Graduate Teacher Education Program

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

Fischler Center for the Advancement of Education

CATALOG 1997-1998
Includes Application and Admission Forms
Policies and programs set forth in this catalog are effective through August 6, 1998. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova Southeastern University administration.

The University recognizes that individual programs require different 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 carry this information.

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 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.

Published August 1997

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.
Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, NSU has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that as Will Rogers once noted, "Even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to optimally serve their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

The Mission

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.
NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 232-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 15 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, dental 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: University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. 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, dentistry, 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 University's Educational 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.
Demand is rapidly increasing for quality higher education programs delivered in a format and manner that enable working professionals to continue their formal education without disrupting their careers or their lives. Nova Southeastern University's Graduate Teacher Education Program (GTEP) is the foremost such program in the country that focuses on the needs of teachers and education administrators.

The largest graduate teacher education program in the country, with more than 3,500 active graduate students, GTEP offers programs leading to master's and educational specialist degrees, certification and recertification for teachers, and specialized programs. While many of our students are in the counties surrounding Nova Southeastern's home campus, all coursework is delivered via distance education techniques customized to the needs of specific students and classes.

But NSU's Graduate Teacher Education Program and faculty are not only the largest in the nation; they also are one of the most innovative in predicting and meeting the needs of educators. An example is the outstanding series of Initial Certification programs developed to train adults from other careers to become teachers. Another is harnessing modern technology to deliver educational programs across time and space.

We at the Fischler Center are intensely aware of the need for more and more emphasis on innovation with leadership development and the lifelong learning concept—and we are moving rapidly to lead the way locally, nationally and internationally. We are embarking on innovative new partnerships, programs that "stretch the envelope," a major international thrust, and much more. And, working from a newly renovated 250,000 square foot campus, we are launching initiatives that will tie our programs together with the world.

Yet above it all is the quality of the teaching and innovation our faculty—full-time as well as adjunct—bring to their work. One might say it's a passion with GTEP faculty to ensure every student gets the most possible from his or her experience. Perhaps you should experience it, too.

We hope you find these new directions and steadfast commitments are consistent with your personal goals—and that you will find the Graduate Teacher Education Program to be a challenging and rewarding addition to your life.
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.)
The Graduate Teacher Education Program, through its 11,987 alumni, is making a difference for thousands of children the world over. As we approach the next millennium, the faculty and staff are planning, in the tradition of Nova Southeastern University, to meet the educational challenges that teachers must be prepared to face. We attribute our program's success to the ability to respond to ongoing challenges. We provide solutions to the growing need for technology, to changing needs of family groups, and to local and national political environments. Let's review our record:

• Course schedules have been and will continue to be available on Saturdays and evenings for the working professional's convenience.

• Courses are offered regularly, regardless of enrollment.

• State-of-the-art technology is part of each person's degree program experience.

• Faculty members are a strong mix of local experts and resident program professors.

• Program mission is to match educational theory with the everyday realities that educators must be professionally prepared to handle.

Because of our high levels of enrollment and graduation, we continue to be the largest graduate teacher education program in the nation.
The Graduate Teacher Education Program (GTEP) has an array of majors in teacher education and school administration providing opportunities for professionals 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 with bachelor's degrees in other fields to enter teaching. The focus in all programs is on growth in professional practice, application of current research and theory to the students' professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives.

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 Education**

Designed for persons who already have a bachelor's or graduate degree in education and who wish to obtain a graduate degree, add certification areas, or increase their level of expertise in their current field.

**M.S., Ed.S., and Modified Core Program in Educational Leadership**

Designed for experienced, certified teachers who wish to obtain a graduate degree and/or 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 a graduate degree and initial certification in teaching.

**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.

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. Students who enrolled in the initial teacher certification plan prepare for a full-time 12-18 week supervised teaching internship.

Come to our campus offices or call toll free for program information.

For academic and certification advising:
Monday - Thursday 8:30 a.m. - 7:00 p.m.
Friday 8:30 a.m. - 6:00 p.m.
Saturday 8:30 a.m. - 1:30 p.m.
800-986-3223, Ext. 8750

For information and a schedule of classes:
Local (Broward County, FL) (954) 262-8600
Miami (Dade County, FL) (305) 940-6447, Ext. 8600
United States 800-986-3223, Ext. 8600
Fax (954) 262-3911
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visit our home page at
http://www.fcae.nova.edu/gtep
SESSION ONE
Block A Class: Saturdays 8:00 a.m.-12:30 p.m.
Block B Class: Saturdays 1:30 p.m.-6:00 p.m.
September 6, 13, 20, 27
October 4, 18, 25
November 1
Evening Classes: 5:00 p.m. - 9:30 p.m.
Tuesdays: September 9, 16, 23, 30
October 7, 14, 21, 28
Wednesdays: September 10, 17, 24, 29 (Mon.)
October 8, 15, 22, 29

SESSION TWO
Block C Class: Saturdays 8:00 a.m.-12:30 p.m.
Block D Class: Saturdays 1:30 p.m.-6:00 p.m.
November 15, 22
December 6, 13, 20
January 3, 10, 24
Evening Classes: 5:00 p.m. - 9:30 p.m.
Tuesdays: November 18, 25
December 2, 9, 16
January 6, 13, 20
Wednesdays: November 19, 24 (Mon.)
December 3, 10, 17
January 7, 14, 21

