Graduate Teacher Education Program Catalog 1996-1997

Nova Southeastern University
Graduate Teacher Education Program

Master's and Educational Specialist Degrees and Graduate Courses in Education

Catalog 1996-1997
Includes Application and Admission Forms
Policies and programs set forth in this catalog are effective through August 7, 1997. Regulations and requirements, including fees, are necessarily subject to change without notice at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

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 bachelor's, master's, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

Nova Southeastern University's Graduate Teacher Education Program is licensed by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

Nova Southeastern University is a member of the American Association of Colleges for Teacher Education, the Council of Great City Colleges of Education, and the Council of Graduate Schools.

Published July 1996
NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 227-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida’s Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, North Miami Beach, and Port Everglades. Its 14 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, medical sciences, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor’s, master’s, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center Unit provides a spectrum of family related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, unique programs that provide both traditional and nontraditional choices in educational programs, and research in many fields aimed at solving the problems of immediate concern to mankind.

The University’s centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, osteopathic medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University educational plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

“The Nova Southeastern Plan” stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova Southeastern also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

MISSION STATEMENT

Nova Southeastern University provides educational programs of distinction from prekindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.
THE FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION

MISSION STATEMENT

The Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education of their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

Overview of the Fischler Center for the Advancement of Education programs:

**Graduate Teacher Education Program** offering:
- Various Majors in Teaching (M.S. and Ed.S.)
- Modified Core Program in Educational Leadership (M.S. and Ed.S.)
- Initial Certification (M.S.)
- Nondegree Endorsement and Certification Renewal Options

**Life Span Care and Administration** offering:
- Applied Addiction Studies (M.S.)
- Child and Youth Care Administration (M.S.)
- Early Childhood Education Administration (M.S.)
- Elder Care Administration (M.S.)
- Family Support Studies (M.S.)

**National Ed.D. Program for Educational Leaders** offering:
- Educational Leadership (Ed.D.)

**Programs for Higher Education** offering:
- Adult Education (Ed.D.)
- Computing and Information Technology (Ed.D.)
- Health Care Education (Ed.D.)
- Higher Education (Ed.D.)
- Vocational, Technical, Occupational Education (Ed.D.)

**Programs in Communication Sciences and Disorders** offering:
- Audiology (Au.D.)
- Speech-Language Pathology (M.S. and SLP.D.)

**Programs in Education and Technology** offering:
- Instructional Technology and Distance Education (M.S. and Ed.D.)
- Child and Youth Studies (Ed.D.)
PROGRAM DEAN’S MESSAGE

We are in our 17th year of assisting teachers and administrators in more than 100 school districts in Florida and Nevada to achieve their academic, professional, and career goals. Our enrollment last year across the GTEP network of program sites was in excess of 2,000. This makes us the largest graduate teacher education program in the nation. We believe the key factors contributing to the success of the GTEP model are as follows:

• Classes are scheduled all day Saturdays and evenings in formats that make them accessible to working professionals.

• The instructional staff includes highly qualified, successful local practitioners “practicing what they teach.”

• The curriculum is oriented toward practice and the real world of schools and districts, focusing on research with practical applications.

• The practicum internship offers teachers unique opportunities for the practice of new roles in appropriate school-wide or district-wide settings and an opportunity to apply research in an educational improvement project with an impact on the educational setting.

• Our mission is the mission of the Fischler Center for the Advancement of Education. We are dedicated to the training and continuing support of teachers, administrators and others working in education.

Johanne T. Peck, Ph.D.
Program Dean
GTEP Program
THE GRADUATE TEACHER EDUCATION PROGRAM

The Graduate Teacher Education Program (GTEP) is an array of majors in teacher education and school administration providing opportunities for professionals who work full time to earn master's and educational specialist degrees. 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 persons who wish to change careers to enter teaching. The focus in all programs is on the improvement of professional practice, the application of current research and theory to the student's professional work, the acquisition and enhancement of leadership capacities, and the achievement of career objectives.

Classes are held at locations and times that make the program accessible to working professionals. The instructional delivery system is designed so that busy professionals can opt for continuous registration or skip a term if necessary. Instructional teams include practitioners from local school districts who successfully practice what they teach.

Come to our campus offices or call toll free for program information.
For academic and certification advising:
   Monday - Thursday 8:30 a.m. - 8:00 p.m.
   Friday 8:30 a.m. - 7:00 p.m.
   Saturday 8:30 a.m. - 1:30 p.m.
   800-986-3223, Ext. 7449

For a catalog and schedule:
   Broward County, Florida
       (954) 452-1519
   Dade County, Florida
       (305) 940-6447, Ext. 1519
   United States
       800-986-3223, Ext. 1519
   Fax
       (954) 476-4764
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This catalog provides the framework for your program. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, and contradictory advice from any source are not acceptable reasons for seeking exemption from the contents of this catalog.
CLASSROOM AND OFFICE LOCATIONS
AND LOCAL SITE ADMINISTRATORS
THE GRADUATE TEACHER EDUCATION PROGRAM

BRADENTON/SARASOTA
5500 Bee Ridge Road
Suite #102
Sarasota
Mr. Bill Lance, Site Administrator
(941) 758-3631 (Home)
(941) 379-6682 (Site)

DAYTONA BEACH
The Nova Professional Building
3930 South Nova Road
Suite #102
Port Orange
Mr. Robert Wilson, Site Administrator
(904) 761-6689 (Home)
(904) 756-4227 (Site)

FORT LAUDERDALE
Sonken Building
Nova Southeastern University Campus
3301 College Avenue
Fort Lauderdale
Dr. Jeri Sorosky, Site Administrator
(305) 932-4422 (Home)
Mr. Corey Brunisholz, Site Coordinator
(954) 476-1907 (GTEP office)

FORT MYERS/NAPLES
10911 Bonita Beach Road
Suite #1031
Bonita Springs
Dr. Douglas Santini, Site Administrator
(941) 458-0082 (Home)
(941) 992-1711 (Site)

GAINESVILLE
Gainesville High School
1900 NW 13th Street
Dr. Jack Buys, Site Administrator
(352) 371-0533

LAS VEGAS (NEVADA)
The Plaza Office Park
2320 Paseo del Prado #307
Las Vegas, Nevada
Mr. Steve Rudish, Site Administrator
(702) 365-6682 (Site)

MELBOURNE
Brevard County Educational Services Facility
2700 St. John Street
Melbourne
Mr. James Hulse, Site Administrator
(407) 452-9731

MIAMI
G. Holmes Braddock Senior High School
3601 SW 147th Avenue
Mr. Jon Page, Site Administrator
(305) 284-9219 (Home)

ORLANDO
Nova Southeastern University Building
445 North Wymore Road
Winter Park
Ms. Carole Quick, Site Administrator
(407) 649-9156 (Site)

TAMPA
Austin Center, West Atrium Mall
1408 North Westshore Boulevard, #115
Tampa
Dr. Deborah Coyle, Site Administrator
(813) 288-9460 (Site)

WEST PALM BEACH
Santaluces Community High School
680 Lawrence Road
Lantana
Dr. Helen Boyle, Site Administrator
OVERVIEW OF THE GRADUATE TEACHER EDUCATION PROGRAM

The Graduate Teacher Education Program offers persons with bachelor's or graduate degrees 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. These options are:

M.S. AND ED.S. MAJORS IN TEACHING
Designed for persons who already have a bachelor's or graduate degree in education and who wish to add certification areas or increase their level of expertise in their current field.

M.S., ED.S., AND MODIFIED CORE PROGRAM IN EDUCATIONAL LEADERSHIP
Designed for experienced, certified teachers who wish to gain their initial administrative credential.

M.S. INITIAL CERTIFICATION PLAN
Designed for persons with bachelor's degrees in fields other than education who wish to gain initial certification in teaching.

NONDEGREE ENDORSEMENT AND CERTIFICATION RENEWAL OPTIONS
Designed for persons who do not seek a degree but wish to take courses to add a certification area, renew their certification, or take individual courses for professional development.
ADMISSION REQUIREMENTS

PROVISIONAL ADMISSION

All persons registering for courses offered by the Graduate Teacher Education Program must meet provisional admission requirements. This includes nondegree students.

All GTEP degree programs and the Modified Core Program in Educational Leadership have additional admission requirements. These requirements are outlined in detail in the sections of this catalog describing the specific degree programs.

Students may register for up to 18 semester-hours of courses in any five-year period by meeting provisional admission requirements. Students who wish to continue beyond 18 hours must either meet admission and candidacy requirements for a degree program or wait until five years have passed since the end of the term in which they reached the 18-hour limit. Requirements for admission to degree candidacy are outlined in the sections of this catalog describing the specific degree programs.

PROVISIONAL ADMISSION REQUIREMENTS

To meet provisional admission requirements a prospective student must:

- Have an earned baccalaureate or graduate degree from a regionally accredited college or university;
- Provide official transcripts from all colleges or universities attended (an official transcript is one that bears the institution’s raised seal and an official signature);
- Submit a completed application form accompanied by a $40 application fee.

Failure to complete the provisional admission process will result in the withholding of official grades, transcripts, and financial aid.

INTERNATIONAL STUDENTS ADMISSION

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 FCAE admissions office at 800-986-3223, Ext. 8968. The prospective student is responsible for all fees incurred for this evaluation.

ACADEMIC ADVISING

Certification requirements are complex. Students in degree programs will receive a program outline signed by a student academic advisor after they submit a completed application form. However, it is strongly recommended that all persons seeking transfer of credit or attempting to meet specific renewal or certification requirements call or visit a student advisor before registering.

TOLL FREE NUMBERS FOR ACADEMIC ADVISING

8:30 a.m.-8:00 p.m. Monday-Thursday
8:30 a.m.-7:00 p.m. Friday
8:30 a.m.-1:30 p.m. Saturday

Broward County (954) 475-7449
Florida

Dade County (305) 940-6447, Ext. 7449
Florida

United States 800-986-3223, Ext. 7449

TRANSFER OF CREDITS

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the Graduate Teacher Education Program, provided that the following conditions apply:

- The requirements for the student’s major or certification area allow for transfer of credit;
- The credits were earned at a regionally accredited graduate institution within a 5-year period preceding the student’s request for transfer;
- The courses were not used toward a prior degree;
- The grades assigned the courses were either A or B;
- An official transcript has been received by the Admissions Office of FCAE to aid in the evaluation of the courses under consideration for transfer;
- A Request for Transfer of Credit has been completed by the student (forms are available at all GTEP sites);
- Final approval of transfer of credits has been given by the appropriate academic advisor.
• No transfer of credit will be allowed for the following courses:
  CUR 521, 522, 523, 524, 525; EDU 721.
• No transfer of credit will be applied to the practicum internship or the supervised teaching internship.

Credits transferred will decrease the overall total credits required for degree programs, but will not be computed in the student's grade point average.

Since state requirements for additional certification coverages are increasing and since, in many cases, passing scores on state certification examinations are required, it is mandatory that all students pursuing additional coverages consult with their student advisor in the Program offices as to 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 should contact the admissions office of the receiving school for information.

Nondiscrimination

Nova Southeastern University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin. The University’s registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.
M.S. and Ed.S. Majors in Teaching

Computer Science Education
Educational Media*
Educational Technology*
Elementary Education
English Education

Exceptional Student Education with Specializations in:
   Emotionally Handicapped
   Mentally Handicapped
   Specific Learning Disabilities
   Varying Exceptionalities

Mathematics Education
Prekindergarten/Primary Education
Reading
Science Education
Social Studies Education
Teaching English to Speakers of Other Languages

*Not available at all sites
ADDITIONAL ADMISSION REQUIREMENTS: M.S. AND ED.S. MAJORS IN TEACHING
PROVISIONAL:

In addition to the general requirements for provisional admission to GTEP (page 6), students wishing to enter the M.S. and Ed.S. majors in Teaching must meet the following requirements.

- **M.S.**
  - A bachelor's degree with a major in education from a regionally accredited college or university;
  - or
  - A bachelor's degree in any field from a regionally accredited college or university and a professional or regular teaching certificate. A copy of the teaching certificate must be submitted.

- **Ed.S.**
  - A master's degree with a major in education from a regionally accredited college or university;
  - or
  - A master's degree in any field from a regionally accredited college or university and a professional or regular teaching certificate. A copy of the teaching certificate must be submitted.

ADMISSION TO DEGREE CANDIDACY

Students may apply for candidacy after completing a minimum of 9 semester hours. Students must meet candidacy requirements by the time they have completed 18 semester hours of courses.

For admission to degree candidacy, students must have:

- A program outline signed by a student advisor. (Program outlines are mailed to the student following receipt of an application.)

- A 3.0 cumulative grade point average in required courses in their major taken at NSU, including a grade of C or higher in either CUR 521, 522, 523, 524 or 525 (M.S. degree candidates) or EDU 721 (Ed.S. degree candidates).

- A passing score on the writing assessment.

The writing assessment is a brief essay, scored holistically on a scale of 1-4. The writing assessment is available every session at every site. Students may take the writing assessment up to three times, if necessary.

