials and will be interactive, mediated by facilitators on the World Wide Web.

Specialization Courses

Adult Education

EAD 9010 Contemporary Challenges in Adult Education Leadership (6 Cr)

This course examines adult education philosophies, current issues, challenges, and perspectives in adult education; the global context of adult learning; demographic, economic, ethical, political, and technological factors influencing the practice of adult education; adult development research as a basis for practice; current and evolving theories of adult cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or re-design of adult learning experiences.

EAD 9020 Leadership in Adult Education Through Effective Program Planning (6 Cr)

This course examines adult education program planning including explaining why adults participate and how adults learn and offering innovative instructional techniques. Topics include participation and motivation research; current and evolving theories of adult cognition and learning; learning styles, learning modalities and multiple intelligences; innovative approaches, techniques, and emerging learning technologies; and program planning for adults in a variety of settings.

EAD 9030 Lifelong Learning in a Changing Society: Emerging Issues and Innovative Practices (6 Cr)

This course presents a comprehensive view of the concept 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 for a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, workplace training, prison education, and higher education. In addition, participants will analyze emerging challenges including economic, political, ethical, and socio-cultural changes influencing the practice of adult education. Further, participants will investigate evolving opportunities including workforce mentoring, career transitions and retraining, certification and credentialing initiatives, and credit-bearing and noncredit lifelong learning.

Higher Education

EHD 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 governances, 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.

EHD 9820 Legal and Ethical Issues in Higher Education Leadership (6 Cr)

This course examines contemporary legal and ethical issues from the perspective of the student's 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.

EHD 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.

Organizational Leadership

OLR 8520 Creating and Leading an Intentional Organization (6 Cr)

The most critical aspects of a leader's role are the abilities to design a vision for th e 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. Participants 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.

OLR 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. Participants 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.

OLR 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. Participants 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.

Educational Leadership

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 clarificati on, supervisory relationships, personnel selection, and performance assessment.

LDR 9120 Fiscal and Legal Responsibilities of Education 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 contact liability. Participants 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 Education 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).

Health Care Education

HCE 9910 Contemporary Challenges in Health Care Education Leadership (6 Cr)

This course examines current issue challenges and practices influencing leaders in the field of health care education. Topics include leadership perspectives on health care education and promotion; the changing nature of health care delivery in the United States; demographic, economic, ethical, and political factors influencing the practice of health education; evolving models and practices in community health education; health education for special populations including women, adolescents, and the elderly; workplace health promotion; the influence of alternative medicine on health education; and self-care and burnout prevention strategies for health care education practitioners.

HCE 9920 Ethics and Professionalism in Health Care (6 Cr)

This course focuses on social and ethical developments in health care. Topics include, but are not limited to, professional relationships among health professionals and patients, critical thinking and ethical decision-making skills and 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, and professional ethics.

HCE 9930 Current Trends and Issues in Health Care (6 Cr)

This course examines major trends and issues in health care education and policy that determine the role and future of health care as well as health care educators. Topics include, but are not limited to, major health care issues and challenges, 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 and the economics of health care, reproductive health, patient-caregiver communication, communication in health organizations, health and the media, alternative medical therapies, and complementary medical approaches.

Summer Instruction

EDL 8311 Summer Instruction (6 Cr)

All students are required to complete one six-credit summer instruction course. Students may select one of the courses offered on-site at the North Miami Beach campus during the month of July or select a course offered online.

Independent Specialization

EDL 8491 Independent Specialization (6 Cr)

The purpose of the Independent Specialization course is to give each student an opportunity to attain greater in-depth knowledge about a specific area of study, educational issue, teaching or administrative function, administrative or leadership competency, or demographic or cultural understanding. Students may select one online six-credit course from any FGSEHS doctoral program curriculum to satisfy this requirement.

Reflection and Vision Portfolio

EDL 9480 Reflection and Vision Portfolio (3 Cr to 6 Cr)

Students will produce an in-depth and integrated analysis of their leadership activities and growth throughout the program. Based upon their course experiences, their leadership experiences on the job, the National Board for Professional Teaching Standards (NBPTS), and the standards of the Educational Leadership Constituent Council (ELCC), this course will document how workplace activity compares with research about leadership and change. The reflection and vision portfolio will be a comprehensive and developmental project during all phases of the program that will conclude with a personal vision for the future of education, a mission statement, future career plans, and a personal plan for improvement.

Applied Dissertation

ARO 8466 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 8467 Applied Dissertation 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.

ARO 8468 Applied Dissertation Report (8 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 8469 Continuing Services

Required for students that need continuing services toward the applied dissertation component.

Doctoral Programs in Education

Ed.D. in Organizational Leadership (DOL)

Organizational
Leadership

Important Notice

The Fischler Graduate School of Education and Human Services now requires that all doctoral students attend the Doctoral Studies Orientation (DSO). Please see the *DSO* section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

MISSION STATEMENT

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.

ADMISSION POLICIES

Admission Statements

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).

Admission Requirements

The following admission requirements must be met, in addition to those outlined above:

- master's degree with at least a 3.0 GPA or equivalency
- completed application form with a $50 nonrefundable fee
- one letter of recommendation from a supervisor
- results of the Miller Analogies Test (MAT) or Graduate Record Exam (GRE) taken within the past five years
- show evidence of relevant work experience
- attend a Doctoral Studies Orientation*
- TOEFL test results (minimum score of 550) or evidence of successful completion of graduate degree in residence at a regionally accredited North American college or university (nonnative speakers of English only)
- daily access to a Web-capable computer and an Internet service provider (ISP), see DOL Web site for specific technology requirements

*Note: In order to be fully admitted, all doctoral students must attend a two-day doctoral studies orientation (DSO) seminar, conducted at either the North Miami Beach or the Davie campus. The orientation is designed to introduce students to the resources and services of the university. Attendance and participation at the orientation is also a graduation requirement for students who enter the program as of April 2003.

All admission requirements must be completed within 90 days from the beginning of the term, or further course registration will be blocked. No financial aid may be disbursed until full admission status is attained.

International Student Admission

Prospective international students who completed degrees at universities outside of the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561, or (954)262-1561. The prospective student is responsible for all fees incurred for this evaluation.

International students who intend to reside in the United States, and who are required to obtain an I-20 visa, must be full-time, degree-seeking students and must attend classes at one of NSU's campuses in Dade, Broward, or Palm Beach counties. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, phone (954) 262-7240.

International Students for Whom English Is a Second Language

In addition to the general requirements previously listed, the admissions process for I-ESL students includes:

- the requirement of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or successful completion of a graduate degree in residence at a regionally accredited North American college or university or a degree taken in English
- certification that they own, or have proximate access to, a fax machine, so that long-distance communications with DOL program personnel can be enhanced
- receipt of the completed application and fees in the DOL office by February 1 for those intending to enroll the following spring and summer terms; August 1 for those planning to attend the fall term; or November 1 for those planning to attend the winter term

Transfer of Credits

- A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer; the credit was earned as a matriculated participant in a regionally accredited doctoral program; and the content of courses being requested for transfer was equivalent in content to DOL coursework. Request for transfer credits must occur at the time of application. Transfer credits will not be approved once a student has been fully admitted.

- NSU students entering the program with an earned NSU educational specialist degree (Ed.S.) may have the Academic Review Committee determine if the 18 hours of specialist degree credits are equivalent in value to the specialization study area. Students should submit a Transfer of Credit Request Form (available on the DOL Web site at *www.fgse.nova.edu/orgleader)* with their admission application if they wish the credits to be considered for transfer.

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

Application Process

Applications are now being accepted for participation in the Doctor of Education in Organizational Leadership program. Please call, email, or write the program office for further information and application materials (application materials are also available online).

Nova Southeastern University
Fischler Graduate School of Education and Human Services
Doctor of Education in Organizational Leadership
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Office hours are 8:30 a.m.–5:00 p.m. E.S.T., Monday–Friday
Broward County: (954) 262-8500
Toll free (U.S. and Canada): 800-986-3223, ext. 8500
Email: *glsinfo@nsu.nova.edu*
DOL Web site: *www.fgse.nova.edu/orgleader*

TUITION AND FEES

Tuition

Tuition for the doctor of organizational leadership degree is $500 per credit hour. The formal instruction is determined by the schedule of study selected by the student. Continuing services begin after all program coursework is completed and continue until the student graduates. Continuing service fees are $2,200 per term.

Fees

Application fee: nonrefundable fee of $50 for admission to doctoral studies
Registration fee: a $30 registration fee for each term of study
Technology fee: a $110 technology fee for each term of study (expenses for online course instruction, mentoring services, NSU online library services, and student services)
Late Registration fee: a $100 late fee automatically imposed for late registrations after the closing of each registration window

Tuition and fees are subject to change. Check the program Web site at *www.fgse.nova.edu/orgleader* for the most current information.

SPECIALIZATION AREAS

Following is a list of current DOL specializations. Additional specializations are being developed and will be posted on the Organizational Leadership Web site as they become available. All specializations are delivered online.

Adult Education Leadership	**Non-Profit Leadership**
Educational Leadership	**Conflict and Dispute Resolution**
International Education Leadership	**Higher Education Leadership**
Instructional Technology	**Health Care Education Leadership**
Human Resource Development	**Service Leadership**

ACADEMIC PROGRAM

The program has been created to meet the needs of practitioners by linking theory to best practices in leadership. Students will gain greater insight and understanding of their own leadership abilities, and will evaluate their personal and professional readiness for future challenges. The program offers those is the field the opportunity to develop themselves professionally and to provide their followers with the knowledge and skills needed for effective leadership and leadership development. In the process, program students and university faculty members form collaborative partnerships centered on innovative learning and work performance enrichment—partnerships that are intended to lead to lifelong learning.

Instructional delivery follows the best principles of adult learning and systems thinking. Emphasis is placed on active learning and on identifying and solving real work-related challenges. Through interactions with a graduate education faculty 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 leadership practices and behaviors.

Degree and Program Completion Requirements

Students must fulfill the following graduation requirements.
- attend Doctoral Student Orientation at NSU
- pass all courses
- successfully complete the applied dissertation
- be current in all tuition, fees, and miscellaneous charges (including books).
- successfully complete 66 credit hours of study within five years from the date of entry into the program

Program Goals

- to develop leadership, direction, and oversight in areas such as planning, development, and implementation of operational procedures
- to learn analysis of trends in the field
- to identify community linkages and locate and access resources and funding
- to lead in the administration and supervision of staff and personnel
- to implement team leadership, team building, staff training, and development

Program Time Limit

In order to maintain satisfactory academic progress, a participant must show evidence of achievement in all aspects of the program. The formal instruction component of the program is designed to be completed in two years. Some participants however, require more time to complete the applied dissertation. Students must complete the program within a maximum of five calendar years from the cluster start date. Please see the FGSEHS policy regarding the doctoral program completion timeline for information about extensions beyond the fifth year.

Program Outline

DOL consists of 66 Credits in four domains.
1. Core Leadership Concepts and Practices (30 Cr)
2. Applied Dissertation Research (10 Cr) (taken in unison with core courses)
3. Specialization (18 Cr)
4. Applied Dissertation (8 Cr)

Certification/Licensure

Enrollment in the organizational leadership doctoral program 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.

Instructional Format

On-site
Instruction for site-based students includes traditional classroom teaching for the core courses delivered during one weekend a month on-site delivery. Web-based methodologies are used for the research and specialization courses.

Online
Web-based courses allow students to receive and submit coursework, interact with other students, and contact professors through the Internet. The predominantly asynchronous format allows students to participate in courses at times and places convenient to them.

Technology Requirements

All students must own a computer with a modem and a Web browser and must also secure their own Internet service provider (ISP)*. Upon admission to the program, students receive a Nova Southeastern University email account. Through the World Wide Web, participants have access to information about the Doctor of Education in Organizational Leadership program and its activities *(www.fgse.nova.edu/orgleader).* NSU email accounts grant students access to Webmail; WebCT online courses; the Alvin Sherman Library, Research, and Information Technology Center at the university and its distance library services; ERIC and other information databases; and interlibrary services.

Computer Needs
- computer (IBM compatible, Pentium II 233 MHz or better, Windows 95 or higher [98 or better preferred] or Macintosh OS 8.6 or higher, 16 MB of RAM [64 MB preferred], 200 MB of free hard drive space [higher preferred], Power PC preferred)
- disk drive or CDR/W drive
- modem—28.8 kbps (56K or better, cable or DSL preferred)
- daily Internet and World Wide Web access through an Internet Service Provider (ISP)*
- a Web browser that handles frames, tables, and javascript. Browsers that support these features are: Netscape 4.5 or greater and Internet Explorer 4.0 or greater
- Adobe Acrobat Reader, a free downloadable program, installed on your computer

Computer Skills
Students participating in the program should have minimal computing skills that include:
- ability to send and receive email
- ability to establish an Internet connection using a browser (Internet Explorer or Netscape) and basic understanding of Internet navigation
- ability to upload, download, and attach files
- word processing skills

* The program is not responsible for equipment, software, or ISP services.

Attendance Policy

Course Attendance
Attendance is required at all sessions of each course. This includes face-to-face class sessions as well as any electronic chats. Any exception to this policy must be based on an extreme emergency. Students that know in advance that they may miss a class are encouraged to withdraw from the course or to wait until the next term to take the course.

Students who miss class and are excused are expected to make up work relating to the missed session. The assignments vary in form, but they must be agreed upon at an early date and provide some method for the student to obtain the information from the course session. Under no circumstances may a student receive credit for a course if more than one course meeting is missed.

Tardiness
Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Extended tardiness or early departure must be discussed with the faculty ahead of time.

Grading Policy

Courses

Students enrolled in the Doctor of Organizational Leadership program receive grades of "A" (Excellent), "B" (Good), "F"(Fail), "I" (Incomplete), and "W" (Withdrawal) for courses. Grades for a given course are assigned by the faculty member responsible for that course. Assignments may receive grades with A, B, C, or D as indicators of quality.

An F indicates one of the following: the student (a) did not meet the attendance requirements; (b) has attempted to satisfy all requirements in the course, but because of the quality of the work submitted has failed to do so; or (c) has not completed all requirements and there is no evidence that an attempt to do so has been made. Any student receiving an F will be placed on academic probation and must repeat the course.

An I for a course indicates that the student has not completed the course requirements. To be considered for an I grade, a student must have demonstrated timely progress in the course up to the point when extenuating circumstances hindered course completion. If, after a discussion with the program faculty, it is determined to be reasonable to expect that the student will be able to complete the requirements of the course within a specified time period, the student will be granted an I. An I must be made up within three months from the end of the term when the grade was to be awarded, or sooner, according to the faculty member's timelines. If not, the grade becomes an F. An Incomplete grade may not be assigned to a student who has done no work in the course. That student will be awarded an F.

Applied Dissertation

Applied dissertation grades are "P" (pass) and "NP" (no pass). A student must receive a P to successfully complete the dissertation process.

Academic Failure and Probation

A student who earns an F in one course will be automatically placed on academic probation. He or she will have to take the course over in the next two terms and receive a passing grade in order to achieve good standing and remain in the program.

A student who receives two Fs in any of the courses in the organizational leadership program will be dismissed and will not have the opportunity to re-enter the program again.

Withdrawal

General Provisions on Withdrawal

If a student fails to register for a particular term, the central office staff will withdraw the student administratively, as of the first day of that term.

Withdrawal for a period does not suspend time-limit-for-completion requirements. (See five-year time limit requirement under *Graduation Requirements*). Tuition refunds are prorated and might not be a complete refund.

Withdrawal from Program: No Intention to Return

Voluntary requests to withdraw completely from the program should be made, in writing, to the director of administrative services. This request should specify the date and term in which the withdrawal is effective. Students are encouraged to explain the reason for the request and program-related problems (if any) that led to the decision.

Withdrawal from Term: Intention to Reinstate

Students occasionally have personal, professional, or health reasons for withdrawing, or stopping-out, for a term. Such requests should be made, in writing, to the director of administrative services. The reason for the withdrawal should be explained and the planned date and term of re-entry stated. (See *Reinstatement* section)

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit the following items to the program office and receive approval to reinstate prior to being eligible to register.

1. a letter of intention to re-enroll (Please send a copy to the site administrator.)
2. a completed online reinstatement form (This form is available online at *www.fgse.nova.edu/leadership.*)

Students who are readmitted must register at least 30 days prior to the beginning of the term and will be required to pay tuition and fees in effect at the time of reinstatement. Students who wish to be reinstated following a year or more of inactivity in the program must also submit a new application for admission. A $50 fee will be charged to students that must reapply to the program.

Termination from the Program

A participant who violates any facet of the Nova Southeastern University Code of Student Conduct and Academic Responsibility is subject to immediate suspension pending a hearing on charges of academic conduct or supplementary standard violation. Any participant found guilty of a violation of academic conduct or supplementary standards will be subject to disciplinary action, including possible termination from the program. Termination from the program also occurs if a student earns two Fs in the DOL program.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures. Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures. Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Time Extension Request

Please see the Doctoral Program Completion Timelines policy located in the General Academic Policies and Procedures section of this catalog for details regarding extensions beyond the maximum timeline for program completion.

Grade Reports and Transcripts

Through the Office of the University Registrar, students have access to working transcripts that show the current status of earned grades and earned semester credit hours for all courses completed or attempted. These records can be obtained by using the automated WebStar service via the Internet. Students must have a login username and password to access this information. Students are encouraged to periodically review grade reports to ensure accuracy. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. Upon completion of a degree program at Nova Southeastern University, students receive one official transcript without charge. Any other official transcripts, before or after graduation, must be requested by completing a *Request for Transcript Form*, available at local sites or by calling the Office of the University Registrar at 800-541-6682, ext. 7225, or (954) 262-7225. This form and a $5 check, credit card authorization, or money order (per transcript) should be mailed to the Office of the University Registrar. If paying by credit card, the transcript request and payment information can be faxed to (954) 262-4862.

COURSE DESCRIPTIONS

Core Leadership Concepts and Practices

The Leadership Concepts and Practices domain consists of five sequential courses.

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 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.

Applied Dissertation Research Courses

These five courses are to be taken in unison with the five core courses.

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.

Organizational Leadership

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.

Specializations Courses

Specialization courses in organizational leadership are not intended to lead to sta te certification. It is the student's responsibility to determine if this program will satisfy current course requirements for professional development.

Adult Education Leadership

LDR 9010 Contemporary Challenges in Adult Education Leadership (6 Cr)
This course examines adult education philosophies, current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global context of adult learning; demographic, economic, ethical, political, and technological factors influencing the practice of adult education; adult development research as a basis for practice; current and evolving theories of adult cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or redesign of adult learning experiences.

LDR 9020 Leadership in Adult Education Through Effective Program Planning (6 Cr)
This course examines adult education program planning, including why adults participate and how adults learn, as well as innovative instructional techniques. Topics include participation and motivation research; current and evolving theories of adult cognition and learning, including learning styles, learning modalities, and multiple intelligences; innovative approaches, techniques, and emerging learning technology as well as program planning for adults in a variety of settings.

LDR 9030 Lifelong Learning in a Changing Society: Emerging Issues and Innovative Practices (6 Cr)
This course presents a comprehensive view of the concept 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, workplace training, prison education, and higher education. In addition, participants will analyze emerging challenges including economic, political, ethical, and socio-cultural changes influencing the practice of adult education. Further, participants will investigate evolving opportunities including workforce mentoring, career transitions and retraining, certification and credentialing initiatives, and credit-bearing and noncredit lifelong learning.

Educational Leadership

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).

International Education Leadership

LDR 9150 Interfacing with World-Based Systems (6 Cr)
The emphasis in this course is on how organizations work collaboratively with groups, agencies, nongovernmental organizations, and corporations within a multicultural context in international cultures and environments. Attention will be given to identification of cultural factors and business practices, with various strategies shared among class participants. These activities will build on the past and present experiences of the students and the challenges of their current positions in international arenas.

LDR 9160 Current Issues and Trends Impacting International Organizations (6 Cr)
Research and readings will focus on the current issues and trends facing international organizations, particularly those dealing with health, human resources, education, and social agencies. Specific attention will be given to literature relating to nongovernmental agencies, government organizations (host and otherwise), and nonprofit organizations.

LDR 9170 Leading Multinational Organizations (6 Cr)
This course will allow enrollees to consider the challenges of their own positions and introduce ways to network, problem solve, and cope, while leading an organization with multicultural missions and identities. Topics will include how to identify and build resource banks, developing alliances, and strengthening personal leadership skills in such an environment.

Instructional Technology

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.

Human Resource Development

LDR 9410 Principles and Theories of Organizational Engineering in HRD (6 Cr)
Organizational engineering is a domain of knowledge that deals with understanding, measuring, predicting, and guiding the behavior of groups and individuals that produce positive results and achieve desired goals. In this course, students will examine macro principles and theories that comprise organizational engineering such as human behavior, adult learning, communication and facilitation, learning objectives, and training and development. Students will also examine ethical standards that can relate to human resource development.

LDR 9420 The Strategic HRD Leader: Developing Global Competence (6 Cr)
The HRD leader is ideally positioned to assume the strategic, operational, and tactical leadership critical for success in the 21st century. This course provides an overview of HRD management concepts and strategies necessary for competence. This includes learning about major trends that will affect our workplaces well into the future, e.g., globalization, developing and retaining knowledge capital, team building, cross-cultural competence, managing change, systems thinking, and accountability.

LDR 9430 Advanced Study: Ideas, Issues, and Practices in HRD (6 Cr)

This is a course that includes a menu of topics and issues in HRD that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration include cross-cultural diversity, on-demand training, creativity, innovation, ethics, and values.

Non-Profit Leadership

LDR 9510 Resource Allocation in Not-for-Profit Organizations (6 Cr)

The evolution of a not-for-profit sector is paramount to the foundation of services. The leader (CEO) has evolved as the chief fund-raiser, financial planner, and resource overseer, as well as operational manager. The concepts of marketing, planned giving, identifying benefactors, and grant writing have become the operational tools of a fiscally responsible leader who stabilizes the balance sheet of a successful not-for-profit organization.