SESSION ONE
Block A Class: Saturdays 8:00 a.m.-12:30 p.m.
Block B Class: Saturdays 1:30 p.m.-6:00 p.m.
February 7, 14, 21, 28
March 7, 14, 21, 28
Evening Classes: 5:00 p.m. - 9:30 p.m.
Tuesdays: February 10, 17, 24
March 3, 10, 17, 24, 31
Wednesdays: February 11, 18, 25
March 4, 11, 18, 25
April 1

SESSION TWO
Block C Class: Saturdays 8:00 a.m.-12:30 p.m.
Block D Class: Saturdays 1:30 p.m.-6:00 p.m.
April 18, 25
May 2, 9, 16, 30
June 6, 13
Evening Classes: 5:00 p.m. - 9:30 p.m.
Tuesdays: April 21, 28
May 5, 12, 19, 26
June 2, 9
Wednesdays: April 22, 29
May 6, 13, 20, 27
June 3, 10

SESSION ONE
Block A Class: Saturdays 8:00 a.m.-12:30 p.m.
Block B Class: Saturdays 1:30 p.m.-6:00 p.m.
June 22, 29
July 6, 13, 20, 27
August 3, 10
Block B: Tuesdays 5:00 p.m.-9:30 p.m.
June 23, 30
July 7, 14, 21, 28
August 4, 11

SESSION TWO
Block C: Wednesdays 5:00 p.m. - 9:30 p.m.
June 24
July 1, 8, 15, 22, 29
August 5, 12
Block D: Thursdays 5:00 p.m. - 9:30 p.m.
June 25
July 2, 9, 16, 23, 30
August 6, 13

Some low enrollment and special classes or workshops may be offered evenings on weekdays fall and winter term, or in the daytime or Saturdays summer term. These dates and times will be announced each term.
### IMPORTANT DATES AND DEADLINES

#### FALL TERM 1997, SESSION ONE
- All Financial Aid Forms Must Be Submitted: March 1
- Registration Begins: August 4
- Last Day for All Students to Register: August 27
- University Closed (No Classes): September 1
- First Day of Session: September 6
- University Closed (No Classes): October 11
- Last Day of Session: November 1

#### FALL TERM 1997, SESSION TWO
- All Financial Aid Forms Must Be Submitted: September 12
- Registration Begins: October 25
- First Day of Session: November 15
- University Closed (No Classes): November 27, 28, 29
- University Closed: December 24 (noon), 25
- No Classes: December 21 - January 2
- University Closed: December 31 (noon), January 1
- No Classes: January 17
- University Closed (No Classes): January 19
- Last Day of Session: January 24

#### WINTER TERM 1998, SESSION ONE
- All Financial Aid Forms Must Be Submitted: October 1
- Registration Begins: January 10
- First Day of Session: February 7
- Last Day of Session: April 1

#### WINTER TERM 1998, SESSION TWO
- All Financial Aid Forms Must Be Submitted: January 28
- Registration Begins: March 21
- Student Teaching Applications for Fall Term 1998 Due: April 1
- University Closed (No Classes): April 10
- No Classes: April 11
- First Day of Session: April 18
- No Classes: May 23
- University Closed (No Classes): May 25
- Last Day of Session: June 13

#### SUMMER TERM 1998
- All Financial Aid Forms Must Be Submitted: April 4
- Registration Begins: May 10
- First Day of Session: June 22
- Student Teaching Applications for Winter 1998 Due: July 31
- Last Day of Session: August 13

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GRADUATE TEACHER EDUCATION PROGRAM

Over the last 10 years, Nova Southeastern University’s total enrollment doubled from approximately 7,500 to 15,500 and full-time faculty increased four-fold.
ADMISSION REQUIREMENTS

A. Provisional Admission Requirements

All persons registering for courses offered by the Graduate Teacher Education Program must meet provisional admission requirements. This includes nondegree students. Entering degree-seeking students are strongly encouraged to have access to the University's online services. An application for a UNIX account through the University is in this volume.

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 $50.00 application fee.

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

1. 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. 8685. The prospective student is responsible for all fees incurred for this evaluation. Students who do not speak English as a first language may need to pass the TOEFL exam. Call 800-986-3223, Ext. 8685, or 954-262-8685 for details.

2. ACADEMIC ADVISING

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

Telephone Numbers and Hours for Academic Advising
8:30 a.m. - 7:00 p.m. Monday - Thursday
8:30 a.m. - 6:00 p.m. Friday
8:30 a.m. - 1:30 p.m. Saturday
Broward County (954) 262-8750
Dade County (305) 940-6447, Ext. 8750
United States 800-986-3223, Ext. 8750

3. 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 form has been completed by the student (forms are available at all GTEP sites);

• Written approval of transfer of credit 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 7Z1.

• 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, and 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 academic advisor 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.