DEGREE COMPLETION REQUIREMENTS

Degree-seeking students in all majors at either degree level must successfully complete the following components in satisfaction of the 36 semester hours of credit requirement:

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>CUR 521, 522, 523, 524, or 525, Educational Research for Practitioners (M.S. degree)</td>
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<tr>
<td>or EDU 721, Grantsmanship, Program Planning, and Evaluation (Ed.S. degree)</td>
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<tr>
<td>Courses required for the major and electives</td>
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<tr>
<td>The Practicum/Internship (Admission to degree candidacy required)</td>
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The Practicum Internship is an educational improvement project that is introduced in the Educational Research course and explained in the Practicum Internship Handbook. The student may register for the practicum at the site or by mail at any time after candidacy has been achieved.

TIME LIMIT FOR COMPLETION OF PROGRAM

Students have four years to complete all requirements for the degree, dating from the first term in which the student registered for Nova Southeastern University courses applied toward the degree program. The time limit includes courses taken as a special or nondegree-seeking student if these are used to meet degree requirements.
| COURSES REQUIRED FOR M.S. AND ED.S. MAJORS |
These Sample Program Outlines are designed to help you:

Identify the courses and requirements in your major;
Sequence the courses that you take;
Predict the dates and times that specific courses will be offered.

Identifying the Courses in Your Major
Courses needed by the standard student in each major are listed, with prerequisites, sequenced from first term that the student enters the program. Many students do not meet the standard profile. Transfer credit and special certification needs may change your outline. Please consult an advisor before you register.

Sequencing your Program and Predicting Dates When Specific Courses Will Be Offered
There are four blocks of courses. Each block is shaded for identification.

Block A courses are shaded
Block B courses are shaded
Block C courses are shaded
Block D courses are shaded

You can predict when a specific course will be offered. All courses are offered each term. Courses in the same block (A, B, etc.) are offered in the same time slot.

The GTEP Program Academic Calendar on page 2 lists the dates and times that courses in each block will be offered this academic year.

You can avoid conflicts in course times if you follow the sequence in the sample program outline.
# Computer Science Education

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<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
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<td><strong>TERM 1</strong></td>
<td>CUR 521/522/523/524/525 Educational Research for Practitioners (M.S.)</td>
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<td></td>
<td>or</td>
<td></td>
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<tr>
<td></td>
<td>EDU 721 Grantsmanship, Program Planning, and Evaluation (Ed.S.)</td>
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</tr>
<tr>
<td></td>
<td>CSE 501 Managing Computer Resources for Teachers and Administrators **</td>
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<td>or</td>
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<tr>
<td></td>
<td>CSE 650 Computer Network Management*</td>
<td>3</td>
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<td></td>
<td>CSE 700 Introduction to Structured Programming*</td>
<td>3</td>
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<td></td>
<td>CSE 505 Computer Applications*</td>
<td>3</td>
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<td><strong>TERM 2</strong></td>
<td>CSE 710 Programming in Pascal**</td>
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<td>or</td>
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<tr>
<td></td>
<td>EM 550 Multimedia Development*</td>
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<td></td>
<td>CSE 510 Advanced Applications of Technology*</td>
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<td>CSE 712 Advanced Programming in Pascal*</td>
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<td>CSE 680 Teaching BASIC Programming*</td>
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<td><strong>TERM 3</strong></td>
<td>CSE 670 Methods for Teaching Computer Science K-12*</td>
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*See pages 56, 57, 63 for prerequisites.

**May be waived by documentation. See pages 56, 57 for details.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
# Educational Media

<table>
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<td>EM 521 Grantsmanship, Program Planning, and Evaluation (Ed.S.)</td>
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<td>EM 505 Design and Production of Educational Media</td>
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<td>EM 530 Management of School Library Media Programs</td>
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<td>EM 540 Organization of Library Media Collections</td>
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<td>EM 520 Instructional Role of the Media Specialist*</td>
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*See pages 62, 63 for prerequisites.*

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# Educational Technology

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*See pages 56, 63, 66 for prerequisites.

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*See page 63 for prerequisite.

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# MATHEMATICS EDUCATION

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*See page 66 for prerequisites.

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# MENTALLY HANDICAPPED

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*See pages 63, 67 for prerequisites.

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# PRE-K/PRIMARY EDUCATION

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<td>EC 508 Theory and Practice in Early Childhood Programs Birth through Age 8*</td>
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*See pages 58, 59 for prerequisites.

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*See page 67 for prerequisites.

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## SCIENCE EDUCATION

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*See page 68 for prerequisite.

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# Social Studies Education

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*See page 69 for prerequisite.

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# Specific Learning Disabilities

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*See pages 63, 68 for prerequisites.

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## Varying Exceptionalities

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<td>EP 564 Language Development and Language Disabilities</td>
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<tr>
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<td>EP 566 Educational and Psychological Assessment of Exceptional Students</td>
<td>3</td>
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<tr>
<td>TERM 2</td>
<td>EP 585 Educational Management of Exceptional Students*</td>
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<td></td>
<td>EP 565 Social and Personal Skills for Exceptional Students*</td>
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<tr>
<td></td>
<td>EP 570 Nature and Needs of Mildly Handicapped Students*</td>
<td>3</td>
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<tr>
<td></td>
<td>EP 515 Instructional Strategies for Mentally Handicapped Students*</td>
<td>3</td>
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<tr>
<td>TERM 3</td>
<td>EP 5264 Instructional Strategies for Learning Disabled Students*</td>
<td>3</td>
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<tr>
<td></td>
<td>EP 5415 Instructional Strategies for Emotionally Handicapped Students*</td>
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</tr>
<tr>
<td></td>
<td>Varying Exceptionalities*</td>
<td>6</td>
</tr>
</tbody>
</table>

*See pages 63, 69 for prerequisites.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
M.S., Ed.S., and Modified Core Program in Educational Leadership
ADDITIONAL ADMISSION REQUIREMENTS: M.S., ED.S., AND MODIFIED CORE PROGRAM IN EDUCATIONAL LEADERSHIP

PROVISIONAL:
In addition to the provisional admission requirements for GTEP (page 6), applicants to the degree or certification programs in Educational Leadership must meet the requirements listed below.

M.S. IN EDUCATIONAL LEADERSHIP
• A bachelor's degree from a regionally accredited college or university and a current regular or professional teaching certificate. A copy of the teaching certificate must be submitted.
and
• Documentation of two complete years of successful teaching experience in an academic K-12 classroom setting.

ED.S. AND MODIFIED CORE PROGRAM IN EDUCATIONAL LEADERSHIP
• A master's degree from a regionally accredited college or university and a current regular or professional teaching certificate. A copy of the teaching certificate must be submitted.
and
• Documentation of two complete years of successful teaching experience in an academic K-12 classroom setting.

ADMISSION TO DEGREE CANDIDACY
Students may apply for candidacy after completing a minimum of 9 semester hours. Students seeking the M.S. or Ed.S. degree must meet candidacy requirements by the time they have completed 18 semester hours of courses. Students in the Modified Core Program are not required to meet candidacy requirements. Candidacy requirements are:

• A program outline signed by an advisor. (Program outlines are mailed to the student following receipt of an application.)
• A 3.0 cumulative grade point average in required courses for the major taken at Nova Southeastern University, including a grade of C or higher in either CUR 521, 522, 523, 524, or 525 (M.S. degree candidates) or EDU 721 (Ed.S. degree candidates).
• A passing score on the writing assessment.
  The writing assessment is a brief essay, scored holistically on a scale of 1-4. The writing assessment is available every session at every site. Students may take the writing assessment up to three times, if necessary.

DEGREE AND PROGRAM COMPLETION REQUIREMENTS
M.S. and Ed.S. degrees in Educational Leadership
Persons seeking the M.S. or Ed.S. degree must successfully complete the following components in satisfaction of the 36 semester hours of credit requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUR 521, 522, 523, 524, or 525, Educational Research for Practitioners (M.S. degree)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 721, Grantsmanship, Program Planning, and Evaluation (Ed.S. degree)</td>
<td>3</td>
</tr>
<tr>
<td>Courses required for the major (or electives if there is transfer credit)</td>
<td>27</td>
</tr>
<tr>
<td>The Practicum/Internship (Admission to degree candidacy required)</td>
<td>6</td>
</tr>
</tbody>
</table>

Persons enrolling at sites outside of Florida are exempted from the GRE/GPA requirement. In Nevada specific categories of licensed professionals may substitute 2 years of full time professional experience in a K-12 school for the required 2 years of teaching experience.
The Practicum/Internship is an educational improvement project that is introduced in the Educational Research course and explained in the Practicum Internship Handbook. The student may register for the practicum at the site or by mail at any time after candidacy has been achieved.

**Modified Core Program in Educational Leadership**

<table>
<thead>
<tr>
<th>Research, foundations, curriculum, and instruction, in any one of the following areas:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood or Primary Education</td>
<td>6</td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Middle School Education</td>
<td></td>
</tr>
<tr>
<td>Secondary School Education</td>
<td></td>
</tr>
<tr>
<td>Exceptional Student Education</td>
<td></td>
</tr>
<tr>
<td>Educational Administration Courses</td>
<td>24</td>
</tr>
</tbody>
</table>

**TIME LIMIT FOR COMPLETION OF DEGREE OR PROGRAM**

Students have four years to complete all requirements for the M.S., Ed.S., or Modified Core Program in Educational Leadership, dating from the first term in which the student registered for Nova Southeastern courses applied toward the degree program. The time limit includes courses taken as a special or nondegree-seeking student if these are used to meet degree requirements.
COURSES REQUIRED FOR M.S. AND ED.S. IN EDUCATIONAL LEADERSHIP AND MODIFIED CORE PROGRAM IN EDUCATIONAL LEADERSHIP
## Modified Core Program in Educational Leadership (Florida Only)

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>CUR 521/522/523/524/525 Educational Research for Practitioners*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CUR 501/502/503/504/505 Curriculum and Instruction*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDL 505 Educational Budgeting and Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSE 500 Computer Literacy for Teachers and Administrators</td>
<td>3</td>
</tr>
<tr>
<td>TERM 2</td>
<td>EDL 510 School Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDL 500 Communications and Supervision in Educational Leadership Roles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDL 520 School Law for Administrators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDL 525 Personnel Selection and Development</td>
<td>3</td>
</tr>
<tr>
<td>TERM 3</td>
<td>EDL 530 Organizational Management of Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EL 600 Seminar in the Knowledge Base of Educational Leadership**</td>
<td>3</td>
</tr>
</tbody>
</table>

*See note this page.

**See page 61 for prerequisites.

Note:
Florida Modified Core students with K-12 certification in areas other than Exceptional Student Education may need to add courses in the CUR 521-5 and CUR 501-5 series to their program.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
M.S. in Education
Initial Certification Plan

Computer Science Education
Elementary Education
English Education*

Exceptional Student Education with Specializations in:
  Emotionally Handicapped
  Mentally Handicapped
  Specific Learning Disabilities
  Varying Exceptionalities

Mathematics Education*
Science Education*
Social Studies Education*

*Certification in these majors may require additional courses in the subject matter, depending upon the student's undergraduate program.
ADDITIONAL ADMISSION REQUIREMENTS: M.S. IN EDUCATION INITIAL CERTIFICATION PLAN

Students qualify for provisional admission to the M.S. in Education Initial Certification Plan by meeting the general provisional admission requirements on page 6.

ADMISSION TO DEGREE CANDIDACY

Students must meet candidacy requirements by the time that they have completed 18 semester hours. For admission to degree candidacy students must have:

- A program outline signed by an advisor. (Program outlines are mailed to the student following receipt of an application.)

- A 3.0 cumulative grade point average for minimum of 9 semester hours of courses taken at Nova Southeastern University within the requirements for their major. Elective courses may not be used for this purpose.

- Satisfaction of all required professional preparation courses and introductory methods courses except EDU 503. Required professional preparation and introductory methods courses are identified by a "✓" on the program outlines provided in the next section. (Professional preparation and introductory methods courses may be satisfied by undergraduate courses. Undergraduate courses used in this way cannot be applied toward the minimum of 36 semester hours required for the master's degree.)

- A passing score on the writing assessment. The writing assessment is a brief essay, scored holistically on a scale of 1-4. The writing assessment is available every session at every site. Students may take the writing assessment up to three times if necessary.

DEGREE COMPLETION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUR 521, 522, 523, 524, or 525, Educational Research for Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>Satisfaction of professional preparation and introductory methods courses</td>
<td>0-18</td>
</tr>
<tr>
<td>Courses in specialization</td>
<td>9-27</td>
</tr>
<tr>
<td>EDU 688 Supervised Teaching Internship (After completion of all requirements except EDU 503)</td>
<td>6-9</td>
</tr>
<tr>
<td>(depending on major)</td>
<td>36-57</td>
</tr>
</tbody>
</table>

SUPERVISED STUDENT TEACHING INTERNSHIP

The supervised student teaching internship is a full-time 12 week (Florida) or 18 week (Nevada) experience in an approved K-12 classroom. Registration deadlines for Fall Term and Winter Term internships are listed on page 3. Applications can be obtained from the Office of Field Experiences, 800-986-3223, Ext. 7474. A seminar accompanies the student teaching internship. Persons who are already teaching full-time should consult a student advisor to discuss options.