LDR 9520 Effective Strategies for Leaders of Not-for-Profit Organizations (6 Cr)

The not-for-profit leader wears many hats—being an organizational master, a mentor, a role model, an advocate for services, and a team player. The complexity of these roles begins with the chief executive officers working side-by-side with a board of directors, hired staff, various community organizations, clients, and customers. The leader must be all things to all people, while moving the organization in the direction of a quality service provider.

LDR 9530 Leader's Role in Building Legally, Ethically, and Financially Responsible Not-for-Profit Organizations (6 Cr)

Leaders in the not-for-profit sector demonstrate best practices by being cognizant of legal mandates, as well as ethical and fiscal responsibilities within the strategic organizational framework. Understanding the legal domains and the ethical aspects of the not-for-profit organization afford the leader the opportunity to forecast and promote the strategic agenda for the organization.

Conflict and Dispute Resolution

LDR 9610 Introduction to Conflict Resolution (6 Cr)

This course introduces students to concepts of conflict and conflict resolution. It is designed to empower emerging leaders in the role of mediator, facilitator, and negotiator. Students will be introduced to various concepts such as the causes of conflict, conflict styles, types of conflict, and conflict analysis. The escalation and de-escalation of conflicts will also be explored. Students will learn various conflict resolution strategies such as mediation, negotiation, and facilitation. Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, students will learn and practice the various stages of the mediation process. The major themes of study include an 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 a settlement. Negotiation strategies will also be examined. Students will explore various negotiation tactics focusing on people, interests, opinions, and criteria. Students will also survey negotiation literature dealing with culture and gender.

LDR 9620 Mediation and Negotiation Strategies (6 Cr)

In this course, the students will learn and practice the various stages of the mediation process. The major themes of study include an 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 a settlement. Negotiation strategies will also be examined.

LDR 9630 Special Topics in Conflict Resolution (6 Cr)

This course allows students to explore different aspects of the body of knowledge of conflict resolution where human aggression is the cause of conflict. Students will select the topic they want to examine throughout the course. Some possible topics include the causes of social violence, violence in the workplace, violence in schools, school mediation, family mediation, and victim-offender mediation.

Higher Education Leadership

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.

Health Care Education Leadership

LDR 9910 Contemporary Challenges in Health Care Education Leadership (6 Cr)
This course examines current issues, challenges, and practices influencing leaders in the field of health care education. Topics include leadership perspectives on health care education and promotion; the changing nature of health care delivery in the United States; evolving models and practices in community health education; workplace health promotion; and self-care and burnout prevention strategies for health care education practitioners.

LDR 9920 Ethics and Professionalism in Health Care (6 Cr)
This course focuses on social and ethical developments in health care. Topics include, but are not limited to, 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 health care organizations

LDR 9930 Current Trends and Issues in Health Care (6 Cr)
This course examines major trends and issues in health care education and policy that determine the role and future of health care as well as health care educators. Topics include, but are not limited to, major health care issues and challenges, 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, patient-caregiver communication, communication in health organizations, health and the media, alternative medical therapies, and contemporary medical approaches.

Service Leadership

LDR 9960 Foundation of Service Leadership (6 Cr)
This course introduces students to the process of public service leadership. This course is designed to empower emerging leaders in the role of service participant, analyst, and maker. Participants will be introduced to various concepts, such as who the major participants are in the public service process; what they do; and how service is created, implemented, and evaluated. Students will have the opportunity to evaluate a variety of public service implementations and the results of those implementations.

LDR 9970 Ethics of Public Service Leadership (6 Cr)
This course introduces students to the role of ethics in public service and public policy. This course is designed to empower emerging leaders to be prepared for ethical issues and conflicts that are likely to arise in the field of public service. Participants will be introduced to various concepts, such as what ethics is, what morality is, how do morality and realism affect policy decision makers, and in what practical situations have ethics become an issue in public service. Students will have the opportunity to evaluate a variety of ethical conflicts in public service, and the results of those implementations.

LDR 9980 Contemporary Issues in Service Leadership (6 Cr)
This course identifies and examines the current issues and trends influencing the roles, responsibilities, and management challenges of service leadership. The course explores contemporary political, managerial, and cultural issues impacting service organizations and the service leader's role in defining, guiding, and shaping the organizational environment and response to meet changing expectations and demands. Learners will develop a critical understanding of contemporary issues in service leadership; identify and analyze the major trends impacting organizational function, processes, and accountability; review conceptual and theoretical models and strategies to meet the inherent challenges; and critically examine the service leader's role in shaping and guiding organizational response to changing public expectations and demands.

NOTE: Additional specializations are being developed and will be listed on the program Web site as they become available.

Applied Dissertation Courses

Students should visit the ARO Web site at *www.fgse.nova.edu/aro* for more information about procedures, resources, and guidelines offered by the Applied Research Office.

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 (3 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).

Doctoral Programs in Education

Ed.D. in Organizational Leadership for Jewish Educators

Important Notice
The Fischler Graduate School of Education and Human Services now requires that all doctoral students attend the Doctoral Studies Orientation (DSO). Please see the DSO section of the catalog for further details.

In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

Jewish Educators Program

The Fischler Graduate School of Education and Human Services offers both master of science in education and doctor of education degrees customized to meet the needs of Jewish educators. Content-rich, pedagogical courses are delivered in a variety of venues within a timeframe sensitive to the Jewish calendar.

Ed.D. in Organizational Leadership for Jewish Educators

The Doctor of Education in Organizational Leadership for Jewish Educators program is offered through the Doctor in Organizational Leadership (DOL) Program. Admission requirements, tuition and fees, academic policies, financial policies, and course descriptions for this program are the same as those for the standard DOL program. Please see the DOL section of this catalog for more information on program policies and fees.

Upon admission to the doctor of education in organizational leadership program, every student in the program is assigned a mentor. The mentor serves primarily as a "critical friend" who will assist the student in his or her research and dissertation activities. The mentor is also there to assist the student in developing the formative evaluation of academic progress, which is a requirement for graduation. The plan consists of specific benchmarks and assignments that the student creates while taking the core leadership courses.

The student and mentor systematically review the plan during the core leadership courses. When the student is ready to begin the dissertation, the mentor becomes the dissertation chairperson of the student's Dissertation Research Committee.

Please note: A student cannot be enrolled in both the Ed.S. and Ed.D. programs at the same time. There is no dual-program enrollment.

Program Goals/Learning Outcomes

- improve Jewish day schools and early childhood centers by enhancing the pedagogical skills of teachers and developing the visionary leadership capabilities of administrators
- assist in the creation and implementation of individual leadership development plans
- identify and address contemporary and future educational issues for Jewish day schools and early childhood centers in our changing world
- promote professional networking
- foster educational improvement using informed-action research, effective application-to-change theory, collaborative decision-making and strategic planning, and appropriate evaluation

Program Outline/Core Courses

Leadership Concepts and Practices—30 Credits

LDR 8510 Leadership to Shape the Future (6 Cr)

LDR 8520 Creating and Leading an Intentional Organization (6 Cr)

LDR 8530 Developing the Organization's Human Capital (6 Cr)

LDR 8540 Leading and Managing Systems (6 Cr)

LDR 8550 Leading a Learning Organization (6 Cr)

Dissertation Research—10 Credits

LDR 8561 Research Activities in Leadership to Shape the Future (2 Cr)

LDR 8562 Research Activities in Creating and Leading an Intentional Organization (2 Cr)

LDR 8563 Research Activities in Developing the Organization's Human Capital (2 Cr)

LDR 8564 Research Activities in Leading and Managing Systems (2 Cr)

LDR 8565 Research Activities in Leading a Learning Organization (2 Cr)

Specialization Area—18 Credits

Completing a specialization area may be done in the following ways.

Option 1: Students entering the program with an earned NSU educational specialist degree (Ed.S.) may apply 18 credits toward the specialization area. In order for the academic review committee to consider the credits, students must fill out the "transfer of credit form" at the time of application to the program.

Option 2: Students entering with an earned master's degree may select one specialization area (listed below) of their choice.

> Adult Education Leadership
> Educational Leadership
> International Education Leadership
> Instructional Technology
> Human Resource Development
> Non-Profit Leadership
> Conflict and Dispute Resolution
> Higher Education Leadership
> Health Care Education Leadership
> Service Leadership

Applied Dissertation—8 Credits

> ARO 8566 Applied Dissertation Concept Paper (2 Cr)
> ARO 8567 Applied Dissertation Proposal (3 Cr)
> ARO 8568 Applied dissertation (3 Cr)

For more information on the M.S. and Ed.D. programs for Jewish Educators, visit our Web site at *www.fgse.nova.edu/jep*, or call 800-986-3223, ext. 8791.

Associate of Arts Degree Program

Associate of Arts Degree with a Specialization in Early Childhood Education

A.A./Early Childhood Education

Note: In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

MISSION STATEMENT

The associate of arts degree with a specialization in early childhood education (A.A./ECE) is a professional training program designed to prepare competent early childhood educators. The degree program represents a collaborative effort of the many schools, centers, and departments of Nova Southeastern University .

ADMISSION POLICIES

Provisional Admission

The following are requirements for provisional admission to the program.
- Proof of high school graduation is required. Students must submit copies of high school and/or college transcripts, GED scores, or a high school diploma.
- Students must submit a completed NSU application form accompanied by a nonrefundable $50 application fee.

Full Admission

In order to achieve full admission status, a provisionally admitted student must provide the Office of Admissions with all official high school transcripts, college transcripts, or GED scores. Financial Aid can't be disbursed until full admission status has been attained.

Transfer of Credit

Up to 15 credit hours of transfer credits in general education may be accepted in this program (A.A./ECE), provided the following apply:

- The credits were earned at a regionally accredited institution in the United States within a five-year period immediately preceding the students' request for transfer.
- The courses were not used toward a prior degree.
- The grades assigned for the courses were either A or B.
- An official transcript has been received by the admissions office of FGSEHS to aid in the evaluation of the courses under consideration for transfer.
- A transfer of credit form has been completed by the student.
- Written approval of transfer of credit has been given by the appropriate academic adviser.

Credits transferred will decrease the overall total credits required for the degree, but will not be computed in the students' grade point average. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school, department, or program. Students who wish to transfer credit should contact the admissions office of the receiving school, department, or program for information.

TUITION AND FEES

The tuition and fee schedule below is for the A.A./ECE program only. Payment of tuition or fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be made payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, Visa, Discover, or American Express accounts. Tuition and fees are subject to change without notice.

Tuition/Fees Schedule: Academic Term Beginning July 2003

Application Fee (nonrefundable)	$50 (one time only)	Technology Fee	$25 per course
Registration Fee	$30 per transaction	Tuition	$190 per credit hour
Drop/Add Fee	$15 per term	Graduation Fee	$75
Late Registration Fee*	$100		

*Continuing students who register for classes after the registration deadline must pay this additional fee.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7200, or (954) 262-7200.

An additional fee is charged by the registrar's office for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

The A.A./ECE degree program is structured according to the national and state requirements for associate's degree programs in early childhood education. The program is based on the competencies and guidelines established by the following national organizations:

- National Association for the Education of Young Children (NAEYC)
- American Associate Degree Early Childhood Educators (ACCESS)
- National Council for Accreditation of Teacher Education (NCATE)
- Association for Childhood Education International (ACEI)
- National Board for Professional Teaching Standards (NBPTS)

The program of study is designed to meet the national guidelines and competencies recommended by NAEYC, ACCESS, and NCATE for the initial preparation of early childhood educators. Professional courses are intended to develop knowledge and competence in five key areas. These are child development; curriculum, family, and community; assessment; special needs; and professionalism. Field experiences support and enhance professional development in each of these domains.

NOTE: Students currently enrolled in Nova Southeastern University's Farquhar College of Arts and Sciences are not eligible for admission to the associate of arts degree program with a specialization in early childhood education (A.A./ECE).

For more information on the A.A./ECE degree program, please contact:
Phone: 800-986-3223, ext. 8500, (954) 262-8500
Web site: *www.fgse.nova.edu/ecaa*

Program Goals/Learning Outcomes

This program is designed with a focus on the Federal Head Start Act and will meet the following needs:

- offer entry level college training for students in early childhood education
- provide opportunities for students to build knowledge and skills required to work with children, families, and communities
- provide effective professional development content linking theory and practice
- facilitate distance learning, college-level experiences for individuals working in the field
- provide accessible professional development opportunities and support for students moving up the early childhood education career ladder

Instructional Delivery System

All courses are delivered online via the Internet. The online platform offers various avenues for learning. These include electronic bulletin boards, World Wide Web, chat rooms, email, Web-based resources, electronic library, and scheduled discussions. Participation in the associate of arts degree program with an emphasis in early childhood education requires that students have Internet and World Wide Web access through an Internet service provider (ISP).

Program Requirements

Technology Requirements
The minimum equipment required to run the online learning software is:

- Computer—IBM compatible 486/33 (Pentium preferred) with Windows 3.1 operating system or higher (Windows 95 or 98 preferred) **OR** Macintosh 7.1 operating system or higher
- 16+ MB of RAM, 50+ MB of free hard drive space (higher preferred)
- Disk drive—one 3.5?
- Modem—14.4 BPS (28.8 BPS or above preferred)
- A Web browser that handles frames, tables, and JavaScript (i.e., Netscape 2.0 or higher, Internet Explorer 4.0 or higher, AOL 4.0 or higher)
- Internet and World Wide Web access through an Internet service provider*

* Nova Southeastern University is not responsible for providing equipment, software, or ISP services.

Program Outline/Core Courses

All students enrolled in the associate of arts degree program with an emphasis in early childhood education are required to complete a minimum of 60 credits. All CDA courses are optional and are not required for degree conferral. Course placement guidelines apply to all undergraduate students seeking enrollment in math and writing courses.

CDA Courses—3 Elective Courses (9 Credits)
ECA Courses—8 Courses (24 Credits)
General Education—12 Approved Courses (36 Credits)

Grading Policy

Grades of incomplete (I) are issued because of unexpected personal or professional emergencies, and must be made up within two months (or sooner) of the final class meeting of the course, as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on the official transcript. Students are allowed three attempts to successfully complete a course.

Grade	Quality	Points
A	Excellent achievement	4.0
A-		3.7
B+		3.3
B	Good achievement	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Marginal	1.0
F	Failure	0.0
P	Pass	Credit only
WU	Administrative withdrawal	
I	Incomplete	

Academic Probation

Students must maintain a minimum 2.0 grade point average for retention in the program. Students are placed on academic probation when their grade point average falls below a 2.0, and are then provided two terms in which to clear probation. Students who do not raise their grade point average to a 2.0 within the two terms on probation will be dismissed from the program.

Student Records

Individual student records are maintained in the Fischler Graduate School of Education and Human Services office. The student's file contains a record of all academic work, a completed application, records of all registrations, and any correspondence with the student. A student may request his or her academic file at any time. The request must be made in writing. In accordance with the rules for privacy and confidentiality of files, the file will not be released to any other individual or agency without explicit permission from the student.

COURSE DESCRIPTIONS

CDA Courses

CDA-I
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.

CDA-II
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.

CDA-III
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 Courses

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 to Age Five) (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 an integrated curriculum, organizing the environment, and 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, engaging in scientific explorations, and engaging 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 teachers' roles 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.

General Education Courses

ARTS 2300 Art and Society (3 Cr)

This course examines the ways in which artists and the arts have influenced Western society from the Renaissance to the 20th century, focusing on painting, sculpture, architecture, music, dance, and film. Students will also visit local museums and attend musical and theatrical events as a means of gaining a greater understanding of the arts within the local community. **Prerequisite: WRIT 1000.**

BIOL 1040 Environmental Studies (3 Cr)

Overview of environmental science that integrates social, economic, technical, and political issues. Problems of ecological disruptions, growth of human populations, land use, energy, water supplies, food supplies, pesticides, and pollution are covered.

BIOL 1100 Concepts and Connections in Biology (3 Cr)

This course focuses on the fundamental concepts in the life sciences and helps students make connections to the real world. It is designed to emphasize the required biological concepts needed by middle-school teachers. Basic functions of life are compared and contrasted in organisms representing the five kingdoms. Connections are made between the various life forms and humans. Heredity will be studied with special attention given to the classic experiments important in the development of the field of genetics. Throughout this course, students will develop a portfolio of resources applicable for use in the middle-school classroom.

COMM 2010 Public Communication (3 Cr)

This course explores training and practice in fundamentals of public speaking including methods of obtaining and organizing materials, oral presentation development and delivery, and audience analysis.

LITR 2010 British Literature I (3 Cr)

A survey of major literary movements and writers, from Old English through the 18th century. The course examines themes common to various historical periods. **Prerequisites: READ 1000 or equivalent, and WRIT 1500 or equivalent with a C- or higher.**

LITR 2020 American Literature I (3 Cr)

A survey of American literature from the colonial period through the Civil War, emphasizing major authors and identifying themes common to various historical periods. **Prerequisites: READ 1000 or equivalent, and WRIT 1500 or equivalent with a C- or higher.**

LITR 2030 World Literature I (3 Cr)

A survey of selected masterpieces by writers from antiquity through the Renaissance, emphasizing the evolution of world culture. **Prerequisites: READ 1000 or equivalent, and WRIT 1500 or equivalent with a C- or higher.**

MATH 1000 Essential Mathematics (3 Cr)

This course is designed to provide a brief review of basic computational skills in fractions, decimals, and rational numbers. It expands into a comprehensive study of introductory algebra including variable expressions, linear equations and inequalities, polynomials, exponents, algebraic word problems, factoring, and quadratic equations. **Prerequisite: Placement examination.**

MATH 1030 Intermediate Algebra (3 Cr)

This course is designed for students who have had some algebra. Topics include algebraic expression and real numbers, linear equations and inequalities in one and two variables, quadratic equations, polynomials and factoring, graphs of basic functions, systems of linear equations, and applications. **Prerequisite: Placement examination or MATH 1000 with a grade of C- or higher.**

MATH 1040 Algebra for College Students (3 Cr)

This course is designed to provide students with a full range of algebra skills. Topics include graphs of functions and relations; inverse functions; rational and radical expressions; linear, quadratic, and rational functions; absolute value and radical functions; properties and graphs of exponential and logarithmic functions; and applications. **Prerequisite: Placement examination or MATH 1030 with a grade of C- or higher.**

PSYC 2370 Early Childhood Growth and Development (3 Cr)

Students in this course will critically examine theories and research concerning the cognitive, social-emotional, and physical development of the typical and atypical child from birth to age eight. Emphasis will be placed on the ability to observe and describe child behavior and to understand the principles and processes that govern growth and development in the early childhood years. Implications of knowledge of child development for parental behavior, professional practices, and social policy will also be considered. Students may not receive credit for this course if they have taken PSYC 2380.

SOCL 2020 Introduction to Sociology (3 Cr)

This course explores the nature and needs of man and society, groups and institutions, social processes, and social change. Special emphasis will be placed on American culture and the impact of technology on modern man.

TECH 1110 Technology in the Information Age (3 Cr)

The course covers technology survival skills needed for school, work, and life in our information age. Students work for mastery of computer skills needed today for success in academic coursework and tomorrow for the lifelong learning required in the professions. Students use today's popular software packages to create real-world documents in word processing, spreadsheets, charting, multimedia presentations, and Web authoring. They customize hands-on work to expand their knowledge in their own fields as they master Web navigation and research, creating Web products with value to other classes. Students acquire a deeper understanding of technology use, abuse, and its impact on humans living in the ever-changing electronic environment.

WRIT 1000 Basic Writing (3 Cr)

A writing workshop emphasizing basic writing skills such as mechanics, organization, and critical reading. The course will focus primarily on the writing process, grammar, and the production of clear, well-structured essays. This course prepares students for WRIT 1500.

WRIT 1500 College Writing (3 Cr)

A writing workshop with instruction in the principles and skills of argumentation and critical reading. Students will receive instruction in basic methods of research and documentation of sources and in computer use. **Prerequisites: Placement examination or WRIT 1000 with a C- or higher.**

WRIT 2000 Advanced College Writing (3 Cr)

A writing workshop with advanced instruction in argumentation as it applies in various professional settings. The course also includes additional instruction in critical reading, research, and writing. **Prerequisites: READ 1000 and WRIT 1500 with a C- or higher.**

Nondegree and Certificate Programs

Fischler Training and Professional Development

Note: In addition to policies/procedures listed by program, all FGSEHS students are bound to abide by the standardized FGSEHS policies/procedures listed at the beginning of the catalog.

Training and Professional Development

VISION

Leaders in shaping the future of global *e*-education in workplace learning.

MISSION STATEMENT

Our mission is to provide learning that works. We provide best practices in training and professional development to training and education leaders, educators, and human service providers in a wide variety of global education and work settings. We offer organizations learning solutions that improve performance with ROI (return on investment). We offer education and training programs to working individuals in places and at times that are convenient and affordable by

- bridging the gap between learning and workplace
- developing customized learning solutions
- using emerging technologies effectively
- developing educational leaders
- educating teachers to teach better so students learn better

OUR VALUES

- practicality
- quality
- customer focused

- innovation
- collaboration

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 in 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.