4. NOTICE OF NONDISCRIMINATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

B. Admission to Degree Candidacy

Degree-seeking students achieve 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 course work. Candidacy requirements are:

• A program outline signed by an academic advisor. Program outlines are mailed to students following receipt of an admission 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 completed admission file.

• A passing score on the writing assessment. The writing assessment is a brief essay, scored holistically on a scale of 1-4. Writing assessments are offered at all sites five times during the year on the third Saturday of each session. 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: 3.0 grade point average

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUR 521, 522, 523, 524, or 525</td>
<td>Educational Research for Practitioners (M.S. degree) or EDU 721 Grantsmanship, Program Planning, and Evaluation (Ed.S. degree)</td>
</tr>
</tbody>
</table>

Educational leadership majors should consult with an academic advisor prior to registering for this course.

Courses required for the major and electives | 27-30

A minimum of 15 semester hours of course work specific to the major is required.
The Practicum Internship is the culminating or capstone experience in the Master’s degree program of study. A range of practicum options are available, such as applied projects, practical and/or research based activities, or advanced professional development and study. Therefore, the practicum design is determined through negotiation with the practicum advisor and is based on individual needs, career objectives and goals. The practicum is introduced in the Educational Research course and is explained further in the Practicum Internship Handbook. Students may register for the practicum any time after achieving candidacy.

The Practicum Internship (Admission to degree candidacy required) 3-6

Total Credits 36 or more

**Time Limit for Completion of Degree or Program**

GTEP allows students in the M.S. and Ed.S. in Teaching, and the Educational Leadership Modified Core, four years in which to complete all degree or program requirements. Students in the Initial Certification Plan have five years in which to complete all degree requirements. The beginning of the four or five year time frame for program or degree completion is the first term during which any courses that are applied toward the Modified Core, or toward any degree, were taken, either as a nondegree seeking student or as a degree seeking student in another major. Students who are unable to complete all degree or program requirements within the established time frame may request a one-year extension of time (see page 63 of this catalog).

**Addtional Educational Leadership Requirements**

**MASTER’S**

- A bachelor’s degree from a regionally accredited college or university and a current regular or professional teaching certificate in an academic area. A copy of the teaching certificate must be submitted.
- A minimum grade point average of 3.0 in the last 60 hours of your undergraduate program; or
- A minimum combined score of 1000 in the verbal and quantitative scales of the Graduate Record Exam, or a minimum score of 50 in the Miller Analogies Test.
- Documentation of two complete years of successful teaching experience in an academic K-12 classroom setting.
- Persons enrolling at sites outside of Florida are exempted from the GRE/GPA requirement. In Nevada, specific categories of licensed professionals may substitute two years of full time professional experience in a K-12 school for the required two years of teaching experience.

**EDUCATIONAL SPECIALIST AND MODIFIED CORE**

- A master’s degree from a regionally accredited college or university, and a current regular or professional teaching certificate in an academic area. A copy of the teaching certificate must be submitted.
- Documentation of two complete years of successful teaching experience in an academic K-12 classroom setting.
- Persons enrolling at sites outside of Florida are exempted from the GRE/GPA requirement. In Nevada, specific categories of licensed professionals may substitute two years of full time professional experience in a K-12 school for the required two years of teaching experience.
DEGREE AND PROGRAM COMPLETION REQUIREMENTS

Credits
Research, and Curriculum and Instruction, must be completed in any one of the following areas (students should refer to their program outline) 6
Early Childhood Primary Education (CUR 521)
Elementary Education (CUR 522)
Middle School Education (CUR 523)
Secondary School Education (CUR 524)
Exceptional Student Education (CUR 525)
Educational Administration Courses 24
Nondegree Modified Core: Total Credits 30
Practicum Internship 6
M.S. or Ed.S. degree 36

All students seeking certification in Educational Leadership must complete the Florida Principal Competencies Portfolio and submit it for approval during their final course in the program.

INITIAL CERTIFICATION PLAN DEGREE COMPLETION REQUIREMENTS

• CUR 521, 522, 523, 524, or 525, Educational Research for Practitioners 3
• Satisfaction or professional preparation and introductory methods courses* 0-18
• Courses in specialization* 15-36
• EDU 688 Supervised Teaching Internship 9
Total Credits (depending on major) 39-60

* A minimum of 15 semester hours of course work specific to the major is required.

SUPERVISED STUDENT TEACHING INTERNSHIP

The supervised student teaching internship is a full time 12-week minimum (Florida) or 18-week minimum (Nevada) experience in an approved K-12 classroom. Application deadlines for Fall Term and Winter Term internships listed on page 3 apply. Applications can be obtained by calling 800-986-3223, Ext. 8603. A seminar accompanies the student teaching internship. Persons who are already teaching full-time should consult an academic advisor to discuss alternatives to the student teaching internship.

To be eligible for student teaching, a student must have:
• A 3.0 grade point average.
• Completed a minimum of 30 semester hours of course work with GTEP.
• Completed all state certification requirements except the internship.
• Submitted an application six months in advance.
Note that:

1. Students in the following majors may need additional courses in the subject matter outside their GTEP master's 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.