To be eligible for student teaching a student must have:

- A 3.0 grade point average.

- Completed a minimum of 30 semester hours with GTEP (or 27 semester hours if EDU 503 is taken concurrently with the internship).

- Completed all state certification requirements except the internship (and EDU 503 if EDU 503 is taken concurrently with the internship).

Note that:

Some school districts require additional courses beyond the state's minimum certification requirements for placement as a student teacher. Call the Office of Field Experiences for information on the requirements of specific districts.
Students in the following majors will need additional courses in the subject matter outside their GTEP masters degree to meet certification requirements: English Education, Mathematics Education, Science Education, Social Studies Education. The number of subject matter courses needed, if any, will depend upon courses taken by the student as an undergraduate and/or other graduate work in the content of the major.

**TIME LIMIT FOR COMPLETION OF DEGREE OR PROGRAM**

Students have five years to complete all requirements for the M.S. degree incorporating the initial certification plan, dating from the first term in which the student registered for Nova Southeastern University courses applied toward the degree program. The time limit includes courses taken as a special or nondegree-seeking student if these are used to meet degree requirements.
### Courses Required for Initial Certification Plans

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ED 600</td>
<td>Educational Psychology</td>
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<td>ED 601</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ED 602</td>
<td>Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>ED 604</td>
<td>Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 605</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 606</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 607</td>
<td>Assessment and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18
# Elementary Education Initial Certification Plan

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>EDU 501 School and Society ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 502 Human Development ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELE 501 Methods of Teaching Reading in the Elementary School ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELE 502 Methods of Teaching Mathematics in the Elementary School ✓</td>
<td>3</td>
</tr>
<tr>
<td>Term 2</td>
<td>ELE 601 Teaching of Language Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EP 500 Survey of Exceptionalities of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>RED 750 Literature for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELE 603 Teaching Elementary Social Studies in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>Term 3</td>
<td>CUR 522 Educational Research for Practitioners in Elementary Education</td>
<td>3</td>
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<tr>
<td></td>
<td>CUR 502 Curriculum and Instruction: Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELE 541 Creativity in Elementary School Curriculum</td>
<td>3</td>
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<tr>
<td></td>
<td>ELE 602 Teaching of Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Term 4</td>
<td>EDU 503 Classroom Management and Organization ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 688 Supervised Teaching Internship*</td>
<td>6-9</td>
</tr>
</tbody>
</table>

*See page 61 for prerequisite.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td>EDU 501 School and Society ✓ **</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 502 Human Development ✓</td>
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<td></td>
<td>ELE 501 Methods of Teaching Reading in the Elementary School ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELE 502 Methods of Teaching Mathematics in the Elementary School ✓</td>
<td>3</td>
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<tr>
<td>TERM 2</td>
<td>Open</td>
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<tr>
<td></td>
<td>EP 500 Survey of Exceptionalities of Children and Youth</td>
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<tr>
<td></td>
<td>EP 564 Language Development and Language Disabilities</td>
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<td>EP 566 Educational and Psychological Assessment of Exceptional Students</td>
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<tr>
<td>TERM 3</td>
<td>EP 585 Educational Management of Exceptional Students*</td>
<td>3</td>
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<tr>
<td></td>
<td>EP 565 Social and Personal Skills for Exceptional Students*</td>
<td>3</td>
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<tr>
<td></td>
<td>EP 5401 Nature and Needs of Emotionally Handicapped Students*</td>
<td>3</td>
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<tr>
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<td>EP 5410 Curriculum and Instructional Materials for Emotionally Handicapped Students*</td>
<td>3</td>
</tr>
<tr>
<td>TERM 4</td>
<td>EP 5405 Behavior Management for Emotionally Handicapped Students*</td>
<td>3</td>
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<tr>
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<td>EP 5415 Instructional Strategies for Emotionally Handicapped Students*</td>
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<tr>
<td></td>
<td>Open</td>
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</tr>
<tr>
<td>TER M 5</td>
<td>CUR 525 Educational Research for Practitioners in Exceptional Student Education</td>
<td>3</td>
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<tr>
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<td>CUR 501/502/503/504 Curriculum and Instruction</td>
<td>3</td>
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<td></td>
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<tr>
<td>TERM 6</td>
<td>EDU 503 Classroom Management and Organization ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 688 Supervised Teaching Internship*</td>
<td>6-9</td>
</tr>
</tbody>
</table>

*See pages 61, 63 for prerequisites.

**Nevada students must consult an academic adviser before registering for this course.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
### ENGLISH EDUCATION INITIAL CERTIFICATION PLAN*

<table>
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<th>TERM</th>
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</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td>EDU 501  School and Society ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 502  Human Development ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 521  Methods for Teaching Secondary English ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 615  Recent Directions in Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td>ENG 605  Recent Directions in Language Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 625  Recent Directions in Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 635  Recent Directions in Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 645  Recent Directions in the Analysis of Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>TERM 3</strong></td>
<td>CUR 524  Educational Research for Practitioners in Secondary School Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CUR 504  Curriculum and Instruction: Secondary School Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 600  Recent Directions in Oral Communications</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TERM 4</strong></td>
<td>EDU 503  Classroom Management and Organization ✓</td>
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</tr>
<tr>
<td></td>
<td>EDU 688  Supervised Teaching Internship**</td>
<td>6-9</td>
</tr>
</tbody>
</table>

*Certification in this major may require additional courses in the subject matter, depending upon the student's undergraduate program.

**See page 61 for prerequisite.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>EDU 501 School and Society ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 502 Human Development ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 522 Methods of Teaching Secondary Mathematics ✓</td>
<td>3</td>
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<tr>
<td></td>
<td>MAT 505 Geometry for Mathematics Teachers</td>
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</tr>
<tr>
<td>TERM 2</td>
<td>MAT 682 The K-12 Mathematics Curriculum</td>
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<td>MAT 685 Symbolic Representation and Number Theory in Mathematics **</td>
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<tr>
<td></td>
<td>MAT 683 Special Methods in Teaching Algebra **</td>
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<tr>
<td></td>
<td>MAT 662 History and Philosophy of Mathematics</td>
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<td>TERM 3</td>
<td>MAT 684 Special Methods in Teaching Geometry **</td>
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<td>MAT 689 Probability and Statistics in Mathematics Education</td>
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<td>MAT 686 Survey of Computers and Calculators in Mathematics</td>
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<td>MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics</td>
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<td>TERM 4</td>
<td>CUR 523/524 Educational Research for Practitioners</td>
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<tr>
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<td>CUR 503/504 Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TERM 5</td>
<td>EDU 503 Classroom Management and Organization ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 688 Supervised Teaching Internship **</td>
<td>6-9</td>
</tr>
</tbody>
</table>

*Certification in this major may require additional courses in the subject matter, depending upon the student’s undergraduate program.

**See pages 61, 66 for prerequisites.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
MENTALLY HANDICAPPED INITIAL CERTIFICATION PLAN**

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td>EDU 501 School and Society ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 502 Human Development ✓</td>
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<tr>
<td></td>
<td>ELE 501 Methods of Teaching Reading in the Elementary School ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELE 502 Methods of Teaching Mathematics in the Elementary School ✓</td>
<td>3</td>
</tr>
<tr>
<td>TERM 2</td>
<td>ELE 601 Teaching Language Arts in the Elementary School ✓</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EP 500 Survey of Exceptionalities of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EP 564 Language Development and Language Disabilities</td>
<td>3</td>
</tr>
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<td></td>
<td>EP 566 Educational and Psychological Assessment of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>TERM 3</td>
<td>EP 585 Educational Management of Exceptional Students*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EP 565 Social and Personal Skills for Exceptional Students*</td>
<td>3</td>
</tr>
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<td></td>
<td>EP 505 Nature and Needs of Mentally Handicapped Students*</td>
<td>3</td>
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<td></td>
<td>EP 515 Instructional Strategies for Mentally Handicapped Students*</td>
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<td>CUR 525 Educational Research for Practitioners in Exceptional Student Education</td>
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<td>CUR 501/502/503/504 Curriculum and Instruction</td>
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<td></td>
<td>Open</td>
<td></td>
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<tr>
<td>TERM 5</td>
<td>EP 520 Curriculum and Instructional Materials for Mentally Handicapped Students*</td>
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<td>EDU 503 Classroom Management and Organization ✓</td>
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<tr>
<td>TERM 6</td>
<td>EDU 688 Supervised Teaching Internship*</td>
<td>6-9</td>
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*See pages 61, 63 for prerequisites.

**This major is not offered in Nevada.

This sample outline is designed to assist in planning. Each student must develop an individual outline with the assistance and approval of an academic advisor.
## Science Education Initial Certification Plan*

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<th>TERM</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td>EDU 501 School and Society ✓</td>
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<td>EDU 502 Human Development ✓</td>
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<td></td>
<td>EDU 523 Methods for Teaching Secondary Science ✓</td>
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<td></td>
<td>CSE 500 Computer Literacy for Teachers and Administrators or Open</td>
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<tr>
<td>TERM 2</td>
<td>SCI 662 The History and Philosophy of Science</td>
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<td>SCI 653 Innovative Solutions in Science Education</td>
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<td>SCI 661 Modern Cosmology and Physics for Science Teachers</td>
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<td>SCI 652 Cognitive Science and Science Education</td>
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<td>TERM 3</td>
<td>SCI 663 The Professional Science Educator</td>
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<td>SCI 651 Technology in Science Education</td>
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<td>TERM 4</td>
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<td>EDU 524 Methods for Teaching Secondary Social Studies ✓</td>
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<td></td>
<td>SST 614 Geography in the Secondary School Curriculum</td>
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<td>SST 616 The Historical Roots of Our Multicultural Society</td>
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<td>SST 612 Economics in the Secondary School Curriculum</td>
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<td>SST 622 Consent of the Governed: American Government in the Curriculum</td>
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<td>EP 500 Survey of Exceptionalities of Children and Youth</td>
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<td>EP 564 Language Development and Language Disabilities</td>
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<td>EP 5260 Nature and Needs of Learning Disabled Students*</td>
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<td>EP 5266 Curriculum and Instructional Materials for Learning Disabled Students*</td>
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## VARYING EXCEPTIONALITIES INITIAL CERTIFICATION PLAN

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Nondegree Endorsement and Certification Renewal Options
ADMISSION REQUIREMENTS FOR NONDEGREE STUDENTS

Nondegree students are admitted by meeting the general provisional admission requirements on page 6.

NONDEGREE STATUS

Nondegree status is designed for those students who:

• Are interested in taking one or two courses to renew their certificate, or who need a few courses to maintain recency of credit for certification purposes.

• Wish to add an endorsement to an existing certification.

• Wish to add another certification area to an existing certificate.

Nondegree-seeking students may take up to 18 semester hours of courses at Nova Southeastern University during any 5-year period.

Courses taken as a nondegree-seeking student may be applied toward a degree program if:

• The student sends in a formal application for the chosen degree program. (It is not necessary to pay a second application fee.)

• The courses are less than five years old at the time the student becomes degree seeking.

• A grade of A or B was assigned for the course(s).

• The course is appropriate for the student's declared major.

Please note:

• Nondegree-seeking students are not eligible for financial aid.

• When students become degree-seeking, their time limit for completing all academic requirements for the degree program dates from the first term in which the student registered for Nova Southeastern courses applied toward the degree program.

WORKSHOPS AND SPECIAL COURSES

WORKSHOPS

Special workshops are offered to meet specific interests and needs not satisfied by regular courses within our majors. Workshops will vary by location. Minimum and maximum enrollment limits are applied to workshops.

Special workshops are announced in advance to the specific local or professional group for which they are intended.

SPECIAL COURSES

Courses for the endorsements listed below are available at selected sites by local request only. Minimum enrollment limits are applied.

Gifted Education:

EDU 550
Introduction to the Nature and Needs of the Gifted Child
EDU 551
Educational Procedures for the Gifted Child
EDU 555
Seminar for the Guidance of Gifted Children
EP 5281
Developing Creativity in Gifted Students
EP 5282
Educating Special Populations of Gifted Students

Middle Grades Education:

MGE 601
Nature and Needs of the Middle Grades Learner
MGE 602
Foundations of Middle Grades Education
MGE 603
The Middle Grades Program: Curriculum and Instruction

Prekindergarten Handicapped:

EP 5270
Assessing the Needs of Preschool Handicapped Children
EP 5275
Prescriptive Intervention and Classroom Behavior
Management of Preschool Handicapped Children
EP 5280
Working with the Community and Families of Young Handicapped Children
(EP 5265, Nature and Needs of Handicapped Preschool Children, is available every term)
COURSE DESCRIPTIONS
COURSE DESCRIPTIONS

AS 701 Administrative Internship: Supervisory (1-6 Cr.)
This course may be used to meet Arizona certification requirements and is open only to students approved by an Academic Advisor.

AS 702 Administrative Internship: Principalship (1-6 Cr.)
This course may be used to meet Arizona certification requirements and is open only to students approved by an Academic Advisor.