Organizations choose NSU to partner training services because we
- use technology to expose and reduce cost
- cut down on travel costs
- learn anywhere: home, work, or travel

- combine training with academic credit
- increase speed to competence

Working professionals select NSU training programs because we
- link to organizational objectives
- focus on solutions
- design programs with relevance to learner needs

- engage learners
- develop employees

Our *e*NOVAtive Worforce Development Solutions

eLearning Design and Delivery Services
- Multimedia Design and Delivery Services
- Distance Learning Consulting Services
- Online Course Hosting
- Compressed Video
- Satellite Delivery

- Web Design
- Course Hosting
- Sales and Marketing New Product Rollout Strategies
- Customized Publishing Services

Conferences and Speakers Bureau
- Conference Meeting Management
- South Florida Venue for Training During the Winter
- Speakers Bureau

Training and Professional Development

Training Management Services
- Strategic Training Planning
- Organizational Development
- Change Management Consulting
- Leadership Development Assessment
- Competency Modeling
- Instructional Design Services
- Train the Trainers
- Instructor Delivery Services
- Special Projects

World-Class Facilities
- rent classrooms, computer labs, and conference and meeting facilities at NSU sites in Florida and other states
- strategic alliances for facilities throughout the Americas including Latin America and Canada
- convenient locations
- compressed video classrooms throughout Florida

Academic Credit and Degree Programs
- doctoral, master's, and associate's degrees
- program specializations in:
  - Graduate Teacher Education
  - Educational Leadership
  - Organizational Leadership
  - Higher Education Leadership
  - Child and Youth Studies
  - Speech-Language Pathology
  - Instructional Technology and Distance Education
  - Early Childhood Education

FGSEHS Training and Professional Development Competencies

With over 600 academic courses with 27 specializations in Teaching, 6 specializations in Leadership Studies, 3 specializations in Distance Learning, 6 specializations in Child and Youth Studies, and 3 concentrations in Speech-Language Pathology, FGSEHS has an array of compelling, quality, educational content capable of being delivered anytime and anywhere through state-of-the-art education technology. In addition to these five academic areas, we offer specialized training in professional productivity.

Our six Core Competencies and Curricula are:

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-Language Pathology

1. Leadership and Management Development

We customize our performance leadership solutions to focus on 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 eight specialized leadership programs that are aligned to professional standards in specific education and human resource settings.

I. Core Leadership Programs

The core leadership programs are organized around five core leadership competencies:
A. Leading Self
B. Leading Others
C. Leading Teams
D. Leading Organizations
E. Technology Literacy and Productivity for Leaders

A. Leading Self
- Leadership to Shape the Future
- 360-Degree Assessment and Individual Leadership Development Planning
- DISC Profile
- Myers-Briggs
- Personal Mastery
- Ethics in Action

B. Leading Others
- Performance Leadership—Mastering the Seven High-Performance Disciplines
- Developing the New Supervisor
- Essentials of Effective Supervision
- Interviewing and Selection

- Effective Meetings
- Effective Presentations
- Successful Negotiations
- Effective Coaching
- Managing Diversity

C. Leading Teams
- Leading High-Performance Teams
- Experiential Team Building
- Problem Solving for Results

- Introduction to Conflict Resolution
- Mediation and Negotiation Strategies

D. Leading Organizations
- Creating and Leading an Intentional Organization
- Developing the Organization's Human Capital
- Leading and Managing Systems
- Leading a Learning Organization
- Change Management
- Vision and Values
- Strategic Planning

- Scenario Planning
- Project Management
- Process Mapping
- Financial Management
- Balanced Scorecard
- Leading Culture Change
- Leading Innovation

E. Technology Literacy and Productivity for Leaders
- Technological Literacy for Organizational Leaders
- Professional Productivity for Organizational Leaders
- Technology Planning for Organizational Leaders

I. Specialized Educational Leadership Certificate Programs

Eight specialized training and educational leadership certificate programs, based on recognized professional standards, are offered in the following areas:

A. School Education Leadership
B. Higher Education Leadership
C. Early Childhood Education Administration
D. Child and Youth Care Administration

E. Distance Learning Certified Leader
F. Multiculturalism and Diversity Leadership
G. Human Resource Development Leadership
H. Not-for-Profit Leadership

More detailed descriptions of these programs are listed in other sections of this catalog.

2. Professional Productivity

We provide a set of core professional foundation courses that help professionals be more productive, interpersonally and technically, and help their organizations 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 can also be taught in Spanish.)

Core Professional Productivity Programs

- Communicating in the Workplace
- Conflict Resolution
- Dealing with Difficult People
- Effective Business Writing
- Effective Communications
- Effective Meetings
- Effective Presentation Skills

- Ethics in Action
- Performance Leadership for Employees—Mastering the Seven High-Performance Disciplines
- Personal Mastery
- Problem Solving for Results: Tools and Techniques
- Successful Negotiations
- Time Management

Microsoft Office Plus Package

This is a 60-hour program consisting of 12 classes. Each class is five hours long. Programs can be **taken individually or as a package** by organizations and include preassessment for correct placement of individuals.

Word Processing
Windows 95/98 Level 1 Beginning
Windows 95/98 Level 2 Intermediate
Word 97/2000 Level 1 Beginning
Word 97/2000 Level 2 Intermediate

Graphics and Publishing
PowerPoint 97/2000 Level 1
PowerPoint 97/2000 Level 2

Spreadsheets
Excel 97/2000 Level 1
Excel 97/2002 Level 2

Databases
Access Level 1
Access Level 2

Email
Outlook

Internet
Hands on Internet

3. Instructional Technology and Distance Education

4. Teaching and Learning

5. Children, Youth, and Family Services

6. Speech-Language Pathology

For more information on core competencies 3–6, please see their respective sections within this catalog.

NOVA SOUTHEASTERN UNIVERSITY STUDENT EDUCATIONAL 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 educational 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 educational 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 educational 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

FOR MORE INFORMATION, CONTACT

Tom Land, Ed.D.
Dean of Training and Professional Development
Phone: (954) 262-8513
Email: *tland@nsu.nova.edu*
Address:
    Fischler Graduate School of Education and Human Services
    1750 NE 167th Street
    North Miami Beach, Florida 33162-3097

NATIONAL SCHOOL REFORM INSTITUTE/BLUE RIBBON SCHOOLS OF EXCELLENCE

Nova Southeastern University's Fischler Graduate School of Education and Human Services has established the National School Reform Institute/Blue Ribbon Schools of Excellence to drive an international school-improvement movement. This initiative uses practical programs, concepts, and ideas that have been successful.

The National Blue Ribbon process is a comprehensive approach that works for

- schools that have reached a high level of success and desire to fine-tune their programs to serve as national models
- schools that plan to use the criteria from the Blue Ribbon Schools process as a comprehensive framework for identifying areas that need improvement
- schools that have challenging demographics and need a starting point and a climate of assessment, discussion, and problem solving
- districts and states that desire to re-energize their school community, bringing a sense of pride, confidence, focus, and shared agenda for change and improvement

Services
- an on-site analysis of your school and a plan to create an exemplary school
- a clearinghouse of experts that have developed highly successful programs in National Blue Ribbon Schools
- assistance for districts and schools in developing long-term and short-term strategic plans for needs assessment and school improvement
- development of a plan for states to use the Blue Ribbon process to create state and national models and to be an instrument for school improvement
- regional and national conferences to model and replicate exemplary programs from Blue Ribbon Schools
- an analytical service designed to provide a plan for schools that have challenging demographics
- graduate-level courses for schools or districts, intended to provide specific academic information
- graduate-level certificate program also available through the National Institute for Educational Options and the National School Reform Institute/Blue Ribbon Schools of Excellence Initiative
- careful study of culture, student needs, and each local environment to ensure a plan that meets the needs of each school

For further information, contact us at:
Toll free: 800-986-3223, ext. 8541
Phone: (954) 262-8541
Fax: (954) 262-3912

EDUCATIONAL LEADERSHIP APPRAISAL

Educational Leadership Appraisal (ELA) is a program to improve educational leadership through performance monitoring and self-appraisal. ELA provides practicing school administrators at all levels with a proven, cost-effective vehicle to develop the habits and skills to monitor their own leadership performance on the job in a manner that encourages insight and growth. Developed by educational leaders for educational leaders, ELA has assisted thousands of school administrators in improving their organizations through observing and diagnosing their own leadership behavior.

ELA trains participants in the appraisal process of reliably observing, categorizing, and assessing leadership behavior of others; and provides a setting for participants to systematically direct this appraisal process to their own performance as leaders, preliminary to the formulation of a professional development plan. Participants develop the knowledge and skills necessary to elicit, collect, and process extensive behavioral data concerning their own administrative performance. The concern is with the practical application of ideas, strategies, techniques, beliefs, theories, and procedures to the job-related situations in which the participants expect to find themselves in their existing or aspired roles as school administrators.

For further information, contact us at:
Toll free: 800-986-3223, ext. 8578
Phone: (954) 262-8578
Fax: (954) 262-3906
Email: *manifest@nsu.nova.edu*

INTERNATIONAL DEVELOPMENT AND LEARNING INSTITUTE

Introduction

The International Development and Learning Institute (IDLI) is a state-of-the-art education, community service, and research center. With a focus on developmental disabilities (DD), the IDLI serves both as a direct service center for individuals with DD and their families, and as a "living textbook" for a wide range of professionals engaged in studies related to the DD field. In collaboration with the Alliance for Healthy Communities, the IDLI represents a merger of the academic setting with a comprehensive service center in which clinical interventions, academic programs, research endeavors, and community services are integrated under a single entity.

Institute Divisions/Functions

There are four primary divisions within the IDLI: Academic Services; Service, Outreach, and Training; Research; and Service Coordination. Academic Services encompass a full range of prekindergarten through graduate education programs, as well as programs for the general community. The IDLI provides internship opportunities and extended professional training in the areas of education, counseling, occupational therapy, physical therapy, assessment, health and medical professions, social and family services, and other related fields of study available through Nova Southeastern University and its partners. In addition, the IDLI offers intervention programs to provide direct instruction to clients such as children, parents, social agencies, university students, and members of the community.

Service, Outreach, and Training activities provide community resources as well as a wide array of training opportunities. Community resources include access to the diverse clinics within the IDLI, audiology programs, and other clinical services provided by various schools within NSU. Training programs complement academic degree programs and also provide consumer education services through sponsorship of seminars, symposia, and topical workshops.

Research resources support both primary and secondary research efforts for NSU professionals and students, as well as professionals and practitioners across the larger learning community. All aspects of the IDLI provide fertile ground to conduct quantitative and qualitative research using both single-subject and group designs. The IDLI provides the option for individuals to seek technical support for project development, the pursuit of external funding, and access to appropriate research populations.

Service Coordination/Database for Networking provides a vehicle for the formation of numerous databases that will assist consumers with access to and use of external agencies and service programs. In this manner, the IDLI serves as a clearinghouse for information (e.g., referral systems, interagency and internal referrals, and other services) needed by colleagues, families, agencies, and clients.

The comprehensive services made available through the IDLI and the Alliance for Healthy Communities offer opportunities for unique partnerships and collaborations that are open to all students, professionals, and constituents.

For further information, contact us at
Toll free: 800-986-3223, ext. 8738
Phone: (954) 262-8738

Fax: (954) 262-3906
Email: *mcquirem@nsu.nova.edu*

NATIONAL COUNCIL OF STATES FOR THE IMPROVEMENT OF EDUCATION

After 20 years at Syracuse University, the National Council of States moved to FGSEHS at Nova Southeastern University, one of the largest and most dynamic graduate schools of education in the country. The National Council is dedicated to the improvement of the education of all students at the local, state, and national levels through effective leadership and staff development. In this regard, the council shares a common mission and a natural bond with Nova Southeastern University, and more specifically, with the Fischler Graduate School of Education and Human Services, which from its inception has been committed to the advancement and improvement of education.

The council has individual, state, and institutional memberships. This includes teachers and administrators from the schools, faculty members and administrators from colleges and universities, key leadership personnel from state departments of education, representatives from major educational organizations, and other stakeholders dedicated to educational excellence and improvement. The council offers an array of options including leadership academies and professional development programs. It plans and conducts national, state, and local conferences. It provides leadership and support for a wide array of policy, programmatic, and administrative issues in education such as testing, standards, accountability, equality of opportunity, instructional improvement, shared decision-making, community involvement, school/university partnerships, etc.

The council supports the following affiliates: The Multi-State Professional Development Network, the National Coalition of Professional Development Schools and Centers, the Parents Assisting Teachers and Students Program, and the National Dissemination Center.

For further information, contact us at
Toll free: 800-986-3223, ext. 8505 or 8596
Phone: (954) 262-8505 or 262-8596

Fax: (954) 262-3906
Email: *collinsj@nsu.nova.edu*

NATIONAL INSTITUTE FOR EDUCATIONAL OPTIONS (NIEO)

Nova Southeastern University's Fischler Graduate School of Education and Human Services has established the National Institute for Educational Options to further the efforts of K–12 education toward comprehensive school reform. A major area of school reform features public school choice as a means to improve academic achievement, further school options for parents and students, and promoting school and business partnerships. The "No Child Left Behind" legislation highlights this reform to improve public education. The National Institute encompasses research and professional development services for the following options:

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 middle- or high school-level. These academies require students to be recruited based on their college and career goals, high academic coursework, and business community partnerships. 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 and seminars.

2. Charter Schools—This initiative furthers the efforts of public school choices by providing the home for the South Florida Consortium of Charter Schools (SFCCS) and maintaining their Web site for communication among charter schools in Florida. A new Charter School Education and Leadership Master's Degree Program is offered at FGSEHS through distance learning. This is the first graduate degree program specializing in charter school education at a major 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. SFCCS and NIEO sponsor a Charter School Leadership Institute, as well as joint meetings and conferences, and will develop additional grants to further the growth of charter schools in the Southeast.

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 South Florida's schools are assisted by NIEO. The MicroSociety annual conference offers graduate credit through FGSEHS each summer.

4. Magnet Schools—Magnet Schools of America (MSA), the national professional organization for magnet schools throughout the nation, operates its Finance and Development Office at NIEO. 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 cosponsor workshops and conferences for magnet school professionals.

5. NSU Resource Center—This new initiative will further the school reform efforts of the fourth largest school district of Miami-Dade County Public Schools. It provides technical and professional assistance and online communication for targeted career education and School-to-Career programs and support personnel.

Services Offered

1. a Web site for educators announcing conferences, seminars, and graduate degree and certificate programs in these options *(www.fcae.nova.edu/options)*
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, contact us at

Toll free: 800-986-3223, ext. 8742	Email: *stein@nsu.nova.edu*
Phone: (954) 262-8742	Web site: *www.fcae.nova.edu/options*

SAXOPHONE

SAXophone is a telecommunications-based project that connects more than two-dozen schools around the world via compressed video. A topic and a leader are selected for each month during the school year. Notice is then sent electronically to all of the schools on the mailing list. If the topic fits into the curriculum, the school can request to participate through NSU's Fischler Graduate School of Education and Human Services. Each participating school will then be sent a detailed description of the session and the advance work that the students need to do to prepare for the session.

At each monthly session, the leader introduces the topic and gives a brief overview. (Different topics are conducted in different ways.) Each participating school will then share the material they have prepared and other schools will ask questions and make comments. In some sessions, lively discussions help get everyone involved as the students begin to recognize differences in the various cultures participating in the experience.

Schools from England, Sweden, Finland, Poland, Norway, Greece, Germany, the UAE, and the United States have participated during the past seven years of the project's existence. Video bridges at NSU; BECON (Broward County Public Schools); and BOCES in New Paltz, New York, host these multi-point videoconferences. The number of ports is limited, so reservations are normally on a first-come, first-served basis. There is no charge to belong to SAXophone; simply send email asking to join. Any middle or high school with ISDN lines and compressed video equipment is welcome to attend.

Further information on SAXophone may be found at *www.mhric.org/sax /saxmain.html* and also in various published articles.

For further information, contact us at
Toll free: 800-986-3223, ext. 2755
Phone: (954) 262-2755

Email: *SAX@nsu.nova.edu*
Web site: *www.mhrcc.org/sax/saxmain.html*

SENIORNET

In cooperation with the national SeniorNet organization, seniors (those over 50) have been made welcome on the North Miami Beach campus of Nova Southeastern University by the Fischler Graduate School of Education and Human Services. In 2002, a second SeniorNet lab opened on the Davie Campus to serve seniors in that area.

Classes are offered for two hours, one day each week for the seven-week sessions that run from October through May. Topics include Getting Started, Windows, Exploring the Internet, Introduction to Computers, Word Processing, Graphics, Genealogy, and Equities and the Internet.

Senior volunteers serve as instructors and coaches for the many classes offered in the well-equipped and dedicated NSU/SeniorNet Labs. The main lab is located at NSU's North Miami Beach campus. A satellite center has been established on the main campus in Davie. Classes are kept small so there is an excellent instructor-student ratio. Every computer is connected over high-speed lines to the Internet.

NSU joins IBM, Microsoft, and Bell South in sponsoring the North Miami Beach SeniorNet lab. NSU and SeniorNet sponsor the main campus lab. By using volunteers as instructors, class fees are kept low to encourage seniors to participate often. Volunteer instructors and coaches receive basic and advanced training so they also grow in their knowledge and ability. To volunteer, please call one of the numbers listed below.

Support is received from the national and regional leadership of SeniorNet in marketing, maintaining the SeniorNet Web page, and developing curriculum for new courses.

For further information, to receive a current schedule of classes, to enroll, or to volunteer as a coach, contact us at

Toll free: 800-986-3223, ext. 8719
Phone: (954) 262-8719

Fax: (954) 262-3866
Web sites: (national) *www.seniornet.org*
(local) *www.fgse.nova.edu/thebridge*

TEACHER UNIVERSE™

Teacher Universe™ is a totally new concept evolving at Nova Southeastern University's Fischler Graduate School of Education and Human Services. It 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 real teachers who are recognized experts in these areas.

We will offer 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™ is thrilled to house the new 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 reusing philosophy and provides an effective method to use surplus materials.

For further information, contact us at
Toll free: 800-986-3223, ext. 8848
Phone: (954) 262-8848
Email: *denisek@nsu.nova.edu*
Web sites: www.fgse.nova.edu/teacheruniverse
        www.crayonstocomputers.net

Executive Administration

H. Wells Singleton
Education Provost and University Dean
B.A., University of Wyoming
M.A., Southern Methodist University
Ph.D., Stanford University

William Alvarez
*Executive Dean for Academic Support
and Strategic Alliances/Program Professor*
B.S., Lamar State College of Technology
M.S.E., Stephen F. Austin State University
Ed.D., University of Arkansas

Joseph Barimo
*Executive Dean of Budgets, Planning,
and Student Services/Program Professor*
M.B.A., Tampa College
M.S., University of South Florida
Ed.D., Nova Southeastern University

Anthony J. DeNapoli
*Executive Dean of External and International
Affairs/Program Professor*
B.A., Hofstra University
M.A., New York University
P.D., Long Island University
Ed.D., Nova Southeastern University

Kimberly Durham
Executive Dean of Administration/Program Professor
B.S., Nova Southeastern University
M.S., Nova Southeastern University
Psy.D., Nova Southeastern University

Maryellen E. Maher
*Executive Dean of Technology and Research/
Program Professor*
B.A., Jersey City State College
M.Ed., University of Florida
Ph.D., University of Florida

Deans

Wayne Driscoll
*Dean of Master's and Specialists Studies/
Program Professor*
B.A., Hiram Scott College
M.Ed., Wright State University
Ed.D., Teachers College, Columbia University

Rochelle Green
*Dean of Human Development and Family Services/
Program Professor*
B.S., Cornell University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Tom Land
*Dean of Training and Professional Development/
Program Professor*
B.S., Drexel University
M.A., Siena Heights University
Ed.D., University of Northern Colorado

Delores Smiley
*Dean of Community Education and Diversity Affairs/
Program Professor*
B.A., Western Michigan University
M.A., Western Michigan University
Ed.D., Nova Southeastern University

Jean Lewis
Dean of Adjunct Faculty and Services/Program Professor
B.A., Wellesley College
M.A., Northwestern University
Ed.D., Nova Southeastern University

Claudia Santin
Dean of Doctoral Studies/Program Professor
B.A., College of New Jersey
M.A., College of New Jersey
Ed.D., Nova Southeastern University

Full-time Faculty and Administrative Personnel

Liezette Abel-Ruffin
International Programs Liaison/
Program Professor
A.A, Miami Dade Community College
B.S., Florida Atlantic University
M.B.A., Nova Southeastern University
Ed.D., Nova Southeastern University

Debbie Anderson
Executive Assistant for Administrative
Affairs/Manager of Program Licensure
and Accreditation
B.A., Trent University
B..Ed., Queen's University
M..Ed., OISE/University of Toronto

Jamie Arango
Research Associate
B.S., Nova Southeastern University
M.S., Nova Southeastern University

Soledad Argüelles
Program Professor
B.A., Florida International University
M.S., Nova Southeastern University
Ph.D., Nova Southeastern University

Celia Barreiro-Blanco
Program Instructor/Clinical Supervisor
B.A., Arizona State University
M.S., Nova Southeastern University

Vesna Beck
Director of Academic Services/
Program Professor
B.A., University of Iowa
M.A., Ball State University
Ed.D., Nova Southeastern University

Tiffany Bedran
Coordinator of Adjunct Faculty, Site
Administrator, and Adviser Payroll
B.S.M., Tulane University

Carole Benedict
Division Coordinator

Paul B. Borthwick, Jr.
Program Professor/Administrator
B.S., Kent State University
M.S., University of Akron
Ph.D., University of Akron

Tambi L. Braun
Program Instructor
B.A., University of the Witwatersrand—South
Africa
M.S., Nova Southeastern University
SLP.D., Nova Southeastern University

Diane Eddins Bryant
Program Professor
B.A., University of Pittsburgh
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh

Bruce Brydges
Program Professor/
Assessment Center Liaison
B.A., University of Toronto
B..Ed., University of Toronto
M..Ed., Wayne State University
M.Div., University of Winnipeg
Ed.D., Nova Southeastern University

A. Jared Bucker
Program Professor
B.A., Lynn University
M.P.S., Lynn University
M.C.S.E., University of Miami
Ph.D., University of Miami

Marsha L. Burmeister
Director of Emerging Technologies
B.A., Michigan State University
M.A., University of West Florida
M.Ed., University of West Florida
Ed.D., Nova Southeastern University

Teresa J. Butterweck
Program Instructor/Distance Clinical
Placement Coordinator
B.A., Keuka College
M.S., Nova Southeastern University

Ruth Chernet
Coordinator of Administrative
Operations—ITDE

Cleveland O. Clarke
Director—Program in Child and Youth Studies
B.S., Pennsylvania State University
M.Ed., Boston University
Ed.D., Boston University