2. Some school districts require additional courses beyond the state's minimum certification requirements for placement as a student teacher. Call 800-986-3223, Ext. 8603, or 954-262-8603 for information on the requirements of specific districts.

3. It may become necessary for Alternative Actions to be implemented for the intern. A complete list of actions and policies may be found in the Internship Handbook.

Nondegree students are admitted by meeting the general provisional admission requirements.
M.S. and Ed.S. Majors

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
PROGRAM OUTLINES
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.

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

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

You can avoid conflicts in course times if you follow
the sequence in the program outline.

An individualized program outline is provided for all degree seeking
students following receipt of an admission application. These individualized
program outlines, signed by an academic advisor, take precedence over the
sample outlines listed in this document. Please consult an advisor before
you register.
## COMPUTER SCIENCE EDUCATION

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>CUR 521/522/523/524/525</td>
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<td>or</td>
<td></td>
</tr>
<tr>
<td>EDU 721</td>
<td>Grantsmanship, Program Planning, and Evaluation (Ed.S.)</td>
</tr>
<tr>
<td>CSE 501</td>
<td>Managing Computer Resources for Teachers and Administrators **</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CSE 650</td>
<td>Computer Network Management*</td>
</tr>
<tr>
<td>CSE 700</td>
<td>Introduction to Structured Programming*</td>
</tr>
<tr>
<td>CSE 505</td>
<td>Computer Applications*</td>
</tr>
<tr>
<td>CSE 710</td>
<td>Programming in Pascal**</td>
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<td>or</td>
<td></td>
</tr>
<tr>
<td>EM 550</td>
<td>Multimedia Development*</td>
</tr>
<tr>
<td>CSE 510</td>
<td>Advanced Applications of Technology*</td>
</tr>
<tr>
<td>CSE 712</td>
<td>Advanced Programming in Pascal*</td>
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<tr>
<td>CSE 680</td>
<td>Teaching BASIC Programming*</td>
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<tr>
<td>CSE 670</td>
<td>Methods for Teaching Computer Science K-12*</td>
</tr>
<tr>
<td>CSE 715</td>
<td>Data Structures*</td>
</tr>
<tr>
<td>Practicum/Internship after Candidacy: Computer Science Education*</td>
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</table>

*See pages 45, 46, 54 for prerequisites.

**May be waived by documentation. See pages 45, 46 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 500 Philosophy of School Library Media Programs</td>
<td>3</td>
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<tr>
<td>EM 505 Design and Production of Educational Media</td>
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<tr>
<td>EM 510 Media for Children</td>
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<tr>
<td>EM 525 Library Media Collection Development</td>
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<td>EM 530 Management of School Library Media Programs</td>
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<tr>
<td>EM 535 Media for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>EM 515 Reference and Information Services</td>
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</tr>
<tr>
<td>EM 540 Organization of Library Media Collections</td>
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</tr>
<tr>
<td>EM 545 Production of Instructional Video Programs</td>
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<tr>
<td>EM 520 Instructional Role of the Media Specialist*</td>
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<tr>
<td>Practicum/Internship after Candidacy: Educational Media*</td>
<td>3-6</td>
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*See pages 53, 54 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.
<table>
<thead>
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<th>COURSE</th>
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<tr>
<td>Grantsmanship, Program Planning and Evaluation (Ed.S.)</td>
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</tr>
<tr>
<td>CSE 501</td>
<td>3</td>
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<tr>
<td>Managing Computer Resources for Teachers and Administrators</td>
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</tr>
<tr>
<td>EM 505</td>
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<tr>
<td>Design and Production of Educational Media</td>
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<tr>
<td>CSE 505</td>
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<tr>
<td>Computer Applications</td>
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<td>ETEC 601</td>
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<tr>
<td>Instructional Design</td>
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<tr>
<td>CSE 650</td>
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</tr>
<tr>
<td>Computer Network Management*</td>
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<tr>
<td>ETEC 602</td>
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<tr>
<td>Technology and the School Curriculum</td>
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<tr>
<td>EM 515</td>
<td>3</td>
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<tr>
<td>Reference and Information Services</td>
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<tr>
<td>EM 550</td>
<td>3</td>
</tr>
<tr>
<td>Multimedia Development*</td>
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<tr>
<td>EM 545</td>
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<tr>
<td>Production of Instructional Video Programs</td>
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<tr>
<td>Practicum/Internship after Candidacy:</td>
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</tr>
<tr>
<td>Educational Technology*</td>
<td></td>
</tr>
</tbody>
</table>

*See pages 44, 54, 57 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.
# Elementary Education