AS 703 Administrative Internship: Superintendency (1-6 Cr.) This course may be used to meet Arizona certification requirements and is open only to students approved by an Academic Advisor.

BLE 500 Foundations of Bilingual Education (3 Cr.) A survey of the history, rationale, and organization of bilingual education in the United States. The course includes a study of various bilingual-bicultural education programs already in existence.

BLE 547 Testing and Evaluation in BLE/TESOL (3 Cr.)
Using course objectives and curriculum materials from the other component of this core module, participants will select and design tests to measure and evaluate BLE or ESOL proficiency and achievement.

BLE 567 Applied Linguistics (3 Cr.) An overview of the principles of linguistics and how they can be applied to language teaching and learning. Emphasis is on first and second language learning.

CSE 500 Computer Literacy 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 501 Managing Computer Resources for Teachers and Administrators (3 Cr.) This computer literacy course is designed for students majoring in computer science education or persons with 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.

Credit by Waiver: CSE 501 is a Florida certification requirement. Persons able to document computer literacy may demonstrate competence in CSE 501 by passing CSE 650 with a grade of B or above. A “Pass” will then be recorded for CSE 501. If a grade lower than a B is received for CSE 650, the student must enroll in CSE 501. By opting for a waiver, the student avoids repeating material already mastered and is able to take another course at a more advanced level. Credits for a waived course cannot be applied toward the degree.

CSE 500 or CSE 501 or the equivalent are prerequisites for all other CSE courses.

CSE 505 Computer Applications (3 Cr.) After gaining facility 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 applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers.

CSE 510 Advanced Applications of Technology (3 Cr.)
Extending basic applications of computers to new frontiers will help students blend critical thinking skills and technology to improve their educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the Logo environment, graphics, and merging graphics with text material.

CSE 650 Computer Network Management (3 Cr.)
This course introduces the fundamentals of establishing effective microcomputer networks and their management in the K-12 setting. Selection of hardware and software, computer network design, peripherals and basics of network data transfer for both Macintosh and PC environments are explored. Alternative educational delivery systems through telecommunications are also examined.

CSE 670 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 will be a review of the major elements of computer and information science. Students will use a systematic curriculum design model to prepare a course curriculum plan.

Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.
CSE 680 Teaching BASIC Programming (3 Cr.)
Content, materials, and methods for teaching BASIC programming in the schools, program development, evaluation techniques, resources, and teaching principles will be discussed.
Prerequisite: CSE 700 or equivalent

CSE 700 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.

CSE 710 Programming in Pascal (3 Cr.) This course is designed to acquaint students with the fundamental concepts of a block-structured language, Pascal. Included are all Pascal statements and basic data structures.
Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.
Credit by Waiver: CSE 710 is a Florida Certification requirement. Persons able to document previous background in Pascal may demonstrate competence in CSE 710 by passing CSE 712 with a grade of B or above. A Pass will then be recorded for CSE 710. If a grade lower than "B" is received for CSE 712, the student must enroll in CSE 710. By opting for a waiver, the student avoids repeating material already mastered and is able to take another course at a more advanced level. Credits for a waived course cannot be applied toward the degree.

CSE 712 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 file manipulation, and an introduction to data structures (pointers).
Prerequisites: CSE 710 or equivalent, and access to a computer with a modem.

CSE 715 Data Structures (3 Cr.) Participants will develop skills in creating and testing programs written in Pascal to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: 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 710 and CSE 712 or equivalent, and access to a computer with a modem.

CSE 798 (Ed.S.)
CSE 698 (M.S.) Practicum in Computer Science Education (6 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.
Prerequisite: Degree candidacy

CUR 501 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, 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 early childhood and primary years.

CUR 502 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, 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 elementary years.

CUR 503 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, 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 middle school years.

CUR 504 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, 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 high school years.
CUR 505 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, 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 exceptional student settings.

CUR 521 Educational Research for Practitioners in Early Childhood/Primary Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published 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 522 Educational Research for Practitioners in Elementary Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published 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 523 Educational Research for Practitioners in Middle School Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published 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 524 Educational Research for Practitioners in Secondary School Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published 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 525 Educational Research for Practitioners in Exceptional Student Education (3 Cr.) This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published 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.

EC 500 Child Growth and Development Birth through Age 8 (3 Cr.) Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human growth and development, including the physical, social-emotional, cognitive, and creative domains. EC 500 or an equivalent is a prerequisite for all other courses in PreK/Primary (all “EC” prefixes).

EC 503 Child Study and Assessment (3 Cr.) This course covers identification and utilization of appropriate assessment strategies for use in educational programs for children ages 3 through 8. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing.

EC 508 Theory and Practice in Early Childhood Programs Birth through Age 8 (3 Cr.) This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.
EC 509 Developmentally Appropriate Language and Literacy Experiences for Children Ages 3 through 8 (3 Cr.) In this course, background in the linguistic characteristics and needs of young children and theories of early childhood education serve as the base 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 511 Developmentally Appropriate Curriculum for Children Ages 3 through 8: 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 512 Developmentally Appropriate Curriculum for Children Ages 3 through 8: 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 513 Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through 8 (3 Cr.) This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered.

EC 514 Family and Community Collaboration in Early Childhood Programs (3 Cr.) In this course, students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on ethnocultural and economic variables.

EC 798 (Ed.S.)
EC 698 (M.S.) Practicum Internship in Early Childhood Education (3-6 Cr.) The 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. 
Prerequisite: Degree candidacy

EDL 500 Communications and Supervision in Educational Leadership Roles (3 Cr.) Using various proven activities, students will develop and apply their own interpersonal communication and supervisory skills. Since effective educational leaders work with and through others, the interactional effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course.

EDL 505 Educational Budgeting and Finance (3 Cr.) Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget.

EDL 510 School Leadership (3 Cr.) Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies (or those adopted by other states, for non-Florida students) are also included.

EDL 520 School Law for Administrators (3 Cr.) Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and 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 525 Personnel Selection and Development (3 Cr.) Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional 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.
EDL 530 Organizational Management of Schools (3 Cr.)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including value-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning.

EDL 535 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 540 Administration of Educational Support Programs (3 Cr.)
Emphasis will be placed on the acquisition of competencies for administering educational support programs and operational services including second language programs, special education programs, student activity programs, federal programs, and operational services including maintenance, transportation, school security, and clerical and support staff services. (Nevada only)

EDL 545 Administration of School Improvement Process (3 Cr.)
Emphasis will be placed upon the student's 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)

EDR 788 (Ed.S.)
EDR 688 (M.S.) Educational Research Practicum (6 Cr.)
This practicum 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. The final written report documents the entire process.
Prerequisite: Degree candidacy

EDU 501 School and Society (3 Cr.)
Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education.

EDU 502 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 503 Classroom Management and Organization (3 Cr.)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

EDU 521 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 Secondary English.

EDU 522 Methods for Teaching Secondary Mathematics (3 Cr.)
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Secondary Mathematics.

EDU 523 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 Secondary Science.

EDU 524 Methods for Teaching Secondary Social Studies (3 Cr.)
An overview of current practices in curriculum and instruction in the secondary schools with an emphasis on special methods for teaching Secondary Social Studies.

EDU 550 Introduction to the Nature and Needs of the Gifted Child (3 Cr.)
This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.
EDU 551 Educational Procedures for the Gifted Child (3 Cr.) This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role playing. It also includes lesson development techniques so that a balance between cognitive and affective areas may be achieved by the gifted child.

EDU 555 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 580 Educational Measurement (3 Cr.) This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

EDU 688 Supervised Teaching Internship (6-9 Cr.)*
A supervised teaching assignment combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development and instructional methodology.
Prerequisite: Written permission signed by an academic advisor. A minimum of 30 semester hours and all certification requirements except EDU 503 must be completed (or a minimum of 27 semester hours and all certification requirements completed if EDU 503 is taken concurrent with the internship).
*Florida students register for 6 credits and a 12 week internship. Nevada students register for 9 credits and a 18 week internship.

EDU 701 Educational Policy and Child Advocacy (3 Cr.) This course provides participants with an overview of the educational policy making process at the local, state, and national levels and background in principles of child advocacy. The primary emphasis is on the kinds of information needed by teachers and administrators who wish to serve as advocates for the children and youth in their schools.
Prerequisite: A master's degree in education.

EDU 721 Grantsmanship, Program Planning, and Evaluation (3 Cr.) This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects.
Prerequisite: A master's degree in education.

EH 788 (Ed.S.)
EH 688 (M.S.) Practicum in Emotionally Handicapped Education (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.
Prerequisite: Degree candidacy

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr.) All content taught in the Educational Leadership Program is reviewed. The intent of this 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.
Prerequisite: Admission to a degree or core program in Educational Leadership and completion of 27 hours of Educational Leadership courses, not including the practicum. May be taken after 24 hours of courses if taken concurrent with another Educational Leadership course.

EL 788 (Ed.S.)
EL 688 (M.S.) Practicum Internship in Educational Leadership (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.
Prerequisite: Degree candidacy

ELE 501 Methods of Teaching Reading in the Elementary School (3 Cr.) Methods, materials and approaches for teaching basic readings, including diagnosis, remediation and teaching diverse learners. Emphasis on curricular integration and reading program management.

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr.) Methods, materials and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and algorithms (computational). Emphasis will be given to the teaching and assessment of concepts.
ELE 541 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 601 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 602 Teaching of Science in the Elementary School (3 Cr.) Methods, materials, and approaches for teaching science, including developmentally appropriate introductions to the physical, earth, and life sciences. Emphasis will be given to exemplary processes and projects.

ELE 603 Teaching Elementary Social Studies in a Multicultural Society (3 Cr.) Methods, materials, and approaches for teaching social studies, including citizenship education and multicultural understanding. Emphasis will be given to contemporary practices in global education and diversity.

ELE 730 Reading in the Elementary Classroom (3 Cr.) Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating materials, equipment, and methodologies.

ELE 788 (Ed.S.)
ELE 688 (M.S.) Practicum in Elementary Education (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.
Prerequisite: Degree candidacy

EM 500 Philosophy of School Library Media Programs (3 Cr.) This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards; program planning, implementation, and evaluation; research applications; and trends and issues that influence school media programs.

EM 505 Design and Production of Educational Media (3 Cr.) This survey course introduces the principles of instructional design; provides experience in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

EM 510 Media for Children (3 Cr.) This course includes the developmental stages of children; the utilization of print and 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 515 Reference and Information Services (3 Cr.) This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

EM 520 Instructional Role of the Media Specialist (3 Cr.) This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media in the learning environment.
Prerequisite: EM 500

EM 525 Library Media Collection Development (3 Cr.) This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to aid in the collection development process.

EM 530 Management of School Library Media Programs (3 Cr.) This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting, staffing; marketing; facilities utilization; and the application of technology to media center management practices.

EM 535 Media for Young Adults (3 Cr.) This course includes the developmental stages of adolescents; utilization 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.
EM 540 Organization of Library Media Collections (3 Cr.) This course includes library classification systems, principles and techniques of descriptive cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods.

EM 545 Production of Instructional Video Programs (3 Cr.) This course provides laboratory experience in the production and utilization of video programs for instructional purposes and methods of teaching video production.

EM 550 Multimedia Development (3 Cr.) Techniques of multimedia development (planning, scripting, incorporation of varied media forms) are examined. Students will produce multimedia projects. 
Prerequisite: CSE 501 or equivalent

EM 798 (Ed.S.) EM 698 (M.S.) Practicum Internship in Educational Media (3 Cr.) The Practicum Internship in Educational Media 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 use of educational media with critical thinking skills and/or technology. The final written report documents the entire process. 
Prerequisite: Degree candidacy

ENG 600 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 605 Recent Directions in Language Learning (3 Cr.) Students will investigate recent directions in the study of grammar and syntax, including a comparison of the adult standards approach and the language/experience approach.

ENG 615 Recent Directions in Expository Writing (3 Cr.) The process model of expository writing will be examined, analyzed, and explicaded. Particular emphasis will be placed on recent directions for the improvement of writing abilities and on the writing of research papers.

ENG 625 Recent Directions in Creative Writing (3 Cr.) The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction.

ENG 635 Recent Directions in Adolescent Literature (3 Cr.) Students will 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 645 Recent Directions in the Analysis of Literature (3 Cr.) Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 788 (Ed.S.) ENG 688 (M.S.) Practicum Internship in English Education (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. 
Prerequisite: Degree candidacy

EP 500, EP 564 and EP 566, or certification in any area of Exceptional Student Education, are prerequisites for all other courses in Exceptional Student Education. PreK/Primary majors may take EP 5265 after taking EP 500.

EP 500 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 treatments strategies, and current and future trends in the field of exceptional student education.

EP 505 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 implications for evaluation, educational planning, and program development.
EP 515 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.

EP 520 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 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 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 utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course.

EP 5265 Nature and Needs of Handicapped Preschool Children (3 Cr.) This course provides an overview of the effects of handicapping conditions on the physical, cognitive, communicative, and social-emotional development of infants and young children. Legal and ethical issues relating to early childhood special education programs are covered. Past and present early childhood special education programs are surveyed.