Alan K. Cohen
Program Professor
B.S., Indiana University of Pennsylvania
M.S., University of Pittsburgh
Ed.D., Temple University

Mel D. Coleman
Program Professor/Administrator
B.S., Ohio State University
M..Ed., Ohio University
Ed.D., Teacher's College, Columbia University

James Collins
Program Professor
B.Ed., State University of New York
at Potsdam
M.Ed., State University of New York
at Potsdam
Ed.D., Syracuse University

Mary Collins
Program Professor
B.A., State University of New York at Cortland
M.S., State University of New York at Cortland
M.S., Syracuse University
Ph.D., Syracuse University

Denise E. Crammer
Coordinator—Master's Degree Program in
Substance Abuse Counseling and Education
B.S., Nova Southeastern University
M.S., St. Thomas University
M.S., Miami Institute of Psychology
Psy.D., Miami Institute of Psychology

Brian Croswhite
Director of Marketing
B.A., University of Alabama at Birmingham

Todd Curless
Program Professor
B.A., Indiana University
M.S., Indiana University
Ph.D., Florida State University

Susan Lycett Davis
Employee Development Coordinator
B.B.A., Southbank University
P.G.Cert..Ed., University of Greenwich
M.S./HRM, Nova Southeastern University

Frederick DiCarlo
Program Instructor/Clinical Supervisor
B.S., State University of New York at Buffalo
M.S., Nova Southeastern University

Marcia Elaine Diggins
Coordinator of Budgets, Planning, and
Student Services
A.A., Miami Dade Community College
B.S., Nova Southeastern University

John C. Drewes
Program Professor
B.S., Cornell University
M.A., City University of New York
C.A.G.S., City University of New York
Ed.D., University of Massachusetts

Charles L. Faires
Graduate Leadership Studies
Director of School-wide Field Services
B.S., Northern Arizona University
M.S., University of Georgia
Ph.D., Kent State University

Sue Fassanella
Technology and Research
Operations Manager

Abraham S. Fischler
President Emeritus
B.S., College of the City of New York
M.A., New York University—School
of Education
Ed.D., Columbia University

Hélène Rosman Fisher
Program Professor/Clinical Supervisor
B.S., University of Cape Town—South Africa
M.A., New York University
SLP.D., Nova Southeastern University

Melba Fletcher
Administrator of Initial Certification—GTEP
B.S., University of New Mexico
M.S., Troy State University
Ed.D., University of Alabama

Dana Fredebaugh
Program Professor
B.A., Rollins College
M.A., University of the Virgin Islands
M.S., University of Miami
Ph.D., University of Miami

Elane Friedel
Director of Family Services and
Clinical Experiences
B.S., Emory University
M.S., Emory University
M.S., Nova Southeastern University

Laura Fuchs
Director—Associate of Arts Degree Program
B.A., Queens College, CUNY
M.Ed., Boston University

Michael Gaffley
Program Professor
C.C.Y.S., Unisa South Africa
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Donald Gainey
Program Professor
B.A., Rhode Island College
M.A.T., Rhode Island College
Ed.D., Nova Southeastern University

Linda H. Goldsmith
Program Professor
A.B., University of Pennsylvania
M.A., Fordham University
Ed.D., Western Michigan University

David Graf
Director of Technology Support Services
B.S., University of Wisconsin—Oshkosh
M.S., University of Wisconsin—LaCrosse
Ed.D., University of Nebraska—Lincoln

Susan Graf
Instructor/Project Specialist
B.S., San Diego State University
M.S., Iowa State University

Robert Greene
Research Assistant
B.A., Florida Atlantic University

Marilyn K. Grish
Director—California Credential Program
B.S., Eastern Michigan University
M.A., Eastern Michigan University
Ed.D., Nova Southeastern University

Felicia Guerra
Program Professor
B.S., Georgetown University
M.A., New York University in Spain
Ph.D., University of New Mexico

Stan A. Hannah
Program Professor
B.A., Indiana University
M.B.A., Indiana University
M.L.S., Indiana University
Ph.D., Indiana University

Judith Harwood
Director—National School Reform Institute
A.S., Tennessee Technological University
B.S., Tennessee Technological University
M.Ed., University of Tennessee

Audrey H. Henry
Program Professor
B.S., Tuskegee Institute
M.Ed., University of Florida
Ed.D., University of Florida

Marliese Hogan
Program Professor
B.S., University of Central Florida
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Ralph Hogges
Director—Master's Degree Program in Life
Span Care and Administration
B.S., Tuskegee University
M.Ed., Tuskegee University
Ed.D., Nova Southeastern University

Kathryn G. Hollywood
FGSEHS Alliances and Recruitment
B.A., St. John's University
M.A., St. John's University
P.D., Fordham University
Ph.D., Fordham University

Moisette Hornbrook
Floor Coordinator
B.S., Nova Southeastern University

Linda M. Howard
Program Professor
B.A., Webster University
M.A., Webster University
Ed.D., Arizona State University

Brian D. Humphrey
Program Instructor/Clinical Supervisor
B.A., University of Rochester
M.A., University of Minnesota

Alejandro Ibarra
Coordinator of Technology
B.A., Moody Bible Institute
M.S., Nova Southeastern University

Lenny Jacobskind
Director of School-wide Recruiting
A.S., Camden County Community College
B.S., Nova Southeastern University
M.S., Nova Southeastern University

Denise Kelly
Director of Skylight/Administrator of
Teacher Universe
B.S., Vanderbilt University
M.Ed., University of Alabama at Birmingham

Shelley Kirchenbaum
Program Instructor/Clinical Supervisor
B.A., Adelphi University
M.A., George Washington University

Mary Kolesinski
Program Professor
B.A., Emmanuel College
M.Ed., Boston State College
Ed.D., University of Georgia

Joan Kowal
Program Professor
B.A., Marquette University
M.S., Indiana University
Ed.D., Indiana University

Danielle Kwasnik
Regional Program Coordinato—Enterprise
Ambassadors USA
B.A., Gardner-Webb University
M.P.A., Nova Southeastern University

Sidi M. Lakhdar
Program Professor
B.A., Salem State College
M.A.T., Salem State College
Ed.D., Boston University

Sandrine Lavallee
Division Coordinator
B.S., McGill University
M.S., Nova Southeastern University

Charles Lonegan
Program Professor
B.A., Montclair State College
M.S., Pennsylvania State University
Ph.D., Michigan State University

Mary Ann Lowe
Program Instructor/Clinical Supervisor
B.S., West Virginia University
M.Ed., Florida Atlantic University
Ed.S., University of New Mexico

Gissel Lozano
Team Leader—Advising
B.A., Florida International University

Jamie Manburg
Site Administrator—Fort Lauderdale
B.S., Nova Southeastern University
M.S., Nova Southeastern University

Maxine Mason
Team Leader—Registration
B.S., Nova Southeastern University
M.B.A., Nova Southeastern University

Joan D. Mathis
Administrator of Academic Support Services
B.A., Florida Atlantic University
M.Ed., Florida Atlantic University
Ed.D., Nova Southeastern University

Michele D. McGuire
Director of Special Projects
B.S., University of Rhode Island
M.A., University of Alabama at Birmingham
Ph.D., University of Kansas

Wendy Meyers
Division Coordinator
B.S., Nova Southeastern University

Joan M. Mignerey
Program Professor
B.S., Defiance College
M.S., Bowling Green State University
Ph.D., Michigan State University

Leslie J. Miller
Program Instructor/Clinical Supervisor
B.S., Nova Southeastern University
M.S., Nova Southeastern University

Noeline Miller
Floor Coordinator

Dana Mills
Program Professor
B.A., University of Rhode Island
M.A., University of Rhode Island
Ph.D., University of Rhode Island

Peter Mills
Program Professor
A.B., St. Peter's College
Ed.M., Rutgers University
Ed.D., Rutgers University

Debbra Nellis
Recruitment and Outreach Programs
B.S., Chico State University
M.S., Sacramento State University
Ed.D., Nova Southeastern University

Wren Newman
Director—Programs in Speech-Language and Communication Disorders
B.S., Ithaca College
M.S., University of Oklahoma
SLP.D., Nova Southeastern University

Pauline O'Keefe
Coordinator of Employee Services
A.A., Nova Southeastern University

Phyllis M. Olmstead
Administrator—National Institute for Educational Options
A.A., Hillsboro Community College
B.S., University of Florida
M.Ed., University of Central Florida
Ed.D., University of Central Florida

Barbara Packer
Director of Applied Research
B.A., Douglass College, Rutgers University
M.S., Columbia University
Ed.D., Nova Southeastern University

Thomas Panza
Attorney at Law—Founding Partner of Panza, Maurer and Maynard, P.A /Academic Adviser
B.A., Florida State University
J.D., Stetson State University
M.S., Nova Southeastern University
Ed.D., Florida Atlantic University

James Pann
Program Professor
B.B.A., University of Texas
M.S.Ed., University of Miami
Ph.D., University of Miami

Robin Parker
Program Professor
B.S., Florida State University
M.S., Florida State University
SLP.D., Nova Southeastern University

Robert Ron Parlett
Program Professor
B.A., University of South Florida
M.A., University of South Florida
Ed.D., Nova Southeastern University

Carmine Pecoraro
Director—Master's Degree Program in Substance Abuse Counseling and Education
B.A., University of South Florida
M.S., Miami Institute of Psychology
M.S., Nova Southeastern University
Psy.D., Miami Institute of Psychology

Naveed Peerani
Team Leader—Emerging Technologies
B.A.M.I.S., Florida International University

Melanie T. Popper
Director of Development
A.A., Stephens College

Lisa M. Presti
Program Instructor/Clinical Supervisor
B.S., University of Florida
M.A., University of Houston

Jennifer Quiñones
Director of School-wide Academic Student Support and Operations
B.S., Nova Southeastern University
M.S., Nova Southeastern University

David O. Remington
Data Research Specialist
B.A.E., University of Minnesota
B.S., University of Minnesota
Ph.D., Catholic University of America

Ann Reynolds
Coordinator of Externships
B.S., Nova Southeastern University
M.S., Nova Southeastern University

Peggy Rhymer
Team Leader—Admissions
B.S., Nova Southeastern University
M.B.A., Nova Southeastern University

Frederick A. Ricci
Program Professor
B.S., Bryant College
M.S., Boston University
Ed.D., Boston University

Elizabeth Roberts
Program Professor
B.S., Henderson State University
M.S.E., University of Central Arkansas
Ph.D., University of Southern Mississippi

J. Troy Robinson
Director—Graduate Teacher Education Program
B.S., Southeast Missouri State University
M.Ed., University of South Florida
Ed.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Wilma J. Robles de Melendez
Program Professor
B.A., University of Puerto Rico
M.A., University of Puerto Rico
Ph.D., Universidad Complutense de Madrid, Spain

Sharon Santilli
Program Professor
B.A., University of Massachusetts
M.Ed., University of Massachusetts
Ed.D., University of Massachusetts

Sandra A. Savinelli
Program Professor
B.S., Marywood College
M.A., Kean College of New Jersey
SLP.D., Nova Southeastern University

Charles Schlosser
Program Professor
B.A., University of Northern Iowa
M.S., Iowa State University
Ph.D., Iowa State University

Rhonda Schuval
Director—Programs for Jewish Educators
B.A., City University of New York
M.S., City University of New York

Mark A. Seldine
Director of Student Judicial Affairs
B.A., University of South Florida
M.Ed., Florida Atlantic University
Ed.D., Nova Southeastern University

Timothy D. Shields
Assistant Director of Budgets, Planning, and Student Services
B.S., University of Central Florida
M.S., University of Central Florida

Michael Simonson
Program Professor
B.S., Iowa State University
M.S., Iowa State University
Ph.D., University of Iowa

Stephen I. Siplet
Administrator of Educational Leadership Internship
B.A., Temple University
M.Ed., Temple University
Ed.S., Temple University
Ed.D., Nova Southeastern University

David Spangler
Director—Interdisciplinary Arts Program
B.A., Montclair State University
M.A., Montclair State University

Francine Spigel
Externship Supervisor—SLCD/ Program Instructor
B.A., Montclair State University
M.A., Montclair State University

Linda Stark
Coordinator of Special Projects

Donna Starr
Administrator—National Graduate Teacher Education Online Program
B.S., Arkansas Tech University
M.Ed., University of Arkansas
Ed.D., University of Arkansas

Judith Stein
Administrator—National Institute for Educational Options
B.A., Smith College
M.S., Trenton State Teacher's College
Ed.D., University of Miami

Hui Fang Huang "Angie" Su
Program Professor
M.Ed., Texas A&M University
Ed.D., Nova Southeastern University

Edna Suarez-Colomba
Assistant Director of School-wide Field Services/Program Professor
B.S., State University of New York at Oswego
M.P.H.E., University of Puerto Rico
Ed.D., Nova Southeastern University

Kathy Thomas
Director of Special Projects
B.S., Plymouth State College
M.S., Tufts University
M.A., Northeastern University
Ed.D., Nova Southeastern University

Philip Thomas
Team Leader—Technology Support Services

Cedric Thompson
Site Administrator—Orlando/Coordinator of Information Services—GTEP
B.S., University of Florida
M.S., Nova Southeastern University

Thomas J. Thompson
Program Professor
B.A., State University of New York at Oswego
M.S., Florida Atlantic University
Ph.D., University of Rhode Island
M.P.H., University of Miami

Elaine Van Lue
Program Professor
B.A., University of Central Florida
M.S., University of Central Florida
Ed.D., Nova Southeastern University

Shelley Victor
Program Professor
B.A., State University of New York at Stony Brook
M.A., University of Miami
Ed.D., Nova Southeastern University

Kathleen E. Willmott
Program Professor
M.Ed., University of North Carolina at Greensboro
Ph.D., Florida State University

Jan Yates
Program Professor
B.A., George Peabody College for Teachers
M.S., Florida State University
Ph.D., Nova Southeastern University

J. Camilo Yibirin
Hospitality, Activities, and Events Coordinator
B.S., Florida State University
M.S., Nova Southeastern University

Casey Elise Zagaria
Associate Director of Development
B.S., Fairleigh Dickinson University
M.S., Nova Southeastern University

Carole Zangari
Program Professor/Director—Tyler Institute
B.A., University of Pittsburgh
M.Ed., Trenton State College
Ph.D., Purdue University

Barbara Zucker
Speech-Language Pathology Clinic Director
B.S., Miami University
M.A., Kent State University

Part-time Faculty and Administrative Personnel

Gypsy Abbott
National Faculty/Advising Faculty
B.A., Birmingham Southern College
M.A., University of Alabama
Ph.D., University of Alabama

Brian Adams
Adjunct Faculty
B.A., State University of New York at Buffalo
M.S., Hofstra University
Ed.D., Nova Southeastern University

Carolyn Adler
National Faculty
B.S., Florida State University
M.A., University of South Florida
Ph.D., University of South Florida

Fern Aefsky
National Applied Research Faculty/ Advising Faculty
B.S., University of Maryland
M.S., Marymount College
Ed.D., Nova Southeastern University

Michael Albright
National Faculty
B.S.C., Ohio University
M.A., University of Northern Colorado
Ph.D., Iowa State University

Jenia Alfonzo-Garcia
Cluster Coordinator
M.S., University of Wisconsin
Ph.D., University of Tennessee

Manuel Alguero
National Faculty
Licenciado, University of Panama
M.S., University of Illinois at Urbana-Champaign
Ph.D., University of Illinois at Urbana-Champaign

Alan Stuart Altman
Adjunct Professor
M.S., Florida International University
M.A., University of Miami
Ed.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Charles D. Amuso
National Faculty/Advising Faculty
B.A., Wheeling Jesuit University
M.A.T., University of Pittsburgh
Ed.D., Temple University

William W. Anderson
National Applied Research Faculty
A.B., Asbury College
M.S., University of Virginia
Ed.D., University of Virginia

Gary J. Anglin
National Faculty
M.A.T., Indiana University
M.S., Indiana University
Ed.D., Indiana University

Robin Arden
National Faculty
B.A., Western Washington University
M.Ed., Western Washington University
Ed.D., Nova Southeastern University

Mary Lu Armstrong
Cluster Coordinator/National Faculty
B.S., University of Georgia
M.L.M., Georgia State University
Sp.Ed., Georgia State University
Ed.D., Nova Southeastern University

Santa Arias
National Applied Research Faculty
B.A., State University of New York/College
of New Paltz
M.A., University of Wisconsin
Ph.D., University of Wisconsin

Joseph Armstrong
National Faculty
B.A., Indiana/Purdue University
M.S., University of Tennessee,
Ph.D., University of Tennessee

Julia Ashley
Cluster Coordinator
B.A., Presbyterian College
M.A., Winthrop College
Ed.D., Nova Southeastern University

Daniel L. Austin
*Applied Dissertation Adviser/
Professor Emeritus*
B.A., Emporia State University
M.A., Missouri State University
Ph.D., University of Kansas

Angie Bacon
Cluster Coordinator
B.S., Georgia Southwestern
M.Ed., Georgia State University
Ed.D., Nova Southeastern University

William Bainbridge
National Faculty
B.S., Ohio State University
M.S.Ed., University of Akron
Ph.D., Ohio State University

Keith Baker
Advising Faculty
B.A., Miami University
M.A., University of Wisconsin
Ph.D., University of Wisconsin

Melvin Baker
National Faculty
B.T., Appalachian State University
M.A.S., Embry-Riddle Aeronautical University
Ed.D., Nova Southeastern University

Anita G. Barrett
Site Administrator/Applied Dissertation Adviser
B.S., Central State University
M.Ed., University of North Texas
Ph.D., University of North Texas

Judith Barrington
National Applied Research Faculty
B.A., University of West Florida
M.Ed., Georgia State University
Ed.S., Georgia State University
Ed.D., Nova Southeastern University

H. K. Morris Baskett
National Faculty/Dissertation Major Adviser
B.A., University of British Columbia
M.A., University of Calgary
Ph.D., University of Sussex (U.K.)

Lucille Beisner
National Faculty/Advising Faculty
B.A., Earlman College
M.Ed., Miami University
Ed.D., Ball State University

Beatriz Beltran
National Faculty
B.A., University of Chile
M.A., University of Georgia
Ph.D., University of Texas at Austin

Caryl Bender
National Applied Research Faculty
B.S., University of Wisconsin
M.S., Iowa State University
Ph.D., Iowa State University

Donna Blaess
Advising Faculty
B.A., University of Tampa
M.A., University of South Florida
Ph.D., University of Iowa

Steven Blinder
Advising Faculty
B.A.E., Florida Atlantic University
M.Ed., Florida Atlantic University
Ed.S., Florida Atlantic University
Ed.D., Nova Southeastern University

Diane S. Bloom
Advising Faculty
B.S., University of Minnesota
M.A., Glassboro State College
(Rowan University)
Ed.D., Rutgers State University

J. Michael Bodi
Advising Faculty
B.F.A., Ohio State University
M.Ed., University of Houston
Ph.D., University of Texas

David L. Boggs
Applied Dissertation Adviser
B.A., Sacred Heart Seminary
M.A., Catholic University of America
Ph.D., Michigan State University

Betty Boult
Advising Faculty
B.Ed., University of Alberta
M.Ed., University of Alberta
Ed.D., Nova Southeastern University

Bruce E. Bovard
National Faculty/Advising Faculty
B.A., West Virginia University
M.A., University of Maryland
Ph.D., University of Maryland

Karen D. Bowser
National Faculty/Applied Dissertation Adviser
B.S., Indiana University of Pennsylvania
M.Ed., Pennsylvania State University
D.Ed., Pennsylvania State University

Robert Branch
National Faculty
B.S., Elizabeth City State University
M.S., Ball State University
Ed.D., Virginia Tech

Carol Brawner
Cluster Coordinator
B.S., Loyola University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Gary Brown
National Faculty
B.S., Temple University
M.A., Beaver College
Ed.D., Nova Southeastern University

Penelope Brown
National Applied Research Faculty
B.S., State University of New York at Buffalo
M.L.S., University of South Florida
Ed.S., Nova Southeastern University
Ph.D., Nova Southeastern University

Dale L. Brubaker
Senior National Faculty
B.A., Albion College
M.A., Michigan State University
Ph.D., Michigan State University

Donald W. Bryant
National Faculty
B.A., University of Georgia
M.A., University of Georgia
Ed.D., North Carolina State University

Carolyn S. Buckenmaier
Advising Faculty
B.S., Southeastern Oklahoma State University
M.Ed., Texas Midwestern University
Ed.D., Vanderbilt University

Beth Buehlmann
National Faculty
B.S., Chicago State University
M.S., Illinois State University
Ph.D., Illinois State University

Mitzi Burden
National Faculty
A.B., Erskine College
M.A., Furman University
Ed.S., Clemson University
Ed.S., University of South Carolina
Ed.D., Nova Southeastern University

Faith N. Burke
National Faculty/Practicum Research Project Evaluator
M.S., State University of New York at Buffalo
M.A., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University

Patricia Burns
National Faculty
B.A., Clarke College
M.A., University of Iowa
Ph.D., University of Iowa

Donald Busche
Site Administrator/Applied Dissertation Adviser
B.A., Los Angeles State University
M.A., California State University — Los Angeles
Ed.D., Nova Southeastern University

Kenneth Bush
Advising Faculty
B.S., Purdue University
M.S., Purdue University
Ph.D., Purdue University

Keith Cameron
Advising Faculty
B.Ed., University of British Columbia—Vancouver
M.Ed., Western Washington State University
Ed.D., Nova Southeastern University

Angel Luis Caraballo Rios
National Faculty/National Applied Research Faculty
B.S., University of Puerto Rico
M.A., University of Massachusetts
Ph.D., Pennsylvania State University

Richard Cardinali
Applied Dissertation Adviser
B.S., University of Rhode Island
M.A.T., Alaska Methodist University
Ed.D., University of Massachusetts