<table>
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<tr>
<th>COURSE</th>
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<tr>
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<td>or EDU 721 Grantsmanship, Program Planning and Evaluation (Ed.S.)</td>
<td>3</td>
</tr>
<tr>
<td>CUR 502 Curriculum and Instruction: Elementary Education (M.S.)</td>
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<tr>
<td>or EDU 701 Educational Policy and Child Advocacy (Ed.S.)</td>
<td>3</td>
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<tr>
<td>ELE 541 Creativity in Elementary School Curriculum</td>
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</tr>
<tr>
<td>ELE 602 Teaching of Science in the Elementary School</td>
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</tr>
<tr>
<td>ELE 730 Reading in the Elementary Classroom</td>
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<tr>
<td>EP 500 Survey of Exceptionalities of Children and Youth</td>
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<tr>
<td>RED 750 Literature for Children and Adolescents</td>
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<tr>
<td>ELE 603 Teaching Elementary Social Studies in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>ELE 601 Teaching Language Arts in the Elementary School</td>
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</tr>
<tr>
<td>or ELE 730 Reading in the Elementary Classroom</td>
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<tr>
<td>ELE 501 Methods of Teaching Reading in the Elementary Classroom</td>
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<tr>
<td>or ELE 502 Methods of Teaching Mathematics in the Elementary Classroom</td>
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</tr>
<tr>
<td>Practicum/Internship after Candidacy: Elementary Education*</td>
<td>6</td>
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</tbody>
</table>

*See page 53 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>
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<td>EDU 721</td>
<td>Grantsmanship, Program Planning, and Evaluation (Ed.S.)</td>
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<td>EP 500</td>
<td>Survey of Exceptionalities of Children and Youth</td>
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<tr>
<td>EP 564</td>
<td>Language Development and Language Disabilities</td>
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<tr>
<td>EP 566</td>
<td>Educational and Psychological Assessment of Exceptional Students</td>
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<tr>
<td>EP 585</td>
<td>Educational Management of Exceptional Students*</td>
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<tr>
<td>EP 565</td>
<td>Social and Personal Skills for Exceptional Students*</td>
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<td>EP 5401</td>
<td>Nature and Needs of Emotionally Handicapped Students*</td>
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<td>EP 5410</td>
<td>Curriculum and Instructional Materials for Emotionally Handicapped Students*</td>
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<td>Behavior Management for Emotionally Handicapped Students*</td>
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<td>EP 5415</td>
<td>Instructional Strategies for Emotionally Handicapped Students*</td>
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<td>Practicum/Internship after Candidacy: Emotionally Handicapped*</td>
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</table>

*See pages 52, 56, 57 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.
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<th>COURSE</th>
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<td>CUR 524</td>
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<td>CUR 504</td>
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<td>EDU 701</td>
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<tr>
<td>Educational Policy and Child Advocacy (Ed.S.)</td>
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<tr>
<td>ENG 600</td>
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<tr>
<td>Recent Directions in Oral Communications</td>
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<td>ENG 615</td>
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<tr>
<td>Recent Directions in Expository Writing</td>
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<td>ENG 605</td>
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<td>Recent Directions in Language Learning</td>
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<td>ENG 625</td>
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<td>ENG 635</td>
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<tr>
<td>Recent Directions in Adolescent Literature</td>
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<td>ENG 645</td>
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<tr>
<td>Practicum/Internship after Candidacy: English Education*</td>
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</table>

*See page 55 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>
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<td>or</td>
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<td>EDU 721</td>
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<td>CUR 503/504</td>
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<td>Geometry*</td>
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<td>MAT 687</td>
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<td>Diagnosis and Remediation</td>
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<tr>
<td>of Learning Difficulties</td>
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<td>in Mathematics</td>
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<td>MAT 686</td>
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<tr>
<td>Survey of Computers and</td>
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<td>Calculators in Mathematics</td>
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<td>MAT 682</td>
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<td>The K-12 Mathematics</td>
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<td>Curriculum</td>
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<td>MAT 685</td>
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<td>and Number Theory in</td>
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*See page 58 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

<table>
<thead>
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<th>COURSE</th>
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<tbody>
<tr>
<td>CUR 525 Educational Research for Practitioners in Exceptional Student Education (M.S.) or</td>
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<tr>
<td>EDU 721 Grantsmanship, Program Planning, and Evaluation (Ed.S.)</td>
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<tr>
<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>EP 585 Educational Management of Exceptional Students*</td>
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<tr>
<td>EP 565 Social and Personal Skills for Exceptional Students*</td>
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<tr>
<td>EP 505 Nature and Needs of Mentally Handicapped Students*</td>
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<td>EP 515 Instructional Strategies for Mentally Handicapped Students*</td>
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<tr>
<td>EP 520 Curriculum and Instructional Materials for Mentally Handicapped Students*</td>
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<tr>
<td>Practicum/Internship after Candidacy: Mentally Handicapped*</td>
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*See pages 55, 57, 59 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.
**Pre-K/Primary Education**

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<tr>
<td>EC 500</td>
<td>Child Growth and Development Birth Through Age 8</td>
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<td>EC 508</td>
<td>Theory and Practice in Early Childhood Programs Birth through Age 8*</td>
</tr>
<tr>
<td>EC 509</td>
<td>Developmentally Appropriate Language and Literacy Experiences for Children Ages 3 through 8*</td>
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<tr>
<td>EC 512</td>
<td>Developmentally Appropriate Curriculum for Children Ages 3 through 8: Mathematics and Science*</td>
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<tr>
<td>EP 500</td>
<td>Survey of Exceptionalities of Children and Youth or Equivalent</td>
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<tr>
<td>EC 503</td>
<td>Child Study and Assessment*</td>
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<td>EC 513</td>
<td>Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through 8*</td>
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<td>EP 5265</td>
<td>Nature and Needs of Handicapped Preschool Children or Equivalent</td>
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<td>EC 514</td>
<td>Family and Community Collaboration in Early Childhood Programs*</td>
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<td>EC 518</td>
<td>Developmentally Appropriate Curricular Practices in Multicultural Settings Birth Through Age 8</td>
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<td>Practicum/Internship after Candidacy: Early Childhood*</td>
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*See pages 48, 49 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.
### Reading