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 Preschool Handicapped Children (3 Cr.) This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening processes used with infants and preschool children. Legal and ethical issues relating to the assessment process are covered. A review of the types of measures used to gather information and the interpretation and utilization of data in developing an individualized education program are included.

EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children (3 Cr.) This course covers the development and adaptation of curriculum, teaching methods and materials, and the physical environment for use with preschool handicapped children. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards and limits for behavior in the classroom setting.

EP 5280 Working with the Community and Families of Young Handicapped Children (3 Cr.) This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources and services and the legal rights of the family and child are reviewed. Students are trained in techniques for working with parents as case managers and advocates in setting educational goals and utilizing community resources.

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 student characteristics and appropriate programmatic adaptations.

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 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.

EP 564 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.

EP 565 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, which exceptional students need if they are to actualize their potentials and become contributing members of society.

EP 566 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.

EP 570 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 socioemotional needs of these students.

EP 585 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.

ESL 788 (Ed.S.) ESL 688 (M.S.) Practicum in Teaching English to Speakers of Other Languages (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.

Prerequisite: Degree candidacy

ETEC 601 Instructional Design (3 Cr.) This course addresses application of the theory of instructional design and the design process as it applies in the development of educational media and software. Goal analysis, objectives, instructional strategy development, and evaluation in the design process are utilized in the production of an educational product.

ETEC 602 Technology and 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 utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.
ETEC 788 (Ed.S)
ETEC 688 (M.S.) Practicum in Educational Technology
(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 the evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.
Prerequisite: Degree candidacy

MAT 505 Geometry for Mathematics Teachers (3 Cr.)
This course is designed to offer a wide perspective on geometry for graduate students planning to teach secondary mathematics. The course covers both Euclidean and non-Euclidean geometry.

MAT 662 The 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.

MAT 682 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.

MAT 683 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.
Prerequisite: College algebra

MAT 684 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.
Prerequisite: Previous course in geometry

MAT 685 Symbolic Representation and Number Theory in Mathematics (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.
Prerequisite: College algebra

MAT 686 Survey of 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.

MAT 687 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.

MAT 689 Probability and Statistics in Mathematics Education (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.

MAT 788 (Ed.S.)
MAT 688 (M.S.) Practicum in Mathematics Education
(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.
Prerequisite: Degree candidacy

MGE 601 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 602 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 603 The Middle Grades Program: Curriculum and Instruction (3 Cr.) A review of the current status and trends in the middle-school concept as it is evidenced in practice. This will include curriculum, interdisciplinary teaching, advisor-advisee programs, guidance in the middle school, active learning strategies, and student assessment.

MR 788 (Ed.S.)
MR 688 (M.S.) Practicum in Mental Retardation (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.
Prerequisite: Degree candidacy

RED 500 Techniques of Corrective and Remedial Reading (3 Cr.) This course includes the development and use of informal diagnostic procedures, organization of small-group and individualized reading, instruction, and evaluation of remedial reading techniques and materials.
Prerequisite: RED 554

RED 554 Assessment in Reading (3 Cr.) This course familiarizes the students with a variety of techniques, both formal and informal, for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.
Prerequisite: RED 570

RED 570 The Reading Process (3 Cr.) This course examines reading models, subskills, and theories and explores the theoretical basis for reading systems.

RED 575 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 588 Practicum in Reading (3-6 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.
Prerequisite: Degree candidacy

RED 750 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 780 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 500, RED 554, RED 570

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

SCI 651 Technology in Science Education (3 Cr.) Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 652 Cognitive Science and Science Education (3 Cr.) 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 653 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 661 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 for “theories of everything.”

SCI 662 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 663 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 788 (Ed.S.)

SCI 688 (M.S.) Practicum in Science Education (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.

Prerequisite: Degree candidacy

SLD 788 (Ed.S.)

SLD 688 (M.S.) Practicum in Specific Learning Disabilities (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.

Prerequisite: Degree Candidacy

SST 612 Economics in the Secondary Curriculum (3 Cr.) This course reviews major principles of economics and methods for integrating economics into the secondary school curriculum. Current curriculum materials and exemplary practices will be reviewed.

SST 614 Geography in the Secondary 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 616 The Historical Roots of Our Multicultural Society (3 Cr.) Past and recent history in Africa, Asia, and Latin America are reviewed during this course to provide teachers with a background on the roots of major non-European cultural groups in the United States. An emphasis will be placed on cultural and historical trends that caused persons to come to the United States from these areas and the cultural heritage that they brought with them.

SST 618 The American Political Process in the School Curriculum (3 Cr.) This course provides an overview of the American political process, introduces teachers to a sample of classroom activities that can be used as part of the instructional process, and introduces them to several sets of national standards: for history, for civics and government, and the NCSS strands.

SST 622 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 grades 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 788 (Ed.S.)  
SST 688 (M.S.) Practicum in Social Studies Education (6 Cr.) This 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.  
Prerequisite: Degree candidacy

TSL 515 Curriculum Development in Bilingual Programs (3 Cr.) A study of the content development and evaluation of ESOL curricula for use in bilingual or multilingual settings. The course includes a survey of techniques for assessing needs, determining objectives, and designing and evaluating curriculum materials.

TSL 559 Overview of Current Strategies of ESOL Instruction (3 Cr.) This course provides a generic overview of practices in English as a Second Language instruction. The student will examine current strategies and pertinent theory in ESOL testing/evaluation, curriculum and materials development, methods of teaching, and cross-cultural communication.

TSL 562 Cultural and Cross-Cultural Studies (3 Cr.) This course examines cultural factors that influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 Cr.) A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

VE 788 (Ed.S.)  
VE 688 (M.S.) Practicum Internship in Varying Exceptionalities (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.  
Prerequisite: Degree candidacy.
ACADEMIC POLICIES

The current Student Handbook provides students with specific information on procedures, forms, contact persons, and other details on the implementation of the policies outlined in this catalog. The Student Handbook is available to you at any GTEP site, or by calling 800-986-3223, Ext. 1519.

GRADING POLICY

GTEP students must maintain a grade point average of at least 3.0 (B) for retention in the program. Incomplete grades (I) must be made up within four months of the final class meeting of the course, or sooner if stipulated by the instructor. Otherwise, a grade of F will automatically appear in the permanent records. (See the Student Handbook for details.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>B</td>
<td>Good achievement</td>
</tr>
<tr>
<td>C</td>
<td>Below expectations for graduate work</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>WU</td>
<td>Administrative withdrawal</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted by instructor</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

No plus or minus grades (e.g., A-, B+) are used in the Graduate Teacher Education Program.

GRADE REPORTS

All GTEP students are provided with grade reports at the end of every session in which they attended classes. GTEP maintains up-to-date progress records on each student. Through GTEP student advisors, students have access to working transcripts that show earned current status of grades and earned semester credit hours for all courses completed and/or attempted.

ATTENDANCE POLICY

GTEP students must attend all class sessions and must adhere to the scheduled class hours. When class sessions must unavoidably coincide with religious holidays, students affected are excused, but must make up work as required by the instructor. (See the Student Handbook for details.)

EXTENSIONS

Students have up to four years to complete all degree requirements, (five years for students in the Initial Certification Plan) dating from the beginning of the term of their initial registration for course work leading to the degree. A one-year extension is possible under extenuating circumstances. The request for an extension must be made in writing prior to the end of the student's time limit. (See the Student Handbook for details.)

TUITION, FEES AND FINANCIAL POLICIES

FEES

Payment of fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be payable to Nova Southeastern University. Tuition fees can be charged to MasterCard, VISA, Discover, or American Express accounts. Fees are subject to change without notice.

APPLICATION FEES, REGISTRATION FEES, AND TUITION

Graduate Admission Application Fee ..............$40

This is a one-time, nonrefundable fee. (A perforated Graduate Admission Application form is included at the end of this document).

Registration Fee ......................................................$15

This nonrefundable processing fee must be paid each time a registration form and tuition are submitted, whether covering one course or covering more than one course.

Tuition .........................................................$230 (per credit)

Tuition and the registration fee for continuing students are due at the site or at the GTEP offices on the main campus on the dates published on page 3 of this catalog, usually about 2 weeks before the first class session. Registrations will not be accepted after the listed deadlines.
Processing Fee; Returned Checks, Declined Credit Cards $75

A registration will be returned to the student when tuition is not paid, in whole or in part, because of a declined credit card or a check returned because it is incorrectly written or there are insufficient funds in the account. Students who make a one-time error may be given a short period to correct the problem. A $75 processing fee will be charged. The registration will not be processed if the student fails to correct the payment problem by the deadline. An official grade will not be recorded and credit will not be given for the class.

Practicum Internship Registration

Students register for the six-credit Practicum Internship at site registration sessions or by mail. A completed registration ensures: the services of a practicum advisor, use of the Einstein Library, and assistance of the Practicum Office staff for a period of six GTEP sessions (one year). Students may register at any time during a session, but registrations are dated from the beginning of the session.

Practicum Service Charges

Students who require more than one year to complete the Practicum Internship may extend their practicum time by paying a Practicum Service Charge equivalent to one credit per term for Fall and Winter Terms and 1/2 credit for Summer Term. The 1996-97 rate for one credit is $230. Practicum time cannot be extended beyond the student’s four-year time limit for completing degree requirements.

Supervised Teaching Internship Registration

Tuition and the registration fee for the 6- or 9-credit student teaching internship are due at the site or at the GTEP offices on main campus by the deadlines for either Fall Term Session One or Winter Term Session One. Deadlines for registration are published on page 3 of this catalog. Tuition covers the full 12- or 18-week student teaching experience and the accompanying seminar. Students must apply in advance for permission to register for student teaching.

Split Tuition Payment

Students registering for two courses in the same term and session for the practicum or teaching internship, and paying by check, may split their tuition payment. Half of the tuition for the two courses or the practicum, plus the registration and application fee, is due at the time of registration. The remaining half may be paid with a check at registration dated 30 days later. Both checks must accompany the registration. Students may not post date a credit card payment, but may pay by credit card and a postdated check.

Other Fees

Graduation Fee $65

- Students must request a degree application form from the local GTEP Program site or from the Office of the University Registrar (305/476-8985 or 8986) at least two months prior to the projected date for completion of all degree requirements.
- An additional fee is charged by the registrar’s office for commencement announcements and for a cap and gown for students attending the commencement exercises in the summer at Fort Lauderdale.

Local Fees as applicable

The Graduate Teacher Education Program is offered in cooperation with local teacher organizations in Alachua, Brevard, and 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 provide complete details regarding local fees for students to whom they apply.

Textbooks and other Learning Materials as applicable

Students must purchase required learning materials no later than the opening class sessions. GTEP prepares a Booklist in advance of each term. The Booklist provides a course-by-course listing of textbooks and other required materials, along with ordering information and shipping costs. GTEP texts are supplied through Nova Books. The Booklist can be obtained at every site or by telephone request. Call 800-986-3223, Ext. 1519.
WITHDRAWAL AND TUITION REFUND POLICY

Students who cancel their registration before the first class session are entitled to a full tuition refund. GTEP's registration fee and application fee 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 both courses and practicum and teaching internships will be based upon the number of classes held each session. Students are urged to submit withdrawal requests in writing at the site or by fax or mail to the program office to ensure that they have documentation of their request. Refunds will be based on the date of receipt of request.

Examples:
Student requests withdrawal from a course after the third class.
- Tuition for course = $690
- Tuition prorated per class = $77
- Refund is for 6 classes remaining x $77 = $462

Student requests withdrawal from a course after the sixth class.
- Tuition for course = $690
- Tuition prorated per class = $77
- Refund is for 3 classes remaining x $77 = $231; however, minimum refund is $276

SPECIAL CIRCUMSTANCES

For special workshop and course offerings that are not based on 9 classes per course the refund will be based on 70% of the number of class meetings. Tuition will be prorated accordingly, with a minimum refund of 40% of tuition.

Students will receive a full refund of tuition payments and registration and application fees paid: 1) if they do not meet minimum admissions requirements; 2) for a cancelled course or workshop; 3) involuntary call to active military duty; 4) documented death of the student or a member of his or her immediate family (parent, spouse, child, sibling); 5) severe illness of the student (as approved by the institution and confirmed in writing by a physician) that precludes completion of the term; 6) exceptional circumstances approved by the president or his designee.

Refunds will be made within 30 days after the effective date of the student's withdrawal. Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms, whether or not an initial payment has been submitted.

TRANSCRIPT REQUEST POLICY

Upon completion of a degree program at Nova Southeastern University, students receive one transcript without charge. Any other transcripts, before or after graduation, must be requested by completing the Request for Transcript form available at local sites. This form and a $5 check or money order should be mailed to the Nova Southeastern University registrar.

FINANCIAL AID

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 452-3380 or 800-522-3243.

When to Apply for Financial Aid
It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes up to 12 weeks. A set of recommended dates for submission of all materials follows. It is extremely important that students fill out all forms completely and correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Application forms are usually available each January for the following academic
year. There is a priority deadline of April 1, 1996 for the 1996-97 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application. The last day to apply for any financial aid for 1996-97 is June 30, 1997.