Daniel L. Carlson
Associate Site Administrator
B.S., University of Minnesota
M.A., Eastern Michigan University
Ed.D., Nova Southeastern University

Fred Cawthorne
National Faculty
B.A., Eastern Nazarene College
M.Ed., Northeastern University
Ed.D., Nova Southeastern University

Claudia Maria Chaille
Advising Faculty
B.A., The George Washington University
M.A., Georgetown University
M.A., Virginia Tech
Ed.D., George Peabody College for Teachers at Vanderbilt University

Patrick O. Chambers
Advising Faculty
B.A., Colorado State University
M.Ed., Colorado State University
Ed.D., Nova Southeastern University

Michelle Chinoda
Practicum Research Project Evaluator
B.S., North Carolina Agricultural and Technology State University
M.S., University of Akron
Ph.D., Pennsylvania State University

Barbara Christina
National Applied Research Faculty
B.A., St. Joseph's College
M.A., New York University
Ed.D., Nova Southeastern University
P.D., Long Island University

James Cibulka
National Faculty
B.A., Harvard University
Ph.D., University of Chicago

Clifford Claiborne
National Faculty/Advising Faculty
B.A., Kentucky State University
M.S., Chicago State University
Ed.D., University of Illinois

Ellen Clymer
Associate Site Coordinator
B.S.N., Arizona State University
M.A., Sam Houston State University
Ed.D., Nova Southeastern University

John Cochenour
National Faculty
B.S., Oklahoma State University
M.L.S., University of Oklahoma
M.Ed., University of Oklahoma
Ph.D., University of Oklahoma

Pansy Collins
Site Administrator/Applied Dissertation Adviser
B.A., Stephen F. Austin State University
M.A., Southwest Missouri State University
Ph.D., University of Missouri

Turner Collins
Associate Site Coordinator
B.S., Stephen F. Austin State University
M.S., Texas Technical University
Ph.D., University of Wisconsin

Richard C. Conrath
Applied Dissertation Adviser
B.S., Franciscan University of Steubenville
B.A., Saint John Vianney College
S.T.L., Catholic University of America
M.Ed., Kent State University
Ph.D., Kent State University

Judith Converso
National Faculty/National Applied Research Faculty
A.A., Jamestown Community College
B.A., Nazareth College
M.S., State University of New York at Fredonia
Ed.S., Stetson University
Ph.D., Florida State University

Jack Cook
Advising Faculty/Professor
B.S., University of Georgia
M.Ed., University of West Georgia
Ed.S., University of West Georgia
Ed.D., Nova Southeastern University

Crystal Cooper
Adjunct Faculty
B.A., Hunter College
M.S., Penn State University

John D. Cooper
National Faculty
B.A., Camden College, Rutgers University
M.B.A., Indiana University
Ph.D., Michigan State University

Eugene Costa
Advising Faculty
B.A., Trenton State College
M.Ed., Trenton State College
Ed.D., Nova Southeastern University

Sonia J. S. Crandall
National Faculty/Applied Dissertation Adviser
B.S., Western Illinois University
M.Ed., University of Illinois at Champaign
Ph.D., University of Oklahoma

Thomas Craney
Cluster Coordinator
B.A., Keene State College
M.A., The Catholic University of America
Ed.D., Nova Southeastern University

Ann M. Crawford
Adjunct Professor
M.S., Florida International University
Ed.D., Northern Illinois University
M.P.S., NY Institute of Technology
Ph.D., The Union Institute

W. Bee Crews
National Faculty/National Applied Research Faculty
B.S., Florida State University
M.Ed., Florida State University
Ph.D., University of Florida

John Crocitto
National Faculty
B.A., St. Ambrose University
M.A., George Washington University
Ed.S., George Washington University
Ed.D., George Washington University

Isidro Roberto Cruz
Cluster Coordinator
B.S., Universidad Autonoma Chapingo—Mexico
M.S., Colegio de Postgraduados Montecillos—Mexico
Ph.D., The Pennsylvania State University

Charles M. Culver
National Faculty
B.A., Columbia College
M.D., Duke University
Ph.D., Duke University

Steven J. Current
Associate Site Coordinator
B.A., Drake University
M.P.H., University of South Florida
Ed.D., Nova Southeastern University

L. K. Curda
National Applied Research Faculty
B.A., Eckerd College
Ph.D., University of Oklahoma

Stephen Curda
National Faculty/National Applied Research Faculty
B.A., University of Arkansas
M.Ed., University of Oklahoma
Ph.D., University of Oklahoma

Susan Daniels
National Faculty
B.A., Barat College
M.A., Northeastern Illinois University
Ph.D., University of Wisconsin—Madison

Ross Danis
Lead Faculty ELA/National Faculty ELC
B.A., Trenton State College
M.A., Georgian Court College
Ed.D., Nova Southeastern University

Ruth Danis
National Faculty
B.A., University of Rochester
M.A., University of Iowa
Ph.D., University of California

Charles E. Danowski
Advising Faculty
B.S., Queens College
M.S., Queens College
Ed.D., Teachers College, Columbia University

James R. Davis
Advising Faculty
B.S., Mansfield University
M.S., Alfred University
Ed.D., New Mexico State University

June S. Delano
National Applied Research Faculty
B.S., Southern Connecticut State College
M.Ed., University of Pittsburgh
Ph.D., University of Pittsburgh

Alexander DeNoble
Advising Faculty
B.A., Jersey City State College
M.Ed., Pennsylvania State University
Ed.D., University of Northern Colorado

Anice Dickerson-Watters
Cluster Coordinator
B.A., Antioch University
M.A., Antioch University
Ed.D., Nova Southeastern University

Nancy Dilliner
Adjunct Clinical Supervisor
B.S., Central Missouri State University
M.S., Central Missouri State University

Lisa Dillinger
National Applied Research Faculty
B.S., Arkansas State
M.S., University of Central Florida
Ed.D., Nova Southeastern University

Elena Dorrego
National Applied Research Faculty
M.Ed., University of Wales—Gran Bretana
Ed.D., Universidad Nacional Experimental Simon Rodríguez

Carmen E. McMahon Dumas
National Faculty
B.A., University of the West Indies
Ed.D., Howard University
Ed.D., George Washington University

Karen M. Dyer
National Faculty
B.S., University of California—Berkeley
M.Ed., Holy Names College
Ed.D., University of the Pacific

Paulette A. Ebbs
Lead Faculty—Independent Growth Project
B.S., West Chester State College
M.S., University of Pittsburgh
Ed.D., Temple University

Hyman S. Edelstein
Research Associate
B.S., University of Massachusetts
Ed.D., University of Massachusetts

Gloria Edwards
National Applied Research Faculty
B.A., Rutgers University
M.A., Montclair State College
Ph.D., University of Illinois

Sandra Eidson
Advising Faculty
B.S., University of Georgia
M.S., University of Georgia
Ed.S., University of Georgia
Ed.D., University of Georgia

Robert Elwell
National Faculty
B.S., Florida State University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Craig Enders
National Faculty
B.A., University of Nebraska
M.A., University of Nebraska
Ph.D., University of Nebraska

Ronald Epps
National Faculty
B.S., Emporia State University
M.Ed., Emporia State University
Ph.D., Kansas State University

Robert Esenberg
Advising Faculty
B.A., Northeastern Illinois State College
M.A., Northeastern Illinois University
M.A.T., Northeastern Illinois University
Ed.D., Nova Southeastern University

John W. Evans
Advising Faculty
B.A., Miami University
M.A., Ohio State University
Ph.D., Ohio State University

Norman J. Fedder
Adjunct Professor
M.A., Columbia University
Ph.D., New York University

Jonathan Feinn
National Applied Research Faculty/Adviser
B.A., University of Chicago
M.A., University of Chicago
Ph.D., University of Illinois

Michael Ferrentino
Cluster Coordinator
B.A., D'Youville College
M.S., State University College
Ed.D., Nova Southeastern University

Frederick Fishback
Advising Faculty/Site Administrator
B.S., Ball State Teachers College
M.Div., Christian Theological Seminary
M.S., Butler University
Ed.D., Nova Southeastern University

Clarence Fitch
Advising Faculty
B.A., Case Western Reserve
M.A., Case Western Reserve
Ed.D., Northeastern University

Jody L. Fitzpatrick
National Faculty
B.A., University of Texas
M.A., University of Texas
Ph.D., University of Texas

Maureen Fitzpatrick
National Faculty/Advising Faculty
B.S., Southern Connecticut State University
M.S., Fairfield University
Ph.D., University of Connecticut

Susanne Flannelly
Cluster Coordinator/National Applied Research Faculty
B.S., Monmouth University
M.A., Georgian Court College
Ed.D., Nova Southeastern University

David S. Flight
Advising Faculty
B.A., University of Pennsylvania
M.A., Columbia University
Ph.D., University of Chicago

Anne Fordham
National Applied Research Faculty
B.A., Duke University
M.A., Texas Christian University
Ed.D., University of Virginia

Michael Forster
National Faculty
B.A., Louisiana State University
M.S.W., University of Illinois
Ph.D., University of Massachusetts

Marquerite Foxon
National Applied Research Faculty
B.A., University of Canterbury—New Zealand
M.Ed., University of New South Wales—Australia
Ph.D., Florida State University

Norma Friedman
Practicum Evaluator
B.S., University of Massachusetts
M.Ed., Antioch
M.A., Columbia University
Ed.D., Columbia University

Dale Fuqua
National Faculty
B.A., Eastern Illinois University
M.A., Eastern Illinois University
Ph.D., Indiana University

Gioia Gabellieri-Bargagli
Adjunct Professor
M.S., South Kent College—UK
Ph.D., University of Rome, La Sapienza

Peter Gabor
National Faculty/National Applied Research Faculty
B.A., McGill University
B.S.W., McGill University
M.S.W., McGill University
Ph.D., Arizona State University

Nancy F. Gadbow
National Faculty/Applied Dissertation Adviser
B.A., Miami University in Ohio
M.A., Miami University in Ohio
Ed.D., Syracuse University

Dennis Gallagher
Cluster Coordinator/Adjunct Faculty
B.S., Bridgewater State College
M.Ed., Boston State College
Ed.D., Nova Southeastern University

Nibaldo Galleguillos
National Applied Research Faculty
L.L.B., University of Chile
M.A., University of Toronto
Ph.D., University of Toronto

Ricardo Garcia
National Applied Research Faculty
B.A., University of Puerto Rico
M.A., University of Puerto Rico
Ed.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Janet Gardner-Ray
Applied Dissertation Adviser
M.A., Ball State University
M.A., Ball State University
Ed.D., Ball State University

Thomas Geismar
National Faculty/National Applied Research Faculty
Ed.S., Florida Atlantic University
M.S., Florida Atlantic University
Ed.D., Florida Atlantic University

Barbara Gerard
Advising Faculty
B.S., New York University
M.S., New York University
Ed.D., Nova Southeastern University
M.A., New York University
S.D.A., The City College of SUNY

Lorraine S. Gerstner
Practicum Evaluator
B.A., Fordham University
M.P.A., New York University
Ed.D., Columbia University, Teachers College

Terry G. Geske
National Faculty
B.A., University of Wisconsin at Whitewater
M.A., Roosevelt University
Ph.D., University of Wisconsin at Madison

Marian Gibney
Site Administrator/Applied Dissertation Adviser
B.A., Queens College (CUNY)
M.A., Fordham University
Ed.D., Nova Southeastern University

Jane W. Gibson
National Faculty
B.A., Fairleigh Dickinson University
M.S., Nova Southeastern University
D.B.A., Nova Southeastern University

Rosemary Gillett-Karam
National Faculty
B.A., University of Texas
Ph.D., University of Texas

R. T. Good
Associate Site Coordinator
B.G.S., Virginia Commonwealth University
M.B.A., Mary Washington College
Ed.D., Nova Southeastern University

John J. Goonen, Jr.
National Faculty
B.Ed., University of Miami
M.Ed., Rollins College
Ed.D., University of Florida

Norma M. Goonen
National Faculty
B.A., Florida International University
M.S., Florida International University
Ed.D., University of Florida

Charles Greco
Advising Faculty
B.S., Bloomsburg State College
M.Ed., Lehigh University
Ed.D., Nova Southeastern University

Laura Greene
National Faculty
B.A., North Carolina State University
M.A., Wake Forest University
Ph.D., Florida Atlantic University

Terry Grier
National Faculty
B.S., East Carolina University
M.A., East Carolina University
Ed.S., East Carolina University
Ed.D., Vanderbilt University

Michael Griffin
Advising Faculty
B.S., Appalachian State University
M.A., Appalachian State University
Ed.S., Appalachian State University
Ed.D., Virginia Tech

Patricia Grimes
Advising Faculty
A.B., Hunter College
M.Ed., Florida Atlantic University
Ed.S., Florida Atlantic University
Ed.D., Florida Atlantic University

Grady M. Grizzle
National Faculty/Research Associate
B.S., North Texas State University
M.Ed., North Texas State University
Ph.D., North Texas State University

Warren H. Groff
*Applied Dissertation Adviser/Practicum
Research Project Evaluator*
B.S., Millersville University
M.Ed., Pennsylvania State University
Ed.D., Temple University

Ingrid Guerra
National Faculty
B.A., Florida State University
M.S., Florida State University
Ph.D., Florida State University

Dominic Gullo
National Faculty
B.S., University of Wisconsin
M.S., University of Wisconsin
Ph.D., Indiana State University

William N. Gunnell
Cluster Coordinator
B.A.E., University of Mississippi
M.Ed., Southeastern Louisiana University
Ed.S., Southeastern Louisiana University
Ed.D., Texas A&M University—Commerce

Charles D. Hale
Applied Dissertation Adviser
B.S., University of Southern Mississippi
M.A., University of Florida
Ed.S., University of Florida
Ed.D., University of Florida

Douglas Harvery
National Applied Research Faculty
B.A., Eastern College
M.S., Philadelphia College of Textiles
and Science
Ed.D., Pennsylvania State University

Pedro Hernandez
*Co-director—Latin American Leadership
Institute/Coordinator of Community Relations*
B.S., University of Miami
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Jean R. Higgins
Associate Site Administrator
M.A., West Virginia University
Ph.D., University of Pittsburgh

Susan B. Hill
Associate Site Administrator
B.A., University of Maryland
M.S., Troy State University
Ed.D., Nova Southeastern University

Ted Hipple
National Faculty
B.A., Northern Illinois University
M.Ed., University of Illinois
Ph.D., University of Illinois

Marvin Hirshfeld
National Faculty
B.S., New York University
M.A., New York University
Ed.D., New York University

Richard E. Hoehlein
Site Coordinator/Applied Dissertation Adviser
B.A., Michigan State University
M.A., Michigan State University
Ed.S., Michigan State University
Ed.D., Nova Southeastern University

Olga A. Holden
National Faculty
B.A., Michigan State University
M.A., Michigan State University
Ph.D., Michigan State University

Glen Holmes
National Faculty
B.S., Virginia Tech
M.S., Radford
Ed.D., Virginia Tech

Irvin Howard
National Faculty
B.S., Illinois State University
M.S., Illinois State University
Ed.D., Illinois State University

Thomas Olin Huffman
Advising Faculty
B.A., Appalachian State University
M.B.A., Winthrop University
Ed.S., University of South Carolina
Ph.D., University of South Carolina

Ronnie Hunter
Faculty
B.A., University of South Florida
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Michael Hutton
*Cluster Coordinator/National Applied
Research Faculty*
B.S., State University of New York
at Plattsburg
M.Ed., Clarion State College
Ed.D., Nova Southeastern University
M.L.I.S., Florida State University

Janet Jaeger
Site Coordinator
B.S., George Mason University
M.Ed., George Mason University
M.P.F.M., American University
Ed.D., Nova Southeastern University

Gail M. Jamieson
Regional Marketing Assistant—Phoenix
B.A., University of St. Francis Wilcox & Taylor
M.A., Arizona State University
Ph.D., Arizona State University
D.A., Western Colorado University

Stephen Jenner
National Faculty
B.S., University of California
Ph.D., University of Sussex

Gail Johnson
Associate Site Coordinator
B.S.N., University of New York at Regents
M.S.N., Widener University
Ed.D., Nova Southeastern University
B.S.B., Philadelphia Biblical University

Judine Johnson
Cluster Coordinator
B.S., D.C., Teachers College
M.A., American University
Ed.D., Nova Southeastern University

Sylvia Norris Jones
National Faculty
B.A., University of North Carolina
M.S., University of Michigan
Ph.D., University of Michigan

Anne W. Joslin
*National Faculty/Field Study Team
Leader/Adviser*
B.A., University of North Carolina
M.Ed., University of Virginia
Ph.D., University of North Carolina

Kathleen Kardaras
*National Faculty/National Applied
Research Faculty*
B.A., University of Illinois
M.A., Northeastern Illinois University
Psy.D., Adler School of Professional
Psychology

Susan Keen
*Cluster Administrator/Applied
Dissertation Adviser*
B.A., Seton Hill College
M.A., Vermont College
Ed.D., Nova Southeastern University

John Kellmayer
National Faculty/Advising Faculty
B.A., St. Joseph's University
M.A., Rowan University
M.B.A., LaSalle University
Ed.D., Nova Southeastern University

Karen L. Kimball
Advising Faculty
B.A., Earlham College
M.A., Grand Valley University
Ph.D., Miami University

Frederick C. Kintzer
Applied Dissertation Adviser
B.A., University of Washington
M.A., Stanford University
Ed.D., Stanford University

Karen E. Kirkhart
National Faculty
B.A., Pomona College
M.S.W., University of Michigan
Ph.D., University of Michigan

Ronald Kochman
Advising Faculty/Site Administrator
B.Ed., Duquesne University
M.Ed., Duquesne University
Ed.D., Nova Southeastern University

Ronald C. Kroll
Applied Dissertation Adviser
B.Music, William Tyndale College
M.A., Eastern Michigan University
Ed.D., Nova University

Mark Krueger
National Faculty
B.S., University of Wisconsin
M.S., University of Wisconsin
Ph.D., University of Wisconsin—Milwaukee

Gloria Kuchinskas
Advising Faculty
B.S., Rutgers University
M.Ed., Florida Atlantic University
Ed.D., Florida Atlantic University

Pamela LaGasse
Editorial Consultant
B.A., University of South Florida
M.A., University of South Florida
Ed.D., Nova Southeastern University

John Lammel
Advising Faculty
B.A., Doane College
M.Ed., University of Nebraska
Ed.D., University of Nebraska

Jo-Ann Layford
*Cluster Coordinator/National Applied
Research Faculty*
B.A./B.S., Bowling Green University
M.A., Michigan State University
Ed.D., Nova Southeastern University

Ligia Leite
National Applied Research Faculty
M.Ed., Federal University of Rio de Janeiro
Ed.D., Temple University

George A. Letchworth
National Faculty
B.A., Oklahoma Baptist University
M.S., University of Oklahoma
Ph.D., University of Oklahoma

Larry Leverett
National Faculty
B.S., Virginia State College
M.A., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University

Lynn M. Little
National Faculty
B.S., University of Texas at Arlington
M.S., University of North Texas
M.B.A., University of Texas at Dallas
Ph.D., University of Texas Southwestern
Medical Center at Dallas

Svetlana Loginow
National Faculty
B.S., Universidad Jose Maria Vargas
M.S., Universidad Santa Maria
Ed.D., Nova Southeastern University

Linda Lopez
Site Administrator/Applied Dissertation Adviser
B.S., Nova Southeastern University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Donald Lueder
National Faculty/Advising Faculty
B.S., Cornell University
M.S., Cornell University
Ph.D., Syracuse University

Courtney H. Lyder
Applied Dissertation Adviser
B.S., Rush University
M.S., Rush University
N.D., Rush University

Marjory D. Lyons
Applied Dissertation Adviser
B.A., State University of New York at Albany
M.S., Butler University
Ph.D., Walden University

David Masoner
Advising Faculty
B.A., University of Pittsburgh
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh

Matt Maurer
National Applied Research Faculty
B.S., Iowa State University
M.S., Iowa State University
Ph.D., Iowa State University

Larry N. McCarthy
Applied Dissertation Adviser
B.S., Boston University
M.Ed., Bowie State University
Ed.D., Nova Southeastern University

Ellen McDonough
*Cluster Coordinator/National Applied
Research Faculty*
B.S., Fitchburg State College
M.Ed., Lesley University
Ed.D., Nova Southeastern University

Thomas Y. McDowell
Advising Faculty
B.A., University of Massachusetts
M.Ed., Westfield State College
Ed.D., Nova Southeastern University
C.A.G.S., Westfield State College

Ruth M. McKeefery
Applied Dissertation Adviser
B.A., Southwestern College (Kansas)
M.A., Columbia University
Ed.D., Virginia Tech

Stephen G. McLeod
Site Coordinator/Applied Dissertation Adviser
B.A., University of West Florida
M.A., Vanderbilt University
Ed.D., Nova Southeastern University

James McNamara
National Faculty
B.S., St. Joseph's University
M.E., Pennsylvania State University
Ph.D., Pennsylvania State University

Larry McNeal
National Faculty
B.A., Dakota Wesleyan University
M.A., University of Iowa
M.S., University of Wisconsin at Madison
Ph.D., University of Wisconsin at Madison

Ronald McWhirt
Advising Faculty
B.A., Wofford College
M.A., University of South Carolina
Ph.D., University of South Carolina

Buford L. (Mac) McWright
National Applied Research Faculty
B.S., Ohio State University
M.A., Ohio State University
Ph.D., Ohio State University

Toni Mehrain
National Applied Research Faculty
B.Sc., University of London
M.S., University of Wisconsin
Ph.D., University of Wisconsin

Judith Merz
Advising Faculty
B.A., William Paterson College
M.A., William Paterson College
M.Ed., William Paterson College
Ed.D., Nova Southeastern University

Robert C. Messina
National Faculty
B.S., City College of New York
M.A., City University of New York
Ph.D., Fordham University