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<td>RED 570</td>
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<td>EDU 580</td>
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<td>Techniques of Corrective and Remedial Reading*</td>
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<td>RED 575</td>
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<td>RED 5271</td>
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<td>RED 5272</td>
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*See page 59 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.
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<td>CUR 503/504 Curriculum and Instruction or EDU 701 Educational Policy and Child Advocacy</td>
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<td>SCI 652 Cognitive Science and Science Education</td>
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<td>SCI 662 The History and Philosophy of Science and Technology</td>
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<td>SCI 653 Innovative Solutions in Science Education</td>
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<td>SCI 663 The Professional Science Educator</td>
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<td>SCI 651 Technology in Science Education</td>
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*See page 60 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.
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*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.
### Specific Learning Disabilities

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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 566 Educational and Psychological Assessment of Exceptional Students</td>
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<tr>
<td>EP 585 Educational Management of Exceptional Students*</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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<td>EP 5264 Instructional Strategies for Learning Disabled Students*</td>
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*See pages 55, 57, 60 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.
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Practicum/Internship after Candidacy: TESOL* 6

*See page 62 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.
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<td>EDU 721</td>
<td>Grantsmanship, Program Planning, and Evaluation (Ed.S.)</td>
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<td>EP 500</td>
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<td>EP 564</td>
<td>Language Development and Language Disabilities</td>
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<td>Educational and Psychological Assessment of Exceptional Students</td>
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<td>Educational Management of Exceptional Students*</td>
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<td>Social and Personal Skills for Exceptional Students*</td>
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<td>EP 570</td>
<td>Nature and Needs of Mildly Handicapped Students*</td>
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<td>EP 5415</td>
<td>Instructional Strategies for Emotionally Handicapped Students*</td>
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*See pages 55, 56, 57, 62 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. and Ed.S. in Educational Leadership and Modified Core Program in Educational Leadership
Program Outlines
for M.S. and Ed.S. in
Educational Leadership
and
Modified Core Program in
Educational Leadership

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.

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

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

You can avoid conflicts in course times if you follow the sequence in the program outline.

An individualized program outline is provided for all degree seeking students following receipt of an admission application. These individualized program outlines, signed by an academic advisor, take precedence over the sample outlines listed in this document. Please consult an advisor before you register.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>CUR 521/522/523/524/525 Educational Research for Practitioners (M.S.)* or EDU 721 Grantsmanship, Program Planning, and Evaluation (Ed.S.)*</td>
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<tr>
<td>CUR 501/502/503/504/505 Curriculum and Instruction* or EDU 701 Educational Policy and Child Advocacy (Ed.S.)*</td>
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<td>CSE 500 Computer Literacy for Teachers and Administrators (Florida Students) or EDL 535 Essential Understanding and Experience for School Administrators (Nevada Students)</td>
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<td>EDL 520 School Law for Administrators</td>
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<td>EDL 525 Personnel Selection and Development</td>
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<td>EDL 530 Organizational Management of Schools</td>
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<tr>
<td>EL 600 Seminar in the Knowledge Base of Educational Leadership** (Florida Students) or EDL 545 Administration of School Improvement Process (Nevada Students)</td>
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*See notes 1 and 2, this page.
**See page 52 for prerequisites.

Notes: 1) Courses in the CUR 521-5 and CUR 501-5 series must be at the same level or area of instruction (e.g., CUR 521 and CUR 501; CUR 522 and CUR 502; CUR 523 and CUR 503; CUR 524 and CUR 504; CUR 525 and CUR 505).

2) Florida Ed.S. students with K-12 certification in areas other than Exceptional Student Education may need courses in the CUR 521-5 and CUR 501-5 series rather than EDU 721 and EDU 701. Refer to your individualized program outline or consult an academic advisor before registering.

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.
### Modified Core Program in Educational Leadership (Florida Only)

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<tr>
<td>EL 600 Seminar in the Knowledge Base of Educational Leadership**</td>
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*See note this page.

**See page 52 for prerequisites.

Note: Courses in the CUR 521-5 and CUR 501-5 series must be at the same level or area of instruction (e.g., CUR 521 and CUR 501; CUR 522 and CUR 502; CUR 523 and CUR 503; CUR 524 and CUR 504; CUR 525 and CUR 505).

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 Middle Grades or Secondary Education may require additional courses in the subject matter, depending upon the student's undergraduate program.
PROGRAM OUTLINES
FOR M.S. IN EDUCATION
INITIAL CERTIFICATION PLANS

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.

Courses needed by most students in each major are listed, with prerequisites, sequenced from the first term that the student enters the program. Many students however, do not meet the standard profile. Transfer credit and special certification needs may change your outline.