Students may not complete registration unless they have an award covering the term of registration. To allow sufficient time for processing of financial aid applications, all forms and materials should be submitted by the following dates:

**June 28, 1996**
for the term beginning August 24, 1996

**November 25, 1996**
for the term beginning January 18, 1997

**April 5, 1997**
for the term beginning June 9, 1997

As part of our ongoing efforts to improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has implemented a telephone voice response system. We have named our system the Automated Telephone Counseling (ATC) System. Thanks to the ATC, you may, with the help of a touch tone phone, access information regarding your financial aid application, much as you would student loan information through your loan servicer's telephone system or your bank information system through your bank's online system.

Through the ATC, you will be able to obtain general financial aid information, request a packet be mailed to you, or check the status of your application (including loan disbursement information) simply by punching in your social security number and four digit pin number (your birth month and year). No need to wait on hold. No more waiting for a return phone call. No need to rush to a phone on your coffee break at work. The ATC will be available 24 hours a day, seven days a week, and file information will be updated daily.

Of course, financial aid counselors will continue to be available for questions and concerns not addressed by the ATC. It is our hope that contacting a counselor will become a faster and smoother process with the ATC operational. The ATC may be accessed locally at (954) 452-3380 or toll free at 800-522-3243.

**WARNING TO NONDEGREE-SEEKING STUDENTS:**
Students whose programs do not culminate in a degree are not eligible for financial aid. Persons taking programs leading to certification, but not a master's or educational specialist degree, are included in this category. Among those who are not eligible for financial aid are students taking course work for the ESOL endorsement, but not a degree, and persons in the Modified Core Program in Educational Leadership.

**ADDITIONAL INFORMATION - GENERAL ELIGIBILITY REQUIREMENTS**
In order to participate in the financial aid programs, a student generally must:

1. Be a U.S. Citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;

2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;

3. Be making satisfactory progress in his/her course of study;

4. Not be in default of or owe a refund for any financial aid received previously;

5. Sign a Statement of Educational Certification; and

6. Be registered with Selective Service if required to do so by federal law.
FACULTY AND ADMINISTRATION GRADUATE TEACHER EDUCATION PROGRAM

PAUL B. BORTHWICK, JR.
Senior Educational Leadership Professor
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

MELBA FLETCHER
Program Professor, Clinical Supervision
B.S. University of New Mexico
M.A. Troy State University
M.Ed. Western Michigan University

LINDA GOLDSMITH
Program Professor, English Education
B.A. University of Pennsylvania
M.A. Fordham University
Ph.D. University of Miami

FELICIA GUERRA
Program Professor, TESOL
B.S. Georgetown University
M.A. New York University in Spain
Ph.D. University of New Mexico

AUDREY HENRY
Program Professor, Reading
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

JOAN D. MATHIS
Director of Field Experiences,
Graduate Teacher Education Program
B.S. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova Southeastern University

DENNIS MURPHY
Program Professor, Mathematics and Science Education
B.S. Worcester Polytechnic Institute
M.S. Northeastern University
Ph.D. Nova Southeastern University

DEO NELLIS
Director of Operations, Graduate Teacher Education Program
B.A. State University of New York at Buffalo
M.S. Nova Southeastern University
Ed.D. Nova Southeastern University

VESNA OSTERTAG
Program Professor, Evaluation and Field Experiences
B.A. University of Iowa
M.A. Ball State University
Ed.D. Nova Southeastern University

GENE PADGETT
Program Professor, Mathematics Education
B.S. Mississippi State University, Starkville
M.A. Mississippi State University, Starkville
Ed.D. Baylor University

ROBERT PARKS
Program Professor, Educational Foundations
B.A. Belmont Abbey College
B.B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. University of Miami

JOHANNE PECK
Program Dean, Graduate Teacher Education Program
B.S. University of Maryland
M.A. University of Maryland
M.S. City College of New York
Ph.D. University of Maryland

RICHARD PETERS
Program Professor, Social Studies Education
B.S. University of Maine
M.Ed. University of Maine
Ed.D. University of Rochester

WILMA J. ROBLES de MELENDEZ
Program Professor, Prekindergarten/Primary, Elementary Education
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid, Spain

DONNA STARR
Program Professor, Educational Media
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

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THE CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

NOVA SOUTHEASTERN UNIVERSITY STATEMENT OF ACADEMIC RIGHTS AND RESPONSIBILITIES

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students 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:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;

- A scrupulous respect for the equal rights and dignity of others; and

- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring 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 and the State of Florida. 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 if that is the 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 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 acknowledgement 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 Nova Southeastern University, 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.
POLICIES GOVERNING STUDENT RELATIONS

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
NSU 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 maintains at least one full-time employee to assist all students in obtaining information.

GRIEVANCES
When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the GTEP Student Handbook.

INTERNATIONAL STUDENTS
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 the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 452-7240.

VETERANS' BENEFITS
The degree seeking programs described in this catalog are approved for the training of veterans and other eligible persons 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) 452-7241 or toll free 800-541-6682, Ext. 7241.
LEARNING RESOURCES

LIBRARY RESOURCES
The University library system has more than 500,000 volume equivalents.

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences. Its more than 200,000 volume equivalents can be searched through the library's online catalog. Also, specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog and to First Search.

The Einstein Library is equipped to perform online literature searches using DIALOG information databases. Reference librarians will assist students in structuring searches.

The library is a member of SEFLIN and FLIN, cooperative library networks that speed access to materials from other institutions throughout Florida. The Einstein Library has also been named a cooperating library of the Foundation Center in New York, giving students access to a special collection for grants and foundation research. The library has an agreement with Wayne State University in Detroit for priority access to their vast collection of research materials.

Through the Distance Library Services Office (DLS), students off campus have access to books, journal articles, Educational Resources Information Center (ERIC) documents, interlibrary loans, database searches, and reference librarians specializing in research services to remote student locations. Students may call the DLS to request materials 24 hours a day, using mail, FAX, or home computer. To contact, DLS by phone, call 800-541-6682, Ext. 7388 or (954) 475-7388. E-mail: library@nsu.acast.nova.edu

The Health Professions Division Library is located at the Main Campus. It contains card and computerized catalogs of holdings, more than 11,000 book titles, 783 active journals, and more than 800 audio and video tapes. The library is a member of DOCLINE, which is the National Library of Medicine's online, interlibrary loan service, coordinating with medical libraries in the United States. Full membership in the Miami Health Sciences Library Consortium permits free exchange of materials among local medical libraries for all patrons. Membership in the Association of Visual Sciences Librarians includes a cooperative lending relationship, so patrons have free access to nearly all vision-related resources. Also, a Learning Resources Laboratory, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, with a collection numbering more than 261,000 volumes and volume equivalents, contains the standard materials required for legal study and research. It is one of the few collections in the country designated as a depository for United Nations documents. It is also designated as a depository for state and federal documents.

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.

CENTER FOR MEDIA AND TECHNOLOGY
Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

STUDENT ACCESS TO TELECOMMUNICATIONS
Graduate programs at FCAE expect or require their field-based faculty, staff, and students to avail themselves of the University's electronic resources. NSU's UNIX system enables users to communicate with others in their program through electronic mail (e-mail), request university electronic library services, participate in electronic classroom course experiences (when scheduled), discuss issues in computer conferences, and access worldwide resources including: practitioners, bulletin boards, library catalogs, full-text material, databases, the Internet, and the World Wide Web.
To get online, students need an MS-DOS compatible or Macintosh* computer, VT100 terminal emulation software (Kermit is provided by NSU), and a 14,400 baud ** or faster modem (or Telnet capability) for connection to NSU over local telephone lines. Students are provided NSU UNIX accounts; however, students may have to pay an access fee to reach the Internet to connect to NSU resources.

To be assigned an account on the UNIX system, students need to complete a Request for UNIX Account form, which is available from their program office. After the form is processed by the user's program, The Fischler Center's Office of Technology will provide account information.

For information about the system’s capabilities or answers to technical questions, call the FCAE Helpdesk at (954) 475-7216, or 800-986-3223, Ext. 7216 or call the NSU general communications Helpdesk at 800-541-6682, Ext. 7668. Your call will be transferred to the Helpdesk and handled by the staff member on duty.

*Limited Macintosh Support is available from NSU.
**Modems as slow as 2400 baud may be used.

**TEXTBOOKS**

The bookstore (Nova Books) is located on the main campus in the Rosenthal Student Center and carries all the required books for courses at Nova Southeastern University. Students located throughout the United States and Canada can order their texts via telephone 800-509-2665 or (954) 476-4750 or Fax (954) 476-4759.

Email: novabook@nsu.acast.nova.edu

**COMPUTING FACILITIES**

The University’s Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.
EDUCATION FACULTY AND ADMINISTRATIVE STAFF

WILLIAM ALVAREZ
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Lamar State College of Technology
M.S.E. Stephen F. Austin State University
Ed.D. University of Arkansas

HECTOR BARAJAS
Coordinator of Curriculum Development, Programs in Education and Technology
A.G.S. Central Texas College

JOSEPH BARIMO
Coordinator of Clinic Business Services, LaBonte Institute for Communication Sciences and Disorders
M.B.A. Tampa College
M.S. University of South Florida

CELIA BARREIRO
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Arizona State University
M.S. Nova Southeastern University

ADELA BECKERMANN
Program Professor and Director of Practicums, Master's Program in Life Span Care and Administration
B.S. State University of New York at Stony Brook
M.S.W. State University of New York at Stony Brook
Ph.D. State University of New York at Albany

DONALD BENDER
Associate Director, LaBonte Institute for Communication Sciences and Disorders
B.A. Paterson University
M.S. Seton Hall University
Ph.D. University of Maryland

CAROLE BENEDICT
Coordinator of Center Marketing, Center for the Advancement of Education

ELAINE S. BLOOM
Academic Advisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Emerson College
M.S. Emerson College

NEDRA BORDERS
Coordinator of Program Marketing, National Ed.D. Program for Educational Leaders
B.S. Nova Southeastern University

PAUL B. BORTHWICK, JR.
Senior Educational Leadership Professor, Graduate Teacher Education Program
B.S. Kent State University
M.S. University of Akron
Ph.D. University of Akron

ADA CHRISTIE
Coordinator of Administrative Operations, Ed.D. Programs for Higher Education

CLEVELAND O. CLARKE
Program Professor, Programs in Education and Technology
B.S. Pennsylvania State University
M.Ed. Boston University
Ed.D. Boston University

BARBARA COMER
Student Academic Advisor, Graduate Teacher Education Program
B.S. State University of New York at Buffalo
M.S. State University of New York at Buffalo

PHILIP H. DETURK
Program Professor, National Ed.D. Program for Educational Leaders
B.A. Dartmouth College
M.A. Columbia Teachers College
Ed.D. University of Massachusetts

PHILIP A. DIAZ
Director of Program Development, Master's Program in Life Span Care and Administration
B.A. City College of New York
M.S.W. Fordham University School of Social Work

KAMELIA EL-KOLALLI
Student Academic Advisor, Graduate Teacher Education Program
B.A. Alexandria University
CHARLES L. FAIRES
Associate Director, National Ed.D. Program for Educational Leaders
B.S. Northern Arizona University
M.S. University of Georgia
Ph.D. Kent State University

SUE FASSANELLA
Coordinator of Administrative Operations, Programs in Education and Technology

ABRAHAM S. FISCHLER
President Emeritus, Nova Southeastern University
B.S. City College of the City University of New York
M.A. New York University
Ed.D. Columbia University

MELBA FLETCHER
Program Professor, Graduate Teacher Education Program
B.S. University of New Mexico
M.S. Troy State University
Ed.D. University of Alabama

VERA FLIGHT
Director of Student Development and Admissions, Programs in Education and Technology
B.S. Eastern Connecticut State University
M.S. Nova Southeastern University

DANA FREDEBAUGH
Program Professor, Graduate Teacher Education Program
B.A. Rollins College
M.A. University of the Virgin Islands
M.S. University of Miami
Ph.D. University of Miami

ELANE FRIEDEL
Clinical Audiologist/Coordinator of Internships, LaBonte Institute for Communication Sciences and Disorders
B.S. Emory University
M.S. Emory University

GARY FRIEDMAN
Clinical Audiologist, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Buffalo
M.S. Washington University

RICHARD GOLDMAN
Distinguished University Program Professor of Education, Center for the Advancement of Education
B.A. University of Pittsburgh
M.Ed. University of Pittsburgh
Ph.D. University of Pittsburgh

LINDA H. GOLDSMITH
Program Professor, Graduate Teacher Education Program
A.B. University of Pennsylvania
M.A. Fordham University
Ed.D. Western Michigan University

JOSEPH GONZALEZ
Associate Director of Curriculum/Research, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

NORMA M. GOONEN
Associate Director for Faculty and Curriculum Development, Ed.D. Programs for Higher Education
B.A. Florida International University
M.S. Florida International University
Ed.D. University of Florida

ROBERT K. GREENE
Practicum Associate, Programs in Education and Technology
Managing Editor, The Child and Youth Care Administrator
B.A. Florida Atlantic University