James Minter
Cluster Coordinator
B.S., Coppin State College
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Douglas E. Mitchell
National Faculty
B.M.E., Rensselaer Polytechnic Institute
B.D., Chicago Theological Seminary
Ph.D., Claremont Graduate University

Donald Mohler
National Faculty
B.A., Western Maryland College
M.A., Western Maryland College
M.Ed., Loyola College of Maryland
Ed.D., Nova Southeastern University

Roanne Moreno
National Faculty/Cluster Coordinator
B.A., University of Florida
M.Ed., University of Florida
Ed.D., University of Florida

John A. Morgan, Jr.
Site Coordinator/Adviser
B.S., Boston University
M.S., University of Colorado
Ed.D., Nova Southeastern University

Michael Morris
National Faculty
B.A., Boston College
M.A., Boston College
Ph.D., Boston College

Eileen E. Morrison
National Faculty/Lecturer/Applied Dissertation Adviser
B.S., University of Tennessee
M.P.H., University of Tennessee
Ed.D., Vanderbilt University

Jo-Anne Murphy
Cluster Coordinator
B.S., Boston College
M.Ed., Salem State College
M.Ed., Boston State College
Ed.D., Nova Southeastern University

Michael J. Murphy
National Faculty
B.A., Whittier College
M.A., Claremont Graduate School
Ph.D., Claremont Graduate School

Jean Murray
Advising Faculty
B.A., Newberry College
M.A., Harvard University
Ed.D., Harvard University

Joan B. Murry
National Faculty/Applied Dissertation Adviser
B.A., University of California—San Diego
M.B.A., University of San Diego
Ph.D., The Union Institute

Sybil G. Nadel
National Faculty
B.A., Smith College
M.Ed., Columbia University
M.A., Hunter Graduate School of the City University of New York
Ed.D., Teachers College, Columbia University

Leslie Neal
Adjunct Professor
B.S., University of Georgia
M.F.A., Florida State University

Ronald A. Newell
Advising Faculty
B.S., Southern Illinois University
M.S., Southern Illinois University
Ed.D., University of Arizona

Dianna L. Newman
National Faculty
B.A., Nebraska Wesleyan University
M.A., University of Nebraska at Lincoln
Ph.D., University of Nebraska at Lincoln

Carmen Nicholas
Adjunct Faculty
B.S., University of West Indies
Ph.D., Nova Southeastern University

R. Andrew Niesiobedzki
Applied Dissertation Adviser
B.A., St. Mary's College
M.A., Biscayne College
Ed.D., Nova Southeastern University

Barbara J. Norman
Associate Site Administrator
B.S.N., University of Illinois
M.S., DePaul University
M.P.H., University of Michigan
Ph.D., University of Michigan

Cynthia Norris
National Faculty
B.S., Tennessee Wesleyan College
M.S., University of Tennessee
Ed.D., University of Tennessee

Glyna Olson
National Faculty
B.S., University of Oklahoma
M.S., University of Central Oklahoma
Ph.D., University of Oklahoma

Cliff Ouder
Associate Site Administrator
B.S., Southeastern Louisiana University
M.Ed., Southeastern Louisiana University
Ed.D., University of New Orleans

Karen Overfield
National Faculty
B.S., Carnegie Mellon University
M.Ed., University of Pittsburgh
Ed.D., University of Pittsburgh

Claude Packer
Cluster Coordinator
B.A., University of West Indies
M.A., Cornell University
Ph.D., Cornell University

Sherry Eve Penn
Adjunct Professor
M.A., University of Florida
Ph.D., Union Institute

Linda H. Phillips
Research Associate
B.S., Lenior-Rhyne College
M.Ed., University of North Carolina at Charlotte
Ed.S., Appalachian State University
Ed.D., Nova Southeastern University

Lawrence O. Picus
National Faculty
B.A., Reed College
M.A., University of Chicago
Ph.D., The Rand Graduate School
M.Phil., The Rand Graduate School

James Pietrovito
Associate Site Administrator/Applied Dissertation Adviser
A.B., Lycoming College
M.Ed., University of Vermont
C.A.G.S., University of Vermont
Ed.D., Vanderbilt University

Steven Pomerantz
Advising Faculty
B.A., Lehman College of City University of New York
M.A., City College of New York
Ed.D., Florida Atlantic University

Jose A. Quiles
National Faculty
B.A., University of Puerto Rico
M.A., Kean University
Ph.D., New York University

Mark Quintana
National Faculty
B.A., State University of New York College at Oswego
M.S., Florida Atlantic University
Ed.D., Nova Southeastern University

Wayne Radcliffe
National Applied Research Faculty
B.A., University of South Carolina
M.A., Duke University
Ed.D., Nova Southeastern University
M.Ed., University of South Carolina

Tillman Ragan
National Faculty
B.S., University of Oklahoma
M.Ed., University of Oklahoma
Ph.D., Syracuse University

Madelaine Ramey
Advising Participant
B.A., Seattle University
Ph.D., University of California at Berkeley

Gary E. Rankin
National Faculty/Practicum Research
Project Evaluator
B.S., University of Kansas
M.S., University of Kansas
Ph.D., University of Northern Colorado

Gary Reglin
National Faculty
B.S., Southern University
B.A., Webster University
Ed.D., University of Florida

John Reynolds
National Faculty/Advising Faculty
B.A., Akron State University
M.A., Appalachian State University
Ed.D., University of Tennessee

Landra Rezabek
National Faculty
B.S., University of Virginia
M.Ed., University of Wyoming
Ph.D., University of Oklahoma

Goli Rezai-Rashti
National Applied Research Faculty
B.A., National University of Iran
M.A., University of Toronto
Ph.D., University of Toronto

Ninoska Rivas
National Faculty
B.S., Instituto Pedagogico de Caracas
M.S., University of Pittsburgh
Ed.D., University of Pittsburgh

Elizabeth Rivers
National Faculty/National Applied
Research Faculty
B.S., Florida State University
M.B.A., New York Institute of Technology
M.S., University of Miami
Ed.D., Nova Southeastern University

Cornelius V. Robbins
Applied Dissertation Adviser
B.A., University of Delaware
M.Ed., University of Delaware
Ed.D., University of Pennsylvania

Armando R. Rodriguez
Coordinator of Community Relations/
Co-director of Latin American Leadership
Institute/Chairman of Hispanic Advisory
Board
B.A., Florida Atlantic University
M.S., Florida Atlantic University
Ed.D., Nova Southeastern University

Christopher Roellke
National Faculty
B.A., Wesleyan University
M.S., Cornell University
Ph.D., Cornell University

Maryanne Roesch
Advising Faculty
B.S., University of North Carolina at Pembroke
M.A., George Mason University
Ed.D., Vanderbilt University

Alicia M. Rojas
National Faculty/National Applied
Research Faculty
B.A., Escuela Normal de Profesoras—Buenos
Aires, Argentina
M.S., Florida State University
Ph.D., Florida State University

Don H. Rosenblum
National Faculty
B.A., University of Maryland at College Park
M.A., Ohio State University
Ph.D., Ohio State University

Richard A. Rossmiller
National Faculty
B.S., University of Wisconsin at Madison
M.S., University of Wisconsin at Madison
Ph.D., University of Wisconsin at Madison

Ernesto Rocha Ruiz
Cluster Coordinator
B.S., Universidad de Monterrey—Mexico
M.S., Texas University at Austin
Ph.D., Andrews University
Ph.D., Universidad de Montemorelos

Karen B. Ruskin
Advising Faculty
B.A., Roosevelt University
M.Ed., Loyola University
Ed.D., Northern Illinois University

Ethel H. Russaw
Associate Site Administrator
B.S.N., Tuskegee University
M.S.N., University of Illinois at Chicago
Ed.D., Nova Southeastern University

G. Jeremiah Ryan
Site Administrator/Applied Dissertation Adviser
A.B., Hamilton College
M.A., Stanford University
M.S., State University of New York
Ed.D., Nova Southeastern University

Harvey Sadoff
Advising Faculty
B.A., Brooklyn College
M.S., Brooklyn College
Ph.D., University of California

Martha M. Sanders
Applied Dissertation Adviser
B.S., Kansas State University
M.S.N., Clarkson College
M.S., Kansas State University
Ph.D., Kansas State University

Mary Ellen Sapp
Advising Faculty
B.Ed., University of Miami
M.Ed., Florida Atlantic University
Ph.D., Ohio State University

William Schubert
National Faculty
B.S., Manchester College
M.S., Indiana University
Ph.D., University of Illinois

Victor Schumacher
Advising Faculty
B.A., Montclair State College
M.A., Teachers College, Columbia University
Ed.D., Nova Southeastern University

Tangier Scott
Adjunct Faculty
A.S., Miami Dade Community College
B.P.A., Florida International University
M.S., Florida International University
Ed.D., Nova Southeastern University

David Shellman
Advising Faculty
B.S., Appalachian State
M.H.D.L., University of North Carolina
at Charlotte
Ed.S., Winthrop University
Ed.D., University of North Carolina
at Greensboro

Clifford L. Shisler
Applied Dissertation Adviser
B.F.A., State University of New York
M.Ed., University of Arizona
Ph.D., University of South Carolina

Thrisha Shiver
National Applied Research Faculty
B.S., Howard University
M.S., Florida International University
Ph.D., Pennsylvania State University

Roberta Silfen
National Applied Research Faculty
B.A., Brooklyn College
M.A., University of Texas
M.A., University of Hawaii
M.S., Troy State University
Ed.D., Texas A & M University

Jose Silvo
National Applied Research Faculty
B.S., Central University of Venezuela
Ed.D., University of Paris

Paula Singer
National Faculty
B.S., Cornell University
M.S., Johns Hopkins University
Ph.D., The Fielding Institute

John Sipple
National Faculty
B.A., Dartmount College
M.Ed., University of Virginia
Ph.D., University of Michigan

Douglas Smith
National Faculty
B.S., Husson College
M.S.B., Husson College
Ph.D., Arizona State University

Nick L. Smith
National Faculty
B.S., University of Illinois
M.S., University of Illinois
Ph.D., University of Illinois

William L. Smith
National Faculty
B.A., Wiley College
M.Ed., University of Massachusetts at Boston
Ph.D., Case Western Reserve University

Richard Snyder
Advising Faculty
B.S., Murray State University
M.A., Murray State University
Ed.D., University of North Carolina
at Greensboro

Christine Sorensen
National Applied Research Faculty
B.S., University of Houston
M.S., Iowa State University
Ph.D., Iowa State University

Jeri Sorosky
Cluster Coordinator
B.A., Roosevelt University
M.Ed., Florida Atlantic University
M.S., Nova Southeastern University
Ed.S., Nova Southeastern University
Ed.D., Nova Southeastern University

J. Donald Stanier
National Applied Research Faculty
B.A., Duquesne University
M.Ed., Towson State University
Ph.D., University of Pittsburgh

Denise Stewart
National Faculty
B.S., Temple University
M.A., University of Minnesota
Ed.D., Temple University

Jennie Ann (Jo Ann) Stone
*Site Administrator/Applied Dissertation
Adviser*
B.S., Hunter College
M.S., Boston University
Ed.D., Nova Southeastern University

Kathleen Sullivan
*Cluster Coordinator/National Applied
Research Faculty*
B.S., State College at Lowell Massachusetts
M.S., Lesley University
Ed.D., Nova Southeastern University

Donna Sundre
National Faculty
B.A., California State University
M.A., California State University
Ed.D., University of North Carolina
at Greensboro

Elizabeth Swartz
National Faculty/Advising Faculty
B.A., University of Michigan
M.A., DePaul University
Ph.D., Peabody College for Teachers

Steven C. Sworder
Research Associate
B.S., University of California—Berkeley
M.S., University of California—Los Angeles
Ed.D., Nova Southeastern University
M.A.T., University of California—Los Angeles
Ph.D., University of California—Los Angeles

Nancy Terrel
National Faculty
B.A., Birmingham Southern College
M.A., Samford University
Ed.S., Florida Atlantic University
Ed.D., Florida Atlantic University

Paul Terry
*National Applied Research Faculty/Advising
Faculty/Lead Faculty*
B.A., University of Arkansas
M.L.S., University of Arkansas
Ed.D., University of Arkansas

Robert Terry
National Faculty
B.A., University of Oklahoma
M.A., University of North Carolina
Ph.D., University of North Carolina

William Thayer
Advising Faculty
B.A., Ithaca College
M.Ed., Springfield College
Ed.D., University of Massachusetts

M. Donald Thomas
National Faculty
B.A., University of Dubuque
M.A., University of Illinois
Ed.D., University of Illinois

Jacqueline Thompson
Adjunct Faculty
B.A., Mercer University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Jethro Toomer, Jr.
National Faculty
B.A., Morehouse College
M.Ed., Temple University
Ph.D., Temple University

Susan A. Torbenson
*Site Administrator/Applied Dissertation
Adviser*
B.S., University of Wisconsin at La Crosse
M.Ed., University of Hawaii
Ed.D., Nova Southeastern University

Maria Torres
National Applied Research Faculty
B.A., University of Puerto Rico
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

F. Dennis Triplett
Advising Faculty
B.A., University of North Carolina
M.A., Applachian State University
Ed.S., Winthrop University
Ph.D., University of South Carolina

Carole Trueman
Advising Faculty
B.Ed., University of Alberta
M.A., Simon Fraser University
M.Ed., University of Western Washington
Ed.D., Nova Southeastern University

Katherine Tsamasiros
National Applied Research Faculty
B.A., School of Visual Arts
M.A., New York University
M.Ed., Teacher's College, Columbia
University
Ed.D., Teacher's College, Columbia
University

Johana Tunon
National Applied Research Faculty
B.A., Valparaiso University
M.S., Texas Woman's University

Karen Vanderven
National Faculty
A.B., Vassar College
M.S., University of Pittsburgh
Ph.D., University of Pittsburgh

Alanson Van Fleet
National Faculty
B.A., University of South Florida
M.A., University of South Florida
M.Ed., Georgia State University
Ph.D., University of Florida

Elaine Van Lue
National Faculty
B.A., University of Central Florida
M.A., University of Central Florida
Ed.D., Nova Southeastern University

Kenneth E. Varcoe
National Faculty/Applied Dissertation
Adviser/Practicum Research Project
Evaluator
B.A., Trenton State College
M.S.Ed., Southern Illinois University
Ph.D., Southern Illinois University

Deborah A. Verstegen
National Faculty
B.A., Loretto Heights
M.Ed., University of Rochester
M.S., University of Wisconsin at Madison
Ph.D., University of Wisconsin at Madison

Rene E. Villa
National Faculty/Site Administrator/Applied
Dissertation Adviser
B.A., University of South Florida
M.A., University of New Brunswick
Ed.D., Nova Southeastern University

Carol J. Viola
National Faculty
B.A., Northern Illinois University
M.A., Northern Illinois University
C.A.S., Northern Illinois University
Ed.D., Northern Illinois University

Lorraine Vitchoff
National Faculty/Cluster Coordinator
B.S., California University
M.A., Villanova University
Ed.D., Nova Southeastern University

Mary Lynn Vogel
Site Administrator
B.S., University of Wisconsin—Whitewater
M.S., University of Wisconsin—Whitewater
Ed.D., Nova Southeastern University

Joan Vydra
National Faculty
B.S.Ed., Northern Illinois University
M.Ed., National College of Education
Ed.D., Vanderbilt University

Sheila Walrod
National Applied Research Faculty
B.A., Buena Vista College
M.S., Iowa State University
Ph.D., Iowa State University

James L. Wattenbarger
National Faculty
B.A., University of Florida
M.A., University of Florida
Ed.D., University of Florida

Carmon J. Weaver
National Faculty
B.A., University of Cincinnati
M.A., Clark Atlanta University
Ph.D., University of Maryland

Kristy S. E. Weissling
Program Instructor/Clinical Supervisor
B.S., University of Nebraska—Lincoln
M.S., University of Nebraska—Lincoln
][

Janet C. Widoff
National Faculty
B.S., Saint Francis College at Fort Wayne
M.H., Pennsylvania State University
D.Ed., Pennsylvania State University

James M. Wilburn III
National Faculty
A.B., Pfeiffer College
M.A., Appalachian State University
Ed.D., North Carolina State University

Melissa Wisan-Edrich
Adjunct Clinical Supervisor
B.Ed., Florida Atlantic University
M.S., Nova Southeastern University

Audrey Witzman
Cluster Coordinator
B.A., Eureka College
M.Ed., National College of Education
Ph.D., Northwestern University

Gloria Wolfson
Advising Faculty
B.A., City University of New York
M.A., Case Western Reserve University
Ed.D., Nova Southeastern University

Deborah Wortham
Advising Faculty
B.S., University of Wisconsin
M.S., Morgan State University
Ed.D., Nova Southeastern University

Grace Wright
Cluster Coordinator
B.A., Roosevelt University
M.A., San Francisco State University
M.B.A., Keller Graduate School of
Management
Ed.D., Nova Southeastern University

David L. Zierath
National Faculty
B.A., University of Northern Iowa
M.S., Illinois Institute of Technology
Ph.D., University of Kentucky

Elda Zounar Harbour
Advising Faculty
B.S., University of South Dakota
M.S., University of Tennessee
Ph.D., University of Tennessee

Susan M. Zvacek
National Faculty/National Applied
Research Faculty
B.A., Iowa State University
M.Ed., University of Utah
Ph.D., Iowa State University

FGSEHS Catalog 2003-2005
Addendum 1
August 2004

NOTICE OF OFFICIAL NAME CHANGE

In recognition of the addition of the Undergraduate Teacher Education Program, effective July 1, 2004, the Fischler Graduate School of Education and Human Services officially changed its name to the Fischler School of Education and Human Services (FSEHS). The new URL for the Fischler School of Education and Human Services is *www.schoolofed.nova.edu.*

ADMISSION REQUIREMENTS—M.S. AND ED.S.

Effective Fall Term 2004, the following revised admission requirements are in effect for students wishing to gain entry into the Master of Science or Educational Specialist programs at the Fischler School of Education and Human Services. Additional admission criteria may be required for entry into certain specializations. Please see the FGSEHS Catalog 2003-2005 regarding additional admission requirements.

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants 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 score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalents).

Provisional Admission

To gain provisional admission to the program, prospective students must do the following:

- Provide proof of an earned baccalaureate or graduate degree from a regionally accredited college or university or an administratively approved equivalent. A minimum undergraduate GPA of 2.5 (on a 4.0 scale) is required for admission to any graduate program. Applicants who do not meet this requirement should contact an adviser.
- Provide a photocopy of a transcript of the highest degree earned.
- Submit a completed admission application, with application fee.

Full Admission

To gain full admission status to the program, provisionally admitted students must provide official transcripts from all institutions attended, within 90 days of initial enrollment, or further registration will not be permitted. Nevada students must also submit a Nevada Enrollment Agreement, within 90 days of initial enrollment.

EXECUTIVE ADMINISTRATION

H. Wells Singleton
Education Provost and University Dean
B.A., University of Wyoming
M.A., Southern Methodist University
Ph.D., Stanford University

Joseph Barimo
Executive Dean for Strategic Operations/
Program Professor
M.B.A., Tampa College
M.S., University of South Florida
Ed.D., Nova Southeastern University

Anthony J. DeNapoli
Executive Dean of External and International
Affairs/Program Professor
B.A., Hofstra University
M.A., New York University
P.D., Long Island University
Ed.D., Nova Southeastern University

Kimberly Durham
Executive Dean for Administration and Human
Services/Program Professor
B.S., Nova Southeastern University
M.S., Nova Southeastern University
Psy.D., Nova Southeastern University

Maryellen E. Maher
Executive Dean for Research and Planning/
Program Professor
B.A., Jersey City State College
M.Ed., University of Florida
Ph.D., University of Florida

Timothy D. Shields
Executive Dean of Student Services and Technology
B.S., University of Central Florida
M.S., University of Central Florida
Ed.D., Nova Southeastern University

DEANS

Wayne Driscoll
Dean of Faculty/Program Professor
B.A., Hiram Scott College
M.Ed., Wright State University
Ed.D., Teachers College, Columbia University

John Flores
Dean of Distance Education Initiatives/
Program Professor
B.S., University of Massachusetts, Boston
M.Ed., Boston University
C.A.G.S., University of Massachusetts, Boston
Ph.D., University of Connecticut

Rochelle Green
Dean of Human Development and Family
Services/Program Professor
B.S., Cornell University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Denise Kelly
Dean of Student Services
B.S., Vanderbilt University
M.Ed., University of Alabama at Birmingham
Ed.D., Nova Southeastern University

Tom Land
Dean of Training and Professional Development/
Program Professor
B.S., Drexel University
M.A., Siena Heights University
Ed.D., University of Northern Colorado

Jean Lewis
Dean of Adjunct Faculty and Support Services/
Program Professor
B.A., Wellesley College
M.A., Northwestern University
Ed.D., Nova Southeastern University

Barbara Packer
Dean of Academic Affairs/
Program Professor
B.A. Douglass College, Rutgers University
M.S. Columbia University
Ed.D. Nova Southeastern University

Delores Smiley
Dean of Community Education and Diversity
Affairs/Program Professor
B.A., Western Michigan University
M.A., Western Michigan University
Ed.D., Nova Southeastern University

FSEHS GRADING SCALE

As of the Fall 2004 term (200520), the grading scale below is the official grading scale for all FSEHS academic programs. This scale will be included on the official transcript key (legend).

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		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
F		0.0

Additional Grading Codes:

AU   Audit
CL   CLEP (Undergraduate Only)
EQ   Credit awarded based on prior experience
I   Incomplete
IF   Incomplete Fail
IP   Incomplete Pass
NG   No Grade
PR   Progress
RSC   Required Summer Course Completed
W   Withdrawn without Penalty

All applied dissertation benchmarks (concept paper, proposal and final report) will be graded Pass (P)/No Pass (NP).

The DEDL and DHEL programs utilized the Pass/No Pass (Fail) grading system until October 2004, at which time the FSEHS grading scale shown here went into effect. For those DEDL and DHEL students formerly on Pass (P)/No Pass (NP) scale, a Pass (P) is equivalent to a B or higher and No Pass (NP) is equivalent to an F.