The GTEP 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 your program outline.

An individualized program outline is provided for all degree seeking students following receipt of an admission application. These individualized program outlines, signed by an academic advisor, take precedence over the sample outlines listed in this document. Please consult an advisor before you register.
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<td>CUR 524 Educational Research for Practitioners</td>
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<td>CSE 715 Data Structures*</td>
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<td>EDU 688 Supervised Teaching Internship*</td>
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</tbody>
</table>

*See pages 45, 46, 52, 54 for prerequisites.

**May be waived by documentation. See pages 45 and 46 for details.

✓ Required professional preparation and introductory methods courses.

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.
### Elementary Education Initial Certification Plan

<table>
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</table>

*See page 52 for prerequisite.
✓ Required professional preparation and introductory methods courses.

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.
## Emotionally Handicapped Initial Certification Plan

<table>
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<tr>
<td>EDU 501 School and Society** ✓</td>
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<tr>
<td>EDU 502 Human Development ✓</td>
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<tr>
<td>ELE 501 Methods of Teaching Reading in the Elementary School ✓</td>
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</tr>
<tr>
<td>ELE 502 Methods of Teaching Mathematics in the Elementary School ✓</td>
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<td>EP 500 Survey of Exceptionalities of Children and Youth</td>
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<tr>
<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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<td>EP 585 Educational Management of Exceptional Students*</td>
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<td>EP 565 Social and Personal Skills for Exceptional Students*</td>
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<td>EP 5401 Nature and Needs of Emotionally Handicapped Students*</td>
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<td>EP 5410 Curriculum and Instructional Materials for Emotionally Handicapped Students*</td>
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<td>EP 5405 Behavior Management for Emotionally Handicapped Students*</td>
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<td>EP 5415 Instructional Strategies for Emotionally Handicapped Students*</td>
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<td>CUR 525 Educational Research for Practitioners in Exceptional Student Education</td>
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</tbody>
</table>

*See pages 52, 55, 56, 57 for prerequisites.

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

✓ Required professional preparation and introductory methods courses.

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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>COURSE</th>
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<td>EDU 521 Methods for Teaching Secondary English ✓</td>
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<tr>
<td>ENG 615 Recent Directions in Expository Writing</td>
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<td>ENG 605 Recent Directions in Language Learning</td>
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<td>ENG 635 Recent Directions in Adolescent Literature</td>
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<td>ENG 600 Recent Directions in Oral Communications</td>
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<td>CUR 523 Educational Research for Practitioners in Middle School Education</td>
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<td>EDU 688 Supervised Teaching Internship</td>
<td>9</td>
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</table>

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

**See page 52 for prerequisite.

✓ Required professional preparation and introductory methods courses.

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>
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<th>COURSE</th>
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<td>Methods of Teaching Secondary Mathematics ✓</td>
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<td>MAT 505</td>
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<td>Geometry for Mathematics Teachers</td>
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<td>MAT 685</td>
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<td>Symbolic Representation and Number Theory in Mathematics**</td>
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<td>MAT 662</td>
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<td>History and Philosophy of Mathematics</td>
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<td>MAT 681</td>
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<td>Linear and Abstract Algebra for Teachers</td>
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<td>MAT 689</td>
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<tr>
<td>Probability and Statistics in Mathematics Education</td>
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<td>CUR 523</td>
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</tr>
<tr>
<td>Supervised Teaching Internship</td>
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</table>

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

**See pages 52, 58 for prerequisites.

✓ Required professional preparation and introductory methods courses.

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>
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<td>EDU 501 School and Society ✓</td>
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<tr>
<td>ELE 501 Methods of Teaching Reading in the Elementary School ✓</td>
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<td>ELE 502 Methods of Teaching Mathematics in the Elementary School ✓</td>
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<td>ELE 601 Teaching Language Arts in the Elementary School ✓</td>
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<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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<td>EP 565 Social and Personal Skills for Exceptional Students*</td>
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<td>EP 505 Nature and Needs of Mentally Handicapped Students*</td>
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<td>EP 515 Instructional Strategies for Mentally Handicapped Students*</td>
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<td>EP 520 Curriculum and Instructional Materials for Mentally Handicapped Students*</td>
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<tr>
<td>EDU 688 Supervised Teaching Internship*</td>
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</table>

*See pages 52, 55, 57 for prerequisites.
**This major is not offered in Nevada.
✓ Required professional preparation and introductory methods courses.