MONA R. GRIFTER
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.A. Brooklyn College
M.S. Brooklyn College

MARILYN K. GRISH
Broward County School Board Liaison
B.S. Eastern Michigan University
M.A. Eastern Michigan University
Ed.D. Nova Southeastern University

FELICIA GUERRA
Program Professor, Graduate Teacher Education Program
B.S. Georgetown University
M.A. New York University in Spain
Ph.D. University of New Mexico
DIANE GUPTA
Clinical Supervisor for the Hearing Impaired,
LaBonte Institute for Communication Sciences
and Disorders
B.A. Fontbonne College
M.A. Memphis State University

STAN A. HANNAH
Program Professor, Computer and Information Technology,
Ed.D. Programs for Higher Education
B.A. Indiana University
M.B.A. Indiana University
M.L.S. Indiana University
Ph.D. Indiana University

AUDREY H. HENRY
Program Professor, Graduate Teacher Education Program
B.S. Tuskegee Institute
M.Ed. University of Florida
Ed.D. University of Florida

TONI HEPPLER
Director, Center for Media
and Technology
B.S. Nova Southeastern University
M.S. Nova Southeastern University

LOIS ANN HESSER
Program Professor, Programs in Education and Technology
B.S. State University of New York at Potsdam
M.S. State University of New York at Potsdam
Ed.D. State University of New York at Albany

RALPH HOGGES
Associate Director, Master's Program in Life Span Care
and Administration
B.S. Tuskegee University
M.Ed. Tuskegee University
Ed.D. Nova Southeastern University

KATHRYN G. HOLLYWOOD
Program Professor, National Ed.D. Program for
Educational Leaders
B.A. St. John's University
M.A. St. John's University
M.A. St. John's University
P.D. Fordham University
Ph.D. Fordham University

MOISETTE HORNBROOK
Coordinator of Administrative Operations, National Ed.D.
Program for Educational Leaders

DEE HOWARD
Student Academic Advisor,
Graduate Teacher Education Program
B.S. Barry University
M.S. Nova Southeastern University

LINDA M. HOWARD
Program Professor, Adult Education,
Ed.D. Programs for Higher Education
B.A. Webster University
M.A. Webster University
Ed.D. Arizona State University

BRIAN D. HUMPHREY
Clinical Supervisor, LaBonte Institute
for Communication Sciences and Disorders
B.A. University of Rochester
M.A. University of Minnesota

JOHN A. KAUFHOLD
Program Professor, National Ed.D. Program
for Educational Leaders
B.S. West Chester University
M.Ed. University of Virginia
Ed.D. University of Virginia

SHARON KERBIS
Coordinator of Instructional Materials,
National Ed.D. Program for Educational Leaders
A.A. Joliet Junior College

SHELLEY KIRCHENBAUM
Clinical Supervisor, LaBonte Institute for
Communication Sciences and Disorders
B.A. Adelphi University, New York
M.A. George Washington University

GEORGE KONTOS
Program Professor, Graduate Teacher Education Program
B.A. University of Athens, Greece
M.A. University of Texas at Austin
Ed.D. University of Houston
RONALD C. KROLL
Associate Director of Cluster Support and Student Services,
Ed.D. Programs for Higher Education
B.M. Farmington Hills
M.A. Eastern Michigan University
Ed.D. Nova Southeastern University

SIDI LAKHDAR
Program Professor, Graduate Teacher Education Program
B.A. Salem State College
M.A.T. Salem State College
Ed.D. Boston University

JOHN LOSAK
Vice President, Research and Planning; Program Professor, Center for the Advancement of Education
B.A. University of Florida
M.A. University of Florida
Ph.D. Florida State University

MARYELLEN MAHER
Associate Director, Programs in Education and Technology
B.A. Jersey City State College
M.Ed. University of Florida
Ph.D. University of Florida

ABBYE MAN BURG
Program Dean, Programs in Education and Technology
A.B. Temple University
M.S. City College of New York
Ed.D. Nova Southeastern University

JOAN D. MATHIS
Director of Field Experiences, Graduate Teacher Education Program
B.A. Florida Atlantic University
M.Ed. Florida Atlantic University
Ed.D. Nova Southeastern University

THOMAS G. McOSKER
Clinical Supervisor, Labonte Institute for Communication Sciences and Disorders
B.A. College of the Holy Cross
M.A. Case Western Reserve University

JOAN M. MIGNEREY
Program Professor, Programs in Education and Technology
B.S. Defiance College
M.S. Bowling Green State University
Ph.D. Michigan State University

ROBERT C. MILES
Director of Licensure and State Relations
B.S. University of Oklahoma
B.A. Connecticut State College
M.A. University of Connecticut
Ph.D. University of Connecticut

JACK MILLS
Program Dean, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Texas
M.A. University of Texas
Sc.D. Johns Hopkins University

AL P. MIZELL
Director of Technology, Center for the Advancement of Education
B.Ed. University of Miami
M.S. Florida State University
Ed.S. Indiana University
Ed.D. Indiana University

ROSS E. MORETON
Program Dean, Ed.D. Programs for Higher Education
B.S. Carson-Newman College
M.A. East Tennessee State University
Ed.D. University of Mississippi

NANCY MOSKAL
Program Professor, Audiology, LaBonte Institute for Communication Sciences and Disorders
B.S. Purdue University
M.A. University of Illinois at Urbana-Champaign
Ph.D. Purdue University

ANNE E. MULDER
Program Professor, Higher Education, Ed.D. Programs for Higher Education
B.A. Transylvania University
M.A. University of Michigan
Ph.D. University of Michigan
DENNIS MURPHY  
Program Professor, Graduate Teacher Education Program  
B.S. Worcester Polytechnic Institute  
M.S. Northeastern University  
Ph.D. Nova Southeastern University

DEO NELLIS  
Director of Program Operations, Graduate Teacher Education Program  
B.A. State University of New York at Buffalo  
M.S. Nova Southeastern University  
Ed.D. Nova Southeastern University

WREN NEWMAN  
Coordinator of Client Services, LaBonte Institute for Communication Sciences and Disorders  
B.S. Ithaca College  
M.S. University of Oklahoma

HOA "WALLY" NGUYEN  
Coordinator of Computer Support  
B.S. Nova Southeastern University

PHYLLIS M. OLMSTEAD  
Academic Computing Specialist, Center for the Advancement of Education  
A.A. Hillsboro Community College  
B.S. University of Florida  
M.Ed. University of Central Florida  
Ed.D. University of Central Florida

VESNA OSTERTAG  
Program Professor, Graduate Teacher Education Program  
B.A. University of Iowa  
M.A. Ball State University  
Ed.D. Nova Southeastern University

BARBARA PACKER  
Coordinator of Doctoral Studies, LaBonte Institute for Communication Sciences and Disorders  
B.A. Rutgers University  
M.S. Columbia University  
Ed.D. Nova Southeastern University

ERVIN E. "GENE" PADGETT III  
Program Professor, Graduate Teacher Education Program  
B.S. Mississippi State University  
M.A. Mississippi State University  
Ed.D. Baylor University

ROBIN PARKER  
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders  
B.S. Florida State University  
M.S. Florida State University

MARTIN B. PARKS  
Associate Director for Research, Ed.D. Programs for Higher Education  
B.A. Eastern Washington University  
B.A. Eastern Washington University  
Ph.D. The Ohio State University

ROBERT PARKS  
Program Professor, Graduate Teacher Education Program  
B.A. Belmont Abbey College  
B.B.A. Florida Atlantic University  
M.Ed. Florida Atlantic University  
Ed.D. University of Miami

SHIRLEY PATCHIN  
Coordinator of Student Services, Graduate Teacher Education Program

JOHANNE PECK  
Program Dean, Graduate Teacher Education Program  
B.S. University of Maryland  
M.A. University of Maryland  
M.S. City College of New York  
Ph.D. University of Maryland

MARK PEREZ  
Student Academic Advisor, Graduate Teacher Education Program  
B.A. State University of New York at Stony Brook  
M.S. Queens College, City University of New York

RICHARD PETERS  
Program Professor, Graduate Teacher Education Program  
B.S. University of Maine  
M.Ed. University of Maine  
Ed.D. University of Rochester

ELIZABETH A. POLINER  
Director of Resource Information for External Programs  
B.Ed. University of Miami  
M.Ed. University of Miami  
Ed.S. Nova Southeastern University  
Ed.D. Nova Southeastern University
RHODA PILELSKY
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.A. Boston University
M.S. Northwestern University

NORMAN W. POWELL, JR.
Program Dean, Master's Program in Life Span Care and Administration
B.A. The American University
M.Ed. The American University
Ed.D. The American University

Sylvia Prant
Assistant to the Director, Master's Program in Life Span Care and Administration
B.S. Nova Southeastern University
M.S. Nova Southeastern University

CECELIA R. RICHARD-WORCHESTER
Coordinator for Program Planning and Evaluation, Graduate Teacher Education Program
B.A. University of South Carolina

ELIZABETH ROBERTS
Program Professor, Speech Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.A. Henderson State University
M.S.E. University of Central Arkansas
Ph.D. University of Southern Mississippi

WILMA J. ROBLES de MELENDEZ
Program Professor, Graduate Teacher Education Program
B.A. University of Puerto Rico
M.A. University of Puerto Rico
Ph.D. Universidad Complutense de Madrid, Spain

MARY ELLEN SAPP
Director of Practicums, Programs in Education and Technology
B.Ed. University of Miami
M.Ed. Florida Atlantic University
Ph.D. The Ohio State University

REGINA SCHAWAROCH
Admissions Supervisor, Center for the Advancement of Education
B.S. Nova Southeastern University

LINDA S. SCHEIRTON
Program Professor, Health Care Education, Ed.D. Programs for Higher Education
B.S. Texas A&I University at Corpus Christi
M.A. University of Texas at San Antonio
Ph.D. University of Texas at Austin

Marilyn Segal
Dean, Family and School Center; Senior Faculty Member, Programs in Education and Technology
B.A. Wellesly College
M.S.W. McGill University
Ph.D. Nova Southeastern University

Mark Seldine
Senior Academic Advisor, Graduate Teacher Education Program
B.A. University of South Florida
M.Ed. Florida Atlantic University

ELISA SERIO
Coordinator of Administrative Services, LaBonte Institute for Communication Sciences and Disorders

J. ANTHONY SHARP
Program Professor, National Ed.D. Program for Educational Leaders
B.A. Long Island University
M.A. New York University
Ph.D. University of Miami

Marilyn M. Shelton
Program Dean, National Ed.D. Program for Educational Leaders
B.S. Abilene Christian University
M.Ed. Southwest Texas State University
Ed.D. Texas A&M University
THRISHA SHIVER
Program Professor, Programs in Education and Technology
B.S. Howard University
M.S. Florida International University
Ph.D. Pennsylvania State University

H. WELLS SINGLETON
Education Provost and Dean, Center for the Advancement of Education
B.A. University of Wyoming
M.A. Southern Methodist University
Ph.D. Stanford University

STEPHEN I. SIPLET
Assistant Provost for Student Services, Center for the Advancement of Education
B.A. Temple University
M.Ed. Temple University
Ed.S. Temple University
Ed.D. Nova Southeastern University

DELORES M. SMILEY
Associate Director for Cluster Development and Marketing, Ed.D. Programs for Higher Education
B.A. Western Michigan University
M.A. Western Michigan University
Ed.D. Nova Southeastern University

SUZANNE P. SPAHN
Coordinator of Technology, Programs in Education and Technology
B.A. Florida International University
M.S. Florida International University

ELIZABETH E. SPERRY
Program Professor, Speech-Language Pathology, LaBonte Institute for Communication Sciences and Disorders
B.S. Kent State University
M.A. Kent State University
Sc.D. Boston University

J. DONALD STANIER
Assistant Provost for Research and Planning, Center for the Advancement of Education
B.A. Duquesne University
M.Ed. Towson State University
Ph.D. University of Pittsburgh

DONNA STARR
Program Professor, Graduate Teacher Education Program
B.S. Arkansas Tech University
M.Ed. University of Arkansas
Ed.D. University of Arkansas

EDNA SUÁREZ-COLUMBA
Program Professor, National Ed.D. Program for Educational Leaders
B.S. Oswego State University
M.P.H.E. University of Puerto Rico
Ed.D. Nova Southeastern University

LINDA SWAILS
Director of Administrative Operations, Center for the Advancement of Education

KENNETH TEWEL
Program Professor, Programs in Education and Technology
B.A. Queens College
Ph.D. Union Institute

ROB VAZQUEZ
Coordinator, Computer Support, Graduate Teacher Education Program
B.S. Nova Southeastern University
M.S. Nova Southeastern University

SHELLEY VICTOR
Coordinator of Curriculum, LaBonte Institute for Communication Sciences and Disorders
B.A. State University of New York at Stony Brook
M.A. University of Miami
Ed.D. Nova Southeastern University

DEBORAH WASSERMAN SCHULTZ
Public Policy Curriculum Specialist
B.A. University of Florida
M.A. University of Florida