TUITION

The following tuition rates are effective as of Fall 2004. The tuition rates are listed by program and per credit (some continuing students pay tuition per term). Tuition and fees are subject to change without notice.

AA	$200	Leadership- EdD	$540
BrainSmart	$225	LSCA	$257
CYS- EdD	$525	OL- EdD	$550
GTEP	$360	SkyLight	$263
Higher Ed- EdD	$535	Speech (MS)	$665
ITDE (MS)	$320	Speech (SLPD)	$630
ITDE (EdD)	$510	Substance Abuse	$294

GRIEVANCE PROCEDURES

The purpose of this procedure is to promote the orderly resolution of problems from a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty members 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 15 days from the date of the action taken against him or her. The written grievance must be submitted on the forms made available by the Office of Student Judicial Affairs and shall contain a short and concise statement of all relevant facts and the relief sought.

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 the evidence to determine whether the grievance represents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or to be 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 a limited time, during the grievance review via a telephone conference call. At this time, he or she will be able 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. Informal Resolution Procedure—The director of student judicial affairs may informally meet with all parties and try to resolve the issues raised.

    b. Formal Resolution Procedure—If the director of student judicial affairs is unable to informally resolve the issue, 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 chosen, based on an established rotation sequence and availability, from a resource panel of center 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 and shall submit their evidence and arguments concerning the matter before the Grievance Committee. 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 whether to uphold or reverse the Program's decision. In the event the committee reverses the program's decision, the program dean or director shall fashion a remedy consistent with sound academic principles, which shall be final. The committee may not address sanctions, which are wholly within the program dean or director'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 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 his or her last official address.

5. Venue shall be in Broward County, state of Florida, for any and all FSEHS student disputes, grievances, or appeals.

Note for Residents of Arizona: If the student 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. Contact information follows:

Arizona State Board for Private Postsecondary Education; 1400 W. Washington, Room 260, Phoenix, AZ 85007
Phone: 602 542-5709; Website: azppse.state.az.us

Summer Conference
Conference on Global Leadership, Learning, and Research

The Fischler School of Education and Human Services' annual Summer Conference offers a unique opportunity for students from all FSEHS degree programs to come together. The conference, held at Disney's Contemporary Resort, will feature courses and sessions available to students enrolled in our doctoral, educational specialist, master's, and bachelor's programs. Alumni, doctoral students, faculty, and featured speakers will offer paper, poster, and round-table sessions related to the general conference themes of leadership, learning, and research. These and other scheduled sessions provide an outstanding opportunity to share valuable information and resources and to showcase the unparalleled applied research being conducted by students.

Attendance at the 2005 Summer Conference is required for all doctoral students admitted to any FSEHS doctoral program as of the fall term 2004. Doctoral students are required to enroll in one of the multiple research courses offered on site in Orlando. Doctoral students will also have the opportunity to schedule individual sessions with ARC faculty to discuss their dissertation work. In addition, representatives from various areas, including Distance Library Services, Financial Aid, and Program Advising, will be available to all students at the conference.

Students are responsible for making and paying for their own hotel and travel arrangements. Registration for the conference and for any FSEHS course offered at the conference will be open in January 2005.

Conference attendees will have the opportunity to obtain a Certificate of Attendance which can be evaluated by their own organizations for professional development credits.

Doctoral Students

The following doctoral c ourses will be offered:

- Research Design and Methods
- Statistical Concepts
- Program Evaluation and Policy Analysis
- Elective Research Courses
    - Tests, Measurement, & Assessment
    - Qualitative Research
    - Survey Research
    - Single-Subject Research
    - Advanced Program Evaluation
    - Advanced Statistical Methods

The following doctoral dissertation seminars will be offered:

- Concept Paper
- Proposal
- Final Report

*Please be advised that the doctoral dissertation seminar "workshops" are not actual credit-bearing courses. They are live presentations conducted by the Applied Research Center faculty to facilitate and lend support to students throughout the dissertation process. Students are officially advised to follow the recommended sequence as detailed on the Applied Research Web Site: *http://www.schoolofed.nova.edu/aro/seminars/intro.htm.*

Master's Students

For master's students, the following required research course will be offered at the Conference:

- CUR 526 - Educational Research for Practitioners

This course will not be offered online during the summer term.

Undergraduate Students

A variety of options are possible for FSEHS undergraduate students. Likely options will include supplemental workshops on teacher certification, portfolio preparation, and other related topics.

The Research Institute: (Open to all students, alumni, and faculty)

Alumni, current doctoral students, and faculty will offer paper, poster, and round-table sessions on various topics in K-12 and higher education, distance education, technology, and applied research.

Registration for the conference and for any FSEHS course offered at the conference will be open in January 2005.

Conference attendees will have the opportunity to obtain a Certificate of Attendance which can be evaluated by their own organizations for professional development credits.

M.S. Program in Instructional Technology and Distance Education

MISSION STATEMENT

The mission of the 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. In addition, they must have prior experience with computers and online communications.

Students will be expected to apply theory to their work setting. Thus, while enhancing their own skills, they will bring improvements to the workplace as they progress through the program.

The master's program is organized around four broad study areas: distance education and leadership, research and evaluation, media and technology, and instructional design. The program concludes with a practicum that is a major problem-solving project to be completed in the student's workplace.

ADMISSION POLICIES

The program in Instructional Technology and Distance Education (ITDE) seeks graduate students who are competent, experienced professionals actively involved in the field. The program serves practitioners who demonstrate leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership skills in their work environments. Specific requirements for admission to the program are listed below.

Application Requirements

1. $50.00 application fee
2. approval of Skills Checklist (application)
3. one essay with four questions about the article "Best of Both Worlds" (application)
4. three letters of recommendation
5. resume
6. oral interview (via telephone)

Full Admission

Following are requirements for full admission to the ITDE program:

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for full admission status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Applicants must provide proof of an earned bachelor's degree from an accredited institution, with a minimum 2.5 GPA.
3. Applicants must provide official transcripts from all institutions attended. All foreign transcripts should be submitted with their official evaluation.
4. Applicants must show results of the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken within the past five years (no minimum score required).
5. The applicant must provide evidence that he or she has the academic background to be successful in the program. (This judgment, made by the admissions committee, will be based on previous academic records, academic activities since obtaining the previous degree, letters of recommendation, an oral interview, and written responses to questions dealing with the applicant's field of study.)
6. Applicants must occupy a position that requires or allows them to work in their area of study.
7. Resident alien applicants must provide a photocopy of both sides of their resident alien cards.
8. Applicants 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 score of 550 on the Test of English as a Foreign Language (TOEFL) exam or successful completion of a degree in residence at a regionally accredited North American college or university.
9. Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
10. Admission decisions are based on degrees earned at regionally accredited institutions (or an officially approved equivalent).
11. Applicants must have access to a computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider.

For program information, visit the FSEHS Web site (www.schoolofed.nova.edu) and select the "Information Request" link. For specific ITDE program information, send an email to itdeinfo@nsu.nova.edu.

Acceptance to the Program

Students receive a formal letter regarding acceptance status from the office of student services. Provisional admission may be offered to applicants based upon unofficial or nonfinal documents submitted for admissions consideration. However, this acceptance includes the provision that any official, final, or other required documents must be received within 90 days of the beginning of the first term of enrollment. If the required documents are not received within the 90-day time frame, then further course registration will be blocked. Students must be fully admitted in order to be eligible to receive financial aid. When all required, official documents, transcripts or test scores are received, students will be considered fully admitted and eligible for financial aid.

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, the credit was earned as a matriculated participant in a regionally accredited program, and the content of courses being requested for transfer was equivalent in content to Instructional Technology and Distance Education study areas. Request for transfer credit must occur at the time of application.

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

TUITION AND FEES

Current tuition for the M.S. ITDE program is paid at the rate of $320 per credit. This tuition rate is subject to change without notice. Students register and pay $320 per credit for each component as they progress through the program.

Other Fees

A one-time, nonrefundable application fee of $50 is required for each degree level and must accompany the completed application. A $110 technology fee and a $30 registration fee are required each term. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap-and-gown fee.

Other Program Expenses

Students will be responsible for the purchase of textbooks and a laptop computer, travel and expenses at campus meetings, and other typical expenses associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees

Students must register via WebSTAR within the appropriate web registration open and end dates posted for each term. Failure to do so will result in a $100 late registration charge.

All tuition payments must be made according to the registration schedule posted each term on the ITDE Web site *(http://itde.nova.edu)*. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be academically withdrawn from the program.

ACADEMIC PROGRAM

Certification

Although accredited by the Southern Association of Colleges and Schools (SACS), the program does not attempt to meet state certification requirements because they vary from state to state to such an extent that any attempt to train for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Instructional Delivery System

The M.S. Program in Instructional Technology and Distance Education is delivered through a combination of face-to-face instruction on Nova Southeastern University's campus in North Miami Beach, Florida, or abroad and through electronic means. 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.

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 instruction with faculty in North Miami Beach and abroad for international clusters during extended weekend sessions

Students must own a laptop 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.

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.

Program Outline

Course ID	Course Title	Credits
DSO 8000	Doctoral Studies Orientation (DSO)	0

RESEARCH COURSES

Course ID	Course Title	Credits
ARO 8611	Research and Design Methods	3
ARO 8614	Measurement, Testing and Assessment	3
	Research Total Credits	**6**

CORE COURSES

Course ID	Course Title	Credits
ITDE 7001	Foundations of Leadership	3
ITDE 7005	Instructional Media	3
ITDE 7006	Foundations of Instructional Technology	4
ITDE 7007	Foundations of Distance Education	3
ITDE 8001	Introduction to Instructional Design	3
ITDE 8002	Instructional Development and Delivery	2
ITDE 8012	Managing & Evaluating ITDE	3
ITDE 8013	Applications of Distance Education Technologies	3
	Core Total Credits	**24**

Portfolio

Course ID	Course Title	Credits
ITDE 6000	Portfolio for ITDE	3
	Portfolio Total Credits	**3**

Continuing Services

Course ID	Course Title	Credits
PRA 588	Continuing Services	0
	Continuing Services Total Credits	**0**
	Program Total Credits	**33**

Degree and Program Completion Requirements

To be eligible for degree conferral, the student must fulfill the following requirements.

- completion of all admission requirements
- submission of a follow-up questionnaire
- completion of all study area and portfolio requirements
- current status in payments for tuition, fees, materials, and texts

At the conclusion of study, and upon verification of completion of degree requirements, the student's name is submitted by the faculty to the board of trustees. The board officially confers the degree of master of education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Attendance Policy

Absence
Absences are not permitted in this program. Students are expected to attend all class meetings in person and online in each of the study areas and the applied research seminars. Absence from any class session may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence cannot be avoided, it is the responsibility of the student to notify the cluster coordinator, instructor, and program dean/associate dean. An equal and appropriate make-up experience/assignment, specified by the study area instructor, is to be completed within a designated period. In addition, the student is responsible for obtaining all materials presented during the missed class meeting (online or on-site) and must provide a summary of the class notes of two students to the cluster coordinator. More than one absence within a given study area will result in immediate withdrawal. An absence is considered 30 minutes or more of nonattendance.

Tardiness

Extended tardiness or early departure (more than 30 minutes on campus or 10 minutes online) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean/associate dean and may lead to termination from the program.

Grade Reports

Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Appeals Protocol

Students who have questions about a final course grade should consult the course professor regarding any perceived discrepancies. If questions persist after consulting the course professor, students should then consult the program professor or lead faculty. If no resolution is achieved after consulting the site administrator, a formal appeal process is available to students who have used the above measures.

Students who have questions about an administrative action should consult the appropriate program administrator regarding any perceived discrepancies. If no resolution is achieved after consulting with the program administrator, a formal appeal process is available to students who have used the above measures.

Students who wish to file an appeal should contact the Office of Student Judicial Affairs. Appeals must be filed within 45 days from the date of the administrative action or the end date of the course.

Withdrawals

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cluster may withdraw from the program by following the procedures outlined for voluntary program withdrawal in the *General Academic Policies and Procedures* section of the FSEHS catalog. The program dean/associate dean must receive notification of withdrawal. To avoid being dismissed from the program, students must initiate the withdrawal process prior to the last face-to-face class session of the study area.

Students who officially withdraw may petition the program dean/associate dean if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that apply to the new cluster.

Dismissal

The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program's scholarly requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. General FSEHS policies for dismissal also apply.

Reinstatement

A student who withdraws from the program is required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the student's original cluster. No extension is possible beyond this point. Students who are dismissed from the program for academic reasons may not reapply. General FSEHS policies for readmission also apply.

COURSE DESCRIPTIONS

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 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 8614 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.

ITDE 6000 Portfolio (3 Cr)
The purpose of the portfolio is to create an artifact that encapsulates the educational development of the student throughout the program. It is a culminating activity that reflects academic achievement.

ITDE 7001 Foundations of Leadership (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, the 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, and audio and motion media, as well as computers as tools for learning and evaluating the effectiveness of instructional media.

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.

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, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

ITDE 8002 Instructional Development and Delivery (2 Cr)
An advanced course in the use 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 use.

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; principles of staff training; proposal development; and legal issues

ITDE 8013 Applications of Distance Education Technologies (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 technology, impact of technology used to deliver instruction at a distance, and assessment.

PRA 588 Continuing Services (0 Cr)
Students register for Continuing Services when they have completed all program coursework, but have not yet completed the practicum, or automatically after 36 months from their program start date, whether or not coursework has been completed. By registering for these services, subsequently by term, students can continue working, uninterrupted, on their Capstone project. Students may register for continuing services each term until they reach the end of the maximum time allotted for program completion, at which time extensions will no longer be offered.

Ed.D. Program in Child, Youth, and Human Services (CYHS)

CYHS PROGRAM OUTLINE

Course ID	Course Title	Credits
DSO 8000	Doctoral Studies Orientation (DSO)	0

RESEARCH COURSES

Course ID	Course Title	Credits
ARO 8811	Research Design & Methods	3
ARO 8812	Statistical Methods	3
ARO 8813	Program Evaluation & Policy Analysis	3
ELECTIVE	ARO 8814, ARO 8815 or ARO 8816	3
	Research Total Credits	**12**

CORE COURSES

Course ID	Course Title	Credits
LDRC 8429	Leadership to Shape the Future	6
CYSC 8001	Leadership for Systemic Changes in Child, Youth & Human Services	3
CYSC 8002	Political Processes and Social Issues	3
CYSC 8003	Human Behavior in the Social Environment	3
CYSC 8004	Current Issues in Human Development	3
CYSC 8005	Ethical Issues for Leadership in Child, Youth & Human Services	3
ELECTIVE	Students may choose 1 course. See course descriptions for elective courses.	3
	Core Total Credits	**24**

CONCENTRATION COURSES

Select 18 credits in a single concentration area. See course descriptions for concentration courses.

	Concentration Total Credits	**18**

APPLIED DISSERTATION SEMINARS

Course ID	Course Title	Credits
ARO 8866	Applied Dissertation Seminar 1: Concept Paper	2
ARO 8867	Applied Dissertation Seminar 2: Proposal	5
ARO 8868	Applied Dissertation Seminar 3: Dissertation	5
ARO 8869	Continuing Dissertation Services	0
	Applied Dissertation Total Credits	**12**

Once enrolled in applied dissertation courses, each student will be assigned to a Dissertation Advisor that will guide you through the dissertation process. Students should enroll for applied dissertation courses after their second term of study. For additional information please go to *http://www.schoolofed.nova.edu/aro.*

	Program Total Credits	**66**

CYHS COURSE DESCRIPTIONS

Research Courses

ARO 8811 Research and Design 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 8812 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.

ARO 8813 Program Evaluation & 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.

Research Elective Courses (3 credits total)
ARO 8814 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.

ARO 8815 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.

ARO 8816 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.

Core Courses

LDRC 8429 Leadership to Shape the Future (6 Cr)
Students will explore the catalytic role of shaping learning 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.

CYSC 8001 Leadership for Systemic Changes in Child, Youth and Human Services (3 Cr)
This course is designed to provide child, youth and human service professionals with the knowledge and skills to become leaders for change in their work places and other organizations. Emphasis is placed on using process, content, and context of change to develop and enhance learning communities

CYSC 8002 Political Processes and Social Issues (3 Cr)
This study area is designed to assist students in developing the theoretical and practical skills necessary to analyze political systems and processes at the local, state, national and global levels. Needs of children, youth and families are related to political processes and procedures. Students identify responsibilities of professionals, understanding of the field and practice more effective leadership skills in the legislative process. This course considers the process of creating, enacting, and implementing social and educational policies. A political systems approach is utilized to examine policy representative of local, state, national and global systems. The role and skills required of the professional in creating proactive change for children and youth are investigated.

CYSC 8003 Human Behavior in the Social Environment (3 Cr)
This course provides a foundation in the development of children and youth with a focus on critical issues that affect children, youth, families, society and the education, health and human service systems that serve them. Within this course, students apply the vast literature on theory and research in child/and or adolescent development to the practice issues rooted in today's society. This course concentrates on research, theories and human development and covers developmental theories; research; the characteristics and capabilities of children and youth in physical, cognitive, social, affective, and language domains; and both normative and atypical courses of development. Students will elect a concentration in prenatal/infancy, early childhood, middle childhood or adolescence.

CYSC 8004 Current Issues in Human Development (3 Cr)
This course emphasizes both analysis and synthesis approaches to the study of development. Students are provided an opportunity to apply social systems to environments in which people live and work with particular emphasis on understanding the social system impact on those who differ on the bases of age, disability, ethnicity, gender, political belief, race, sexual orientation, and/or their social or physical characteristics. The course emphasis both analysis and synthesis as important approaches to the study of development and current issues as well as cultural determinants of human behavior at the micro, mezzo, and macro levels.

CYSC 8005 Ethical Issues for Leadership in Child, Youth and Human Services (3 Cr)

Leaders are called upon to make ethical judgments related to all aspects of work with children, youth and human services. This course will focus on the roles, tasks and responsibilities of leaders as ethical role models, decision-makers and practitioners. The course will provide participants with an overview of current ethical issues for learning communities.

Core Courses Electives (3 credits total)
CYSC 8006 Computer Literacy (3 Cr)

This computer literacy course is designed for students who have prior experience with computing machinery but wish to expand their knowledge. Educational applications of 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.

FSSC 8701 Family Development & Family System (3 Cr)

This course examines micro and macro level theory and research on various ranges of family functioning levels. Analysis of micro-level family communication including decision making, and problem solving processes are examined. Macro-level aspects of family development and function such as adaptation to transitions and crises through the family life-cycle are also studied. The interaction between family systems and external systems such as schools, places of employment, and community service and civic organizations are analyzed.

FSSC 8702 Family Diversity (3 Cr)

This course addresses unique historical, socio-cultural, and economic factors that influence the structure and functioning of diverse families, and the strategy employed for family intervention as well as program planning, and evaluation.

Grant Writing (3 Cr)

Explore the scope of seeking and securing potential funding sources. Learn the nuances of writing grant proposals with emphasis on the development of budgets and effective evaluation plans.

Applied Dissertation Seminars

ARO 8866 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 8867 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 8868 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).

ARO 8869 Continuing Dissertation Services (0 Cr)

Students must register for Continuing Dissertation Services at the 36th month in the program if the student has not yet completed the applied dissertation. By registering for these services, subsequently by term, students can continue working uninterrupted with their committee on their research project. Students may register for continuing dissertation services each term until the student reaches the end of the allowable time according to the program's policy at which time extensions will no longer be offered.

Concentration Areas/Courses

Curriculum Development (16 weeks)
CDS 8501 Curriculum Reform—Design, Trends, and Best Practices (3 Cr)

Following an examination of curriculum design fundamentals, students will analyze current curriculum issues and trends. This course focuses on answering two critical questions. "What do we want children to learn?" and "How do we want to teach them?" **Corequisite: CDS 8502.**

CDS 8502 The Politics of Curriculum Improvement and Whole School Restructuring (3 Cr)
The relationship between curriculum improvement and whole school restructuring is investigated. Students research the political forces that have impact on curriculum decision making within a systems perspective. **Corequisite: CDS 8501.**

CDS 8578 Educational Reform—Theory into Practice (3 Cr)
Students examine current educational theories, policies, and practices affecting systemic, school-based reform movements in the public and private sectors. Change processes are viewed from educational, sociological, and political perspectives. Their impact on student achievement and educational accountability is evaluated. **Corequisite: CDS 8579. Prerequisites: CDS 8501 and CDS 8502.**

CDS 8579 New Schools and Programs for a New Century—A Systemic Approach (3 Cr)
Following an analysis of current theories and systemic change strategies, students develop a conceptual framework and proposals appropriate for their work settings. Recommendations are designed to demonstrate innovative approaches to systemic education reform. Grant-writing and fund-raising skills relevant to change processes are presented. **Corequisite: CDS 8578. Prerequisites: CDS 8501 and CDS 8502.**

CDAE 8105 Assessment and Evaluation as Learning (3 Cr)
This course is designed to address the need for child, youth and human services professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding.

CDAE 8106 Assessment Center Curriculum Design (3 Cr)
Leaders are called upon to make ethical judgments related to all aspects of work with children, youth and human services. This course will focus on the roles, tasks and responsibilities of leaders as ethical role models, decision-makers and practitioners. The course will provide participants with an overview of current ethical issues for learning communities. **Prerequisites: CDAE 8105.**

Early Childhood (16 weeks)
ECEC 8601 Best Practices in Programs for Young Children: Educational Applications (3 Cr)
This course will focus on 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 reviewing program policies and practices. Field experiences are integrated into the course.

ECEC 8602 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.

ECEC 8603 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 multicultures. Role of culture and how it shapes families' views on child rearing practices are investigated. Students will examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated.

ECEC 8604 Current Trends and Issues in Curricular Theory in Early Childhood Education (3 Cr)
This course will examine 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. Field experiences are integrated into this course.