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.
## Prekindergarten/Primary Education Initial Certification Plan

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<tr>
<td>EC 500 Child Growth and Development Birth through Age 8</td>
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<td>EC 517 Seminar on Family Systems for Early Childhood Educators*</td>
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<tr>
<td>EC 509 Developmentally Appropriate Language and Literacy Experiences for Children Ages 3 through 8</td>
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<td>EP 500 Survey of Exceptionalities of Children and Youth*</td>
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<tr>
<td>EC 521 Developmentally Appropriate Literature-based Curriculum for Young Children Birth through Age 8</td>
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<td>EC 508 Theory and Practice in Early Childhood Programs Birth Through Age 8</td>
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<td>EC 522 Planning the Play-Based Curriculum: Arts and Movement for Young Children Birth Through Age 8</td>
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<td>EC 512 Developmentally Appropriate Curriculum for Children Ages 3 Through 8: Mathematics and Science</td>
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<td>EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings Birth through Age 8</td>
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<td>EC 513 Child Guidance and the Organization of Appropriate Environments</td>
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<td>EC 514 Family and Community Collaboration in Early Childhood Programs*</td>
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<td>EC 503 Child Study and Assessment</td>
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<td>EC 519 Health and Safety Issues in Early Childhood Classrooms Birth Through Age 8</td>
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*See pages 48, 49, 52, 55 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.
<table>
<thead>
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<tr>
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<tr>
<td>SCI 662 The History and Philosophy of Science and Technology</td>
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<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>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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*Certification in this major may require additional courses in the subject matter, depending upon the student's undergraduate program.

**See page 51, 52 for prerequisite.

✓ Required professional preparation and introductory methods courses.

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.
## Social Studies Education Initial Certification Plan*

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<td>EDU 524 Methods of Teaching Secondary Social Studies ✓</td>
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<tr>
<td>SST 614 Geography in the Middle and 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 Middle and 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>CUR 523 Educational Research for Practitioners in Middle School Education</td>
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</table>

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

**See page 52 for prerequisite.

✓ Required professional preparation and introductory methods courses.

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.
SEMINARS AND ENDORSEMENT COURSES

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

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

Endorsement 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

Prekindergarten Handicapped (EP 5265, Nature and Needs of Preschool Children, is available every term)
**Course Descriptions**

**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 waivered 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 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 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 Internship in Computer Science Education (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. 

Prerequisite: Degree candidacy

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.
SEMINARS AND ENDORSEMENT COURSES

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

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

Endorsement 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)
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 Internship in Computer Science Education (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. 
Prerequisite: Degree candidacy

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.

CUR 591 Workshop on Student Evaluation (3 Cr.) This workshop emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

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 Pre-K/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 517 Seminar on Family Systems for Early Childhood Educators (3 Cr.) This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) entailed in the family as a social institution and their impact on the child. Emphasis is placed in exploring and discussing the different family configurations found in today's society. Current national and local issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values and others will be discussed.

EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings Birth Through Age 8 (3 Cr.) This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized throughout the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course.

EC 519 Health and Safety Issues in Early Childhood Classrooms Birth Through Age 8 (3 Cr.) This course is aimed to offer students with an overview of current issues related to the health and safety of the young child. Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition and illnesses affecting children. Legal responsibilities of educators as well as recommended services and practices to promote a healthy and safe classroom environment will be examined.

EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children Birth Through Age 8 (3 Cr.) This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically (ESOL) different children. Guidelines for the design and implementation of appropriate literature-based activities for infants/toddlers, preschoolers, and primary age children will be addressed throughout the course.

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Young Children Birth Through Age 8 (3 Cr.) This course provides students with an overview of the role of play as a teaching strategy for young children. Students will examine the developmental nature and benefits of play and its different categories. Emphasis will be placed on the discussion of how the arts and movement provide ways to create classroom experiences for the child. Planning and selection of activities, materials, equipment, and resources for the development of play-based curricula will be explored.

EC 798 (Ed.S.) EC 698 (M.S.) Practicum Internship in Prekindergarten/Primary Education (3-6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. Prerequisite: Degree candidacy

NSU's reputation for flexibility, innovation, and technological delivery extends to the contract training program which can develop customized programs for groups with special needs.
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.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. Prerequisite: Degree candidate

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 Middle and High School 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 Middle and High School 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 Middle and High School 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 Middle and High School 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 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 (9 Cr.) A supervised teaching assignment combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development and instructional methodology.

Prerequisite: A minimum of 30 semester hours and all certification requirements must be completed.

Register for 9 credits and a minimum 12 week internship (Nevada minimum 18 weeks).

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 Internship in Emotionally Handicapped Education (6 Cr.)

The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.

Prerequisite: Degree candidacy

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 Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.

Prerequisite: Degree candidacy

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.

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.

EM 525 Library Media Collection Development (3 Cr.) This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to assist in the collection development process.
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 cataloging, 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 is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.

Prerequisite: Degree candidacy

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 explicated. 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 Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy

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. Pre-K/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 remediation 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.

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 Internship in Educational Technology (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy

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 681 Linear and Abstract Algebra for Teachers (3 Cr.) This course provides theory and computational practice with Linear Algebra, as well as a theoretical foundation for Abstract Algebra structures such as rings, fields, and groups. Students will create two portfolios of notes, activities, and exercises: one for Abstract Algebra, and one for Linear Algebra.
Prerequisite: College Algebra
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 handheld 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 Internship 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 Internship in Mental Handicapped (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy

RED 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 Internship in Reading (3-6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy

RED 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.) SCIENCE 788 (M.S.) Practicum Internship in Science Education (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. 

Prerequisite: Degree candidacy

SLD 788 (Ed.S.) SLD 688 (M.S.) Practicum Internship in Specific Learning Disabilities (