NOREEN WEBBER
Program Professor, Programs in Education and Technology
A.B. Emmanuel College
M.Ed. Boston State College
M.S.W. Boston College of Social Work
Ph.D. Nova Southeastern University
KRISTY S.E. WEISSLING
Internship Supervisor/Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. University of Nebraska-Lincoln
M.S. University of Nebraska-Lincoln

CAROLE ZANGARI
Coordinator of Research, LaBonte Institute for Communication Sciences and Disorders
B.A. University of Pittsburgh
M.Ed. Trenton State College
Ph.D. Purdue University

BARBARA ZUCKER
Clinical Supervisor, LaBonte Institute for Communication Sciences and Disorders
B.S. Miami University
M.A. Kent State University
Nova Southeastern University Degree Offerings

Doctoral and Professional Degrees
Doctor of Audiology (Au.D.)
Doctor of Business Administration (D.B.A.) in:
Accounting
Business Administration
Finance
Health Services
Human Resource Management
Information Systems
International Management
Marketing
Doctor of Education (Ed.D.) in:
Adult Education
Child and Youth Studies
Computer and Information Technology
Computing Technology in Education
Educational Leadership
Health Care Education
Higher Education
Instructional Technology and Distance Education
Vocational, Technical, Occupational Education
Doctor of International Business Administration (D.I.B.A.) in:
International Business Administration
Doctor of Medical Dentistry (D.M.D., Fall 1997)
Doctor of Occupational Therapy (D.O.T.)
Doctor of Optometry (O.D.)
Doctor of Osteopathy (D.O.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Philosophy (Ph.D.) in:
Clinical Psychology
Computer Information Systems
Computer Science
Computing Technology in Education
Dispute Resolution
Family Therapy
Information Science
Information Systems
Oceanography
Doctor of Physical Therapy (D.Sc.P.T.)
Doctor of Psychology (Psy.D.) in:
Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
Public Administration
Doctor of Science (Sc.D.) in:
Training and Learning
Doctor of Speech-Language Pathology (SLP.D.)
Juris Doctor (J.D.) in:
Law

Specialist Degrees
Educational Specialist (Ed.S.) in:
Education

Master's Degrees
Master of Accounting (M.Acc.)
Master of Biomedical Sciences (M.B.S.)
Master of Business Administration (M.B.A.)
Master of International Business Administration (M.I.B.A.)
Master of Occupational Therapy (M.O.T.)
Master of Physical Therapy (M.P.T.)

Master of Public Administration (M.P.A.) in:
Public Administration

Master of Science (M.S.) in:
Applied Addiction Studies
Child and Youth Care Administration
Child Care Administration
Coastal Zone Management
Computer Information Systems
Computer Science
Computing Technology in Education
Dispute Resolution
Early Childhood Education Administration
Education
Elder Care Administration
Family Support Studies
Family Therapy
Health Services Administration
Human Resource Management
Instructional Technology and Distance Education
Management Information Systems
Marine Biology
Medical Management
Mental Health Counseling
School Guidance and Counseling
Speech-Language Pathology

Master of Medical Education (M.Sc.)

Bachelor's Degrees
Bachelor of Arts (B.A.) in:
Liberal Arts

Bachelor of Science (B.S.) in:
Accounting
Administrative Studies
Applied Professional Studies
Business Administration
Computer Information Systems
Computer Science
Early Childhood Education
Elementary Education
Exceptional Education
General Studies
Hospitality Management
Legal Assistant
Legal Studies (prelaw)
Life Sciences (premedical)
Ocean Studies
Physician Assistant
Professional Management
Psychology
Science and the Business Environment
Science and the Law
Secondary Education
Sports, Recreation and Exercise Studies
Vision Sciences
The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova Southeastern University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova Southeastern University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova Southeastern University student has the right to inspect and review his or her educational record. The policy of the University is not to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova Southeastern University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova Southeastern University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova Southeastern University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons 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) 452-7241.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova Southeastern University general policies on student relations are on file in the Office of the University Registrar.
APPLICATION AND ADMISSION PACKET

The following materials may be torn out of the catalog.

- A graduate admissions application form.
- Two requests for official transcript forms.
Dear Applicant:

All students must complete the application process for provisional admission. Application forms for the Graduate Teacher Education Program have been perforated for easy separation. Following is a checklist for the initial application process:

- Graduate Admission Application Form with a $40 application fee made payable to Nova Southeastern University. Complete all information requested and sign the application form.

- Request for Official Transcript Forms sent to all colleges and universities attended.

- A photocopy of your teaching certificate (if certified). Educational Leadership majors must hold a permanent teaching certificate.

- Educational Leadership Majors: (1) Documentation of two complete years of teaching experience, in a K-12 academic classroom setting. (2) GRE or Miller Analogies scores, if you do not have a GPA of 3.0 for the last 60 hours of your undergraduate program.

All information should be directed to:

Nova Southeastern University  
Fischler Center for the Advancement of Education  
GTEP Office of Admissions  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

The admissions process will be delayed if your application is incomplete.

We wish you the best of success with your program.

Sincerely,

Regina Schawaroch  
Supervisor  
Office of Admissions
Graduate Admission Application
The Graduate Teacher Education Program

This application must be accompanied by a $40 nonrefundable fee.

(Type or print)

Expected Starting Date / / Site Location City State

Mo. Day Year

Soc. Sec. # - - - - Sex: ( ) M ( ) F Date of Birth / / 

Mo. Day Year

Last Name First Name M.I. Maiden/Other Name

Mailing Address: Street, Number, and Apartment

City State ZIP Home Telephone Work Telephone

Permanent Address (if different) City State ZIP

Emergency Contact:

Name Address: Street, Number, and Apartment

City State ZIP Home Telephone Work Telephone

Please list colleges and universities attended. You must provide official transcripts from all listed institutions.

Your degree must be from a regionally-accredited institution. ( ) Transcripts are attached. ( ) Transcripts are being sent.

Complete Name of College State Date Started (Mo/Yr) Date Ended (Mo/Yr) Major Field Degree (B.S./M.A. or no degree)

Do you plan to transfer graduate credits? ( ) Yes ( ) No Note: See “Transfer of Credits” section in Program catalog for requirements.
Academic Goal and Major (You must choose one of the following five areas)

1. M.S. and Ed.S. Majors in Teaching. Goal: ( ) Master’s Degree ( ) Educational Specialist Degree

(Applicants to the Master’s degree program must have either appropriate teacher certification and/or a bachelor’s degree in education to be admitted. Applicants to the Educational Specialist degree program must have either appropriate teacher certification and/or a bachelor’s or master’s degree in education. Please see catalog.)

Major: ( ) Computer Science Education ( ) Educational Media ( ) Educational Technology
( ) Elementary Education ( ) Emotionally Handicapped ( ) English Education
( ) Mathematics Education ( ) Mentally Handicapped ( ) Prekindergarten/Primary
( ) Reading ( ) Science Education ( ) Social Studies Education
( ) Specific Learning Disabilities ( ) TESOL ( ) Varying Exceptionalities

OR

2. Educational Leadership. Goal: ( ) Master’s Degree

Educational Leadership Majors must provide the following documentation:

A) Letter from employer documenting 2 full years of successful teaching experience in an academic K-12 setting. ( ) Attached ( ) Will send

B) I have earned a minimum grade point average of 3.0 in the last 60 hours of my undergraduate degree. ( ) Yes ( ) No

C) If the answer to item B (above) is “No” your answer must be “Yes” to one of the two test scores below.
   a. I am sending scores documenting that I have a minimum combined score of 1000 on the Verbal and Quantitative Scales of the Graduate Record Exam, or a minimum score of 50 on the Miller Analogies Test. ( ) Yes ( ) No

Important: You must be able to answer “Yes” to at least one of items (B or C) above for admission to the Educational Leadership Program (students at Florida sites only).

OR

3. Educational Leadership. Goal: ( ) Educational Specialist Degree ( ) Modified Core Program

Educational Leadership Majors must provide the following documentation:

A) Letter from employer documenting 2 full years of successful teaching experience in an academic K-12 setting. ( ) Attached ( ) Will send

OR

4. Initial Certification Plan (ICP). Goal: ( ) Master’s Degree

(This plan is designed for persons who do not have a bachelor’s degree in education or teacher certification. Please see catalog.)

Major: ( ) Computer Science Education ( ) Emotionally Handicapped ( ) English Education
( ) Elementary Education ( ) Mentally Handicapped ( ) Science Education
( ) Mathematics Education ( ) Specific Learning Disabilities ( ) Varying Exceptionalities

Have you previously taken education, sociology, psychology, or human development courses? ( ) Yes ( ) No

OR

5. Special Student Status. ( ) Nondegree seeking Note: Financial Aid is not available for nondegree students.

Applicant Status at time of application: First time attending Nova Southeastern? ( ) Yes ( ) No

Returning to Nova Southeastern after an absence? ( ) Yes ( ) No If yes, indicate dates of attendance and the program you were in.
Citizenship Status:

- U.S. Citizen
- Nonresident alien
- Resident Alien

Foreign Students:

Do you require an I-20? ( ) Yes ( ) No

If you have a visa, indicate status code:
Country of Citizenship:
Native Language:

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office, (954) 452-7240.

Ethnic Origin Data (This information is requested for reporting purposes only.)

Check one of the following: ( ) Hispanic origin
( ) White (not of Hispanic origin)
( ) Black (not of Hispanic origin)
( ) Asian or Pacific Islander
( ) American Indian or native Alaskan

Teaching Certification: ( ) Copy enclosed ( ) Will send

State: ____________________ Certificate Type: ( ) Professional ( ) Temporary ( ) Substitute

Areas of Certification ____________________ ____________________

Employment:

Note: Educational Leadership majors must list at least 2 complete years of teaching experience.

<table>
<thead>
<tr>
<th>Position</th>
<th>School/Company</th>
<th>City/State</th>
<th>Date Employed From</th>
<th>Date Employed To</th>
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<td>4.</td>
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</tbody>
</table>

Financial Aid:

Have you applied for financial aid? ( ) Yes ( ) No
Have you filed a Free Application for Federal Student Aid (FAFSA)? ( ) Yes ( ) No
If yes, when was the FAFSA sent to Iowa? (date) ____________________

Please note the following statements:

1. Based on the information contained herein, my individualized Program Outline will be completed by my academic advisor.

2. I understand that if I do not currently possess a professional (not temporary) teaching certificate in the same academic area as my planned major at NSU, there may be additional certification requirements to fulfill beyond the academic requirements for my Nova Southeastern University degree. This will not affect the completion and receipt of my degree; only the receipt of state certification.

3. I declare that the above information, to the best of my knowledge, is complete and accurate. I have received and read the Program catalog. I agree to abide by all the rules and regulations of Nova Southeastern University.

4. I give Nova Southeastern University permission to publish and use any photos in which I appear that may be taken during class or other University activities.

Applicant’s signature ____________________ Date ____________________

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 bachelor’s, master’s, educational specialist, and doctoral degrees. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.
REQUEST FOR OFFICIAL TRANSCRIPT
GRADUATE TEACHER EDUCATION PROGRAM

STUDENT: Fill in the blanks on both sections. Mail to your FORMER SCHOOLS.

Please send to Nova Southeastern University an official transcript of my academic work while attending your institution. Return the form below to Nova Southeastern University.

A. I attended your school from ___________________________ to ___________________________

B. While in attendance, my name on your records was:

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle/maiden</th>
</tr>
</thead>
</table>

C. My student identification number was: ___________________________

Thank you for your assistance.

Sincerely,

________________________________________
Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH THE TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number _______ / _______ / _______ Date _______

Name __________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle/maiden</th>
</tr>
</thead>
</table>

Street Address __________________________

City __________________________ State _______ ZIP _______

PLEASE SEND COPY TO: NOVA SOUTHEASTERN UNIVERSITY
FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
GTEP
OFFICE OF ADMISSIONS
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
REQUEST FOR OFFICIAL TRANSCRIPT
GRADUATE TEACHER EDUCATION PROGRAM

STUDENT: Fill in the blanks on both sections. Mail to your FORMER SCHOOLS.

Please send to Nova Southeastern University an official transcript of my academic work while attending your institution. Return the form below to Nova Southeastern University.

A. I attended your school from __________________________ to __________________________

B. While in attendance, my name on your records was:

Last __________________________ First __________________________ Middle/maiden __________________________

C. My student identification number was: __________________________

Thank you for your assistance.

Sincerely,

__________________________
Signature

DEAR ALMA MATER: PLEASE RETURN THIS FORM WITH THE TRANSCRIPT. THANK YOU.

TRANSCRIPT TRANSMITTAL FORM

Social Security Number __________________________ / __________________________ / __________________________ Date __________________________

Name __________________________

Last __________________________ First __________________________ Middle/maiden __________________________

Street Address __________________________

City __________________________ State __________________________ ZIP __________________________

PLEASE SEND COPY TO: NOVA SOUTHEASTERN UNIVERSITY
FISCHLER CENTER
FOR THE ADVANCEMENT OF EDUCATION
GTEP
OFFICE OF ADMISSIONS
3301 College Avenue
Fort Lauderdale, Florida 33314-7796