ECEC 8605 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.

ECEC 8606 Cultural Perspectives and Influences on Child Development (3 Cr)
This course examines the role and influence of cross-cultural characteristics on the development of young children. The influence of diversity during the early childhood years as well as influences from families, adults and communities will be studied as it affects young children. Field experiences are integrated into this course.

Human Services Administration (16 weeks)

MCY 8561 Development and Management of Programs for Children and Youths (3 Cr)

This course will focus on the analysis and assessment of programs for children and youths from the manager/leader perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations necessary for an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis and strategies that enhance the effectiveness of the manager/leader in a world of cultural diversity and socioeconomic differences, will be emphasized. **Corequisite: MCY 8564.**

MCY 8564 Developing Human Relations S kills in the Management of Programs for Children and Youths (3 Cr)

This course focuses on an examination of qualities that foster positive relationships in the work setting. Students will analyze strategies necessary in the identification, training, and assessment of personnel and will demonstrate these required skills, especially as they relate to inclusion. **Corequisite: MCY 8561.**

MCY 8565 Organizational Theory and Practices—A Synthesis (3 Cr)

This course is designed to extend the knowledge and develop skills, conceptual and practical, required of people with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered. **Corequisite: MCY 8567. Prerequisites: MCY 8561 and MCY 8564.**

MCY 8567 Theory and Practices: Management and Planning, Funding, and Budgeting (3 Cr)

This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge, concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society. **Corequisite: MCY 8565. Prerequisites: MCY 8561 and MCY 8564.**

HSAC 8803 Human Resource Issues & Challenges for Management of Programs (3 Cr)

This course provides the management specialty student with the operational knowledge of human resources as well as the strategic HRM approach needed to manage within today's organizations. Students will explore the legal framework of equal opportunity, sexual harassment, constitutional rights, and unfair labor practices. The strategic implications of effectively managing recruitment, compensation, performance management, training and development, and discipline procedures will be explored. Current HR issues will be identified including telework, diversity, and workplace violence.

HSAC 8804 Advanced Selected Topic in Managing (3 Cr)

This course provides an integrating experience for students who are completing their management specialty. Specifically, it affords the opportunity to take an in-depth look at several current or emerging management issues. The issues will change with time and entail current readings, cases, and student debate on the subjects. Issues for the 2003-2004 courses will include leadership ethics, value driven management and strategic planning for professional and career development. Note: The precise selected topics will be reviewed on an annual basis and are expected to change over time. These topics will represent "hot issues" in management.

Special Ed/Special Ed Administration (16 weeks)

SPEC 8401 Special Education Law and Policy (3 Cr)

This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. The American legal system, the constitutional and statutory provisions of federal and state law, and the judicial decisions interpreting laws (case law) are reviewed. Students will examine equal protection, procedural due process, and substantive due process doctrines provided under IDEA, ADA, and related legislation. In addition, students will examine the six principles of IDEA and similar principles in state legislation with particular emphasis on school practices in special education.

SPEC 8402 Families, the Law and Exceptionalities (3 Cr)

Students will analyze legislation and case law in the context of applied settings with particular emphasis on advocacy and self-determination training for individuals with disabilities, families, caretakers, and other professionals. Implementation strategies concerns related to legal principles (e.g., referral, placement, program [IEP] development, dismissal, and inclusion issues), and the impact of such on families, educators, and human services personnel will be addressed.

SPEC 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Cr)

Students will analyze legislation and case law in the context of applied settings with particular emphasis on advocacy and self-determination training for individuals with disabilities, families, caretakers, and other professionals. Implementation strategies concerns related to legal principles (e.g., referral, placement, program [IEP] development, dismissal, and inclusion issues), and the impact of such on families, educators, and human services personnel will be addressed.

SPEC 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.

SPEC 8405 Collaboration and Consultation (3 Cr)

This course is designed to provide the student with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from schools and agencies, parents and families, and individuals with disabilities. Methods and techniques for collaborative problem solving, program planning, shared decision-making will be examined through course materials and related experiential activities.

SPS 8579 Families, the Law, and Exceptionalities (3 Cr)

Students analyze legislation governing exceptional populations and its impact on families, educators, and social services personnel. Topics such as due process, family involvement, referral processes, and advocacy procedures are examined within a case management framework. **Corequisite: SPS 8580.**

SPS 8580 Intervention Strategies for the Development of Social Competency (3 Cr)

This course is designed to identify the effective needs and social competencies of exceptional children and youth. Behavioral and coping strategies to enhance social skills are investigated. The impact and consequences of varying management practices on special services professional and their clients are assessed. **Corequisite: SPS 8579.**

SPS 8578 Assessment/Program Design and Evaluation for Exceptional Children and Youth (3 Cr)

Current practices in the assessment and identification of exceptional children and youth are examined. Academic and/or training programs that reflect the student's professional goals and responsibilities are designed and evaluated. **Corequisite: SPS 8581. Prerequisites: SPS 8579 and SPS 8580.**

SPS 8581 The Impact of Cultural, Moral, and Ethical Issues on Exceptional Children and Youth (3 Cr)

Students investigate current issues confronting exceptional children and youth. Problems such as drug and alcohol dependency, AIDS counseling, sex education, medical support systems, divorce, single family parenting, and the influence of these problems on exceptional children and youth are studied. Educational and social policy directions for the 21st century are explored. **Corequisite: SPS 8578. Prerequisites: SPS 8579 and SPS 8580.**

EDL 8301 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 these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

GTEP - M.S. in Education Initial Certification Plan

Below are the outlines/sequences for each of the ICP areas.

Computer Science Education Coursework Sequence (M.S., Florida)

	Course Title	Credit
1	CUR 526 Educational Research for Practitioners	3
2	EDU 514 Pre-Internship Practices*	3
3	EDU 601 Professional Seminar I*	0
4	EDU 5000 Orientation to the Graduate Teacher Education Program	0
5	EDU 501 School and Society	3
6	EDU 502 Psychology in Education	3
7	EDU 503 Classroom Management and Organization	3
8	RED 585 Reading in the Content Area	3
9	CUR 591 Assessment & Evaluation	3
10	CSE 501 Managing Computing Resources for Teachers & Administrators	3
11	CSE 505 Computer Applications*,	3
12	TSOL 510 Survey of TESOL for Content Area Teachers	3
13	CSE 510 Advanced Applications of Technology*	3
14	CSE 525 Introduction to Structured Programming*	3
15	CSE 515 Methods of Teaching Computer Science K-12*	3
16	CSE 517 Web Applications for Computer Science Education*	3
17	CSE 530 Introduction to Programming in C++*	3
18	CSE 535 Java and HTML*	3
19	CSE 540 Data Structures*	3
20	CSE 545 Networking in Computer Science Education Environments*	3
21	EDU 602 Professional Seminar II*	0
22	EDU 688 Supervised Teaching Internship*	9
	Total Credits Required for Degree	**63**

Educational Media Coursework Sequence (M.S., Florida)

	Course Title	Credit
1	CUR 526 Educational Research for Practitioners	3
2	EDU 514 Pre-Intership Practices	3
3	EDU 601 Professional Seminar I	0
4	EDU 5000 Orientation to Graduate Teacher Education Program	0
5	EDU 501 School and Society	3
6	EDU 502 Psychology in Education	3
7	EDU 503 Classroom Management and Organization	3
8	RED 585 Reading in the Content Areas	3
9	CUR 591 Assessment and Evaluation	3
10	EM 500 Philosophy of School Library Media Programs	3
11	EM 505 Design and Production of Educational Media	3
12	TSOL 510 Survey of TSOL for Teachers	3
13	EM 510 Media for Children*	3
14	EM 525 Library Media Collection Development*	3
15	EM 530 Management of School Library Media Programs*	3
16	EM 535 Media for Young Adults*	3
17	EM 515 Reference and Information Services*	3
18	EM 565 Computers in School Library Media Centers*	3
19	EM 540 Organization of Library Media Collections*	3
20	EM 520 Instructional Role of the Media Specialist*	3
21	EDU 602 Professional Seminar II*	0
22	EDU 688 Supervised Teaching Internship	9
	Total Credits Required for Degree	**63**

Elementary Education Coursework Sequence (M.S., Florida)

	Course Title	Credit
1	CUR 526 Educational Research for Practitioners	3
2	EDU 514 Pre-Internship Practices	3
3	EDU 5000 Orientation for Graduate Teacher Education Program	0
4	EDU 601 Professional Seminar I	0
5	EDU 501 School and Society	3
6	EDU 502 Psychology in Education	3
7	EDU 503 Classroom Management and Organization	3
8	CUR 591 Assessment and Evaluation	3
9	ELE 503 Reading in the Elementary School	3
10	ELE 504 Methods of Teaching Reading in the Elementary School	3
11	TSOL 510 Survey of TSOL for Teachers	3
12	TSOL 520 Second Language Learning: Theory, Methods and Evaluation	3
13	RED 560 Literature for Children and Adolescents	3
14	ELE 601 Teaching Language Arts in the Elementary School	3
15	ELE 502 Methods of Teaching Mathematics in the Elementary Schools	3
16	ELE 602 Teaching of Science in the Elementary School	3
17	ELE 546 Teaching Art in the Elementary School	1
18	ELE 547 Teaching Music in the Elementary School	1
19	ELE 548 Teaching Physical Education and Health Education in the Elementary School	1
20	ELE 603 Teaching Elementary Social Studies in a Multicultural Society	3
21	EC 5015 Teaching in the Kindergarten Classroom	3
22	EDU 602 Professional Seminar II*	0
23	EDU 688 Supervised Teaching Internship	9
	Total Credits Required for Degree	**60**

Elementary Education Coursework Sequence (M.S., Nevada)

	Course Title	Credit
Field Experience		
1	EDU 514 Pre-Internship Practices	3
Foundation Coursework		
2	CUR 526 Educational Research for Practitioners	3
3	EDU 5000 Orientation to the Graduate Teacher Education Program	0
4	EDU 601 Professional Seminar I	0
5	EDU 501 School and Society	3
6	EDU 503 Classroom Management and Organization	3
7	ESE 600 Survey of Exceptionalities of Children and Youth	3
Specialization Area Coursework		
8	ELE 503 Reading in the Elementary School	3
9	ELE 504 Methods of Teaching Reading in the Elementary School	3
10	ELE 601 Teaching Language Arts in the Elementary School	3
11	ELE 502 Methods of Teaching Mathematics in the Elementary Schools	3
12	ELE 602 Teaching of Science in the Elementary School	3
13	ELE 603 Teaching Elementary Social Studies in a Multicultural Society	3
Elective Coursework: Choose Two of the Eight courses listed below		
14	TSOL 510 Survey of TSOL for Teachers	3
15	TSOL 520 Second Language Learning: Theory, Methods and Evaluation	3
16	CUR 591 Assessment and Evaluation	3
17	EDU 502 Human Development	3
18	RED 560 Literature for Children and Adolescents	3
19	RED 570 The Reading Process	3
20	RED 575 Contemporary Foundations of Reading	3
21	ELE 541 Creativity in the Elementary School Curriculum	3
Capstone		
22	EDU 602 Professional Seminar II*	0
23	EDU 688 Supervised Teaching Internship*	**9**
	Total Credits Required for Degree	**48**

Exceptional Student Education Coursework Sequence (Ed.S., Florida)

	Course Title	Credit
1	EDU 708 Research and Design	3
2	EDU 514 Pre-Internship Practices	3
3	EDU 601 Professional Seminar I	0
4	EDU 5000 Orientation to the Graduate Teacher Education Program	0
5	EDU 501 School and Society	3
6	EDU 502 Psychology in Education	3
7	EDU 503 Classroom Management and Organization	3
8	TSOL 510 Survey of TESOL for Teachers	3
9	ELE 502 Methods of Teaching Mathematics in the Elementary School	3
10	ELE 504 Methods of Teaching Reading in the Elementary School	3
11	ELE 601 Teaching Language Arts in the Elementary School	3
12	RED 500 Techniques of Corrective and Remedial Reading	3
13	RED 585 Reading in the Content Area	3
14	TSOL 520 Second Language Learning: Theory, Methods and Evaluation	3
15	ESE 600 Survey of Exceptionalities of Children and Youth*	3
16	ESE 610 Speech and Language Development and Disabilities*	3
17	ESE 620 Behavior Management of Exceptional Students*	3
18	ESE 630 Educational and Psychological Assessment of Exceptional Students*	3
19	ESE 640 Transition Skills and Services for Exceptional Students*	3
20	ESE 650 Instructional Strategies for Exceptional Students*	3
21	ESE 660 Curriculum and Instruction Materials for Exceptional Students	3
22	ESE 670 Inclusive Education for Exceptional Students*	3
23	ESE 680 Teaching Social and Personal Skills to Exceptional Students*	3
24	ESE 690 Consultation and Collaboration in Exceptional Student Education*	3
25	EDU 602 Professional Seminar II*	0
26	EDU 688 Supervised Teaching Internship*	9
	Total Credits Required for Degree	**75**

Exceptional Student Education Coursework Sequence (M.S./Ed.S., Florida)

	Course Title	Credit
1	CUR 526 Educational Research for Practitioners	3
2	EDU 514 Pre-Internship Practices	3
3	EDU 601 Professional Seminar I	0
4	EDU 5000 Orientation to the Graduate Teacher Education Program	0
5	EDU 501 School and Society	3
6	EDU 502 Psychology in Education	3
7	EDU 503 Classroom Management and Organization*	3
8	TSOL 510 Survey of TESOL for Teachers	3
9	ELE 502 Methods of Teaching Mathematics in the Elementary School	3
10	ELE 504 Methods of Teaching Reading in the Elementary School	3
11	ELE 601 Teaching Language Arts in the Elementary School	3
12	RED 500 Techniques of Corrective and Remedial Reading	3
13	RED 585 Reading in the Content Area	3
14	TSOL 520 Second Language Learning: Theory, Methods and Evaluation	3
15	ESE 600 Survey of Exceptionalities of Children and Youth*	3
16	ESE 610 Speech and Language Development and Disabilities*	3
17	ESE 620 Behavior Management of Exceptional Students*	3
18	ESE 630 Educational and Psychological Assessment of Exceptional Students*	3
19	ESE 640 Transition Skills and Services for Exceptional Students*	3
20	ESE 650 Instructional Strategies for Exceptional Students**	3
21	ESE 660 Curriculum and Instructional Materials for Exceptional Students*	3
22	ESE 670 Inclusive Education for Exceptional Students*	3
23	ESE 680 Teaching Social and Personal Skills to Exceptional Students*	3
24	ESE 690 Consultation and Collaboration in Exceptional Student Education*	3
25	EDU 602 Professional Seminar II*	0
26	EDU 688 Supervised Teaching Internship*	9
	Total Credits Required for Degree	**72**

Exceptional Student Education Coursework Sequence (M.S., Nevada)

	Course Title	Credit
Foundation Coursework		
1	CUR 526 Educational Research for Practitioners	3
2	EDU 5000 Orientation to the Graduate Teacher Education Program	0
3	EDU 601 Professional Seminar I	0
4	EDU 502 Human Development	3
5	ESE 600 Survey of Exceptionalities of Children and Youth	3
6	ESE 630 Educational and Psychological Assessment of Exceptional Students	3
Specialization Area Coursework		
7	ELE 502 Methods of Teaching Mathematics in the Elementary Schools	3
8	ELE 504 Methods of Teaching Reading in the Elementary Schools	3
9	ESE 610 Speech and Language Development and Disabilities	3
10	ESE 620 Behavior Management of Exceptional Students	3
11	ESE 640 Transition Skills and Service for Exceptional Students	3
12	ESE 650 Instructional Strategies for Exceptional Students*	3
13	ESE 660 Curriculum and Instructional Materials for Exceptional Students*	3
14	ESE 670 Inclusive Education for Exceptional Students*	3
15	ESE 690 Consultation and Collaboration in Exceptional Student Education*	3
Capstone		
16	EDU 602 Professional Seminar II *	0
17	EDU 688 Supervised Teaching Internship*	9
	Total Credits Required for Degree	**48**

Early Childhood (Prekindergarten/Primary PK-3) Coursework Sequence (M.S., Nevada)

	Course Title	Credit
Foundation Coursework		
1	CUR 526 Educational Research for Practitioners	3
2	EDU 5000 Orientation to the Graduate Teacher Education Program	0
3	EDU 601 Professional Seminar I	0
4	EC 620 Research Issues in Child Development	3
5	EC 518 Developmentally Appropriate Curriculum in Multicultural Settings	3
6	EC 503 Child Study and Assessment	3
Specialization Coursework		
7	EP 5265 Nature and Needs of Young Children with Disabilities	3
8	EC 579 Foundations of Emergent Literacy: Infants and Toddlers	3
9	EC 521 Literature-based Curriculum	3
10	EC 509 Language and Literacy Development	3
11	EC 513 Child Guidance and the Organization of Appropriate Environments	3
12	EC 522 Play-Based Curriculum	3
13	EC 511 Social Studies and the Arts	3
14	EC 512 Concept Development: Math and Science	3
15	EC 514 Family and School Collaboration	3
Elective Coursework: Select *two* of three courses		
16	RED 570 The Reading Process	3
17	RED 554 Assessment in Reading	3
18	EC 5280 Multicultural Children's Literature *Or* EC 592 Emergent Literacy	3
Capstone Coursework		
19	EDU 602 Professional Seminar II*	0
20	EDU 688 Supervised Teaching Internship *Or* EC 699 *(see note below)*	3 or 9
NOTE: 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 – Supervised Teaching Internship. Students who completed an internship with children under the age of six (6) are required to complete EC 699- Applied Professional Experience.		
	Total Credits Required for Degree	**48 or 54**

Early Childhood (Prekindergarten/Primary PK-3) Coursework Sequence (M.S., Florida)

	Course Title	Credit
1	CUR 526 Educational Research for Practitioners	3
2	EDU 514 Pre-Intership Practices	3
3	EDU 5000 Orientation to the Graduate Teacher Education Program	0
4	EDU 601 Professional Seminar	0
5	EC 620 Research Issues in Child Development*	3
6	ESE 600 Survey of Exceptionalities of Children and Youth	3
7	TSOL 510 Survey of TSOL for Teachers	3
8	EP 5265 Nature and Needs of Young Children with Disabilities	3
9	EC 508 Theory and Practice in Early Childhood	3
10	EC 518 Developmentally Appropriate Curriculum in Multicultural Settings	3
11	EC 511 Developmentally Appropriate Curriculum for Children Ages 3 to 8: "Social Sciences and Arts"*	3
12	EC 512 Concept Development: Math and Science	3
13	EC 521 Literature-based Curriculum	3
14	EC 509 Language and Literacy Development	3
15	EC 522 Play-Based Curriculum	3
16	EC 592 Reading process: Emerging Literacy	3
17	RED 570 The Reading Process	3
18	EC 503 Child Study and Assessment	3
19	RED 554 Assessment in Reading	3
20	TSOL 520 Second Language Learning: Theory Methods and Assessment	3
21	EC 513 Child Guidance and the Organization of Appropriate Environments	3
22	EC 519 Health and Safety Issues	3
23	EC 514 Family and School Collaboration	3
24	EC 517 Seminar of Family Systems	3
25	EDU 602 Professional Seminar II*	0
26	EDU 688 Supervised Teaching Internship*	9
	Total Credits Required for Degree	**75**

Executive Administration

H. Wells Singleton
Education Provost and University Dean
B.A., University of Wyoming
M.A., Southern Methodist University
Ph.D., Stanford University

Jorge Blanco
Comptroller
M.Acc., Nova Southeastern University
C.P.A., State of Florida

Anthony J. DeNapoli
Executive Dean of External and International Affairs/Program Professor
B.A., Hofstra University
M.A., New York University
P.D., Long Island University
Ed.D., Nova Southeastern University

Kimberly Durham
Executive Dean for Administration and Human Services/Program Professor
B.S., Nova Southeastern University
M.S., Nova Southeastern University
Psy.D., Nova Southeastern University

Maryellen E. Maher
Executive Dean for Research and Planning/ Program Professor
B.A., Jersey City State College
M.Ed., University of Florida
Ph.D., University of Florida

Timothy D. Shields
Executive Dean of Student Services and Technology
B.S., University of Central Florida
M.S., University of Central Florida
Ed.D., Nova Southeastern University

Deans

Wayne Driscoll
Dean of Faculty/Program Professor
B.A., Hiram Scott College
M.Ed., Wright State University
Ed.D., Teachers College, Columbia University

John Flores
Dean of Distance Education Initiatives/ Program Professor
B.S., University of Massachusetts, Boston
M.Ed., Boston University
C.A.G.S., University of Massachusetts, Boston
Ph.D., University of Connecticut

Rochelle Green
Dean of Human Development and Family Services/Program Professor
B.S., Cornell University
M.S., Nova Southeastern University
Ed.D., Nova Southeastern University

Denise Kelly
Dean of Student Services
B.S., Vanderbilt University
M.Ed., University of Alabama at Birmingham
Ed.D., Nova Southeastern University

Tom Land
Dean of Training and Professional Development/ Program Professor
B.S., Drexel University
M.A., Siena Heights University
Ed.D., University of Northern Colorado

Jean Lewis
Dean of Adjunct Faculty and Support Services/ Program Professor
B.A., Wellesley College
M.A., Northwestern University
Ed.D., Nova Southeastern University

Barbara Packer
Dean of Academic Affairs/ Program Professor
B.A. Douglass College, Rutgers University
M.S. Columbia University
Ed.D. Nova Southeastern University

Delores Smiley
Dean of Community Education and Diversity Affairs/Program Professor
B.A., Western Michigan University
M.A., Western Michigan University
Ed.D., Nova Southeastern University

DOCTORAL STUDIES ORIENTATION (DSO)

The following changes regarding DSO attendance will be effective as of the Winter 2006 (200630) term.

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students who enter the doctor of education major 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 2006 term must attend a DSO within the Fall 2005 term, choosing the orientation date posted in either September, October, November, or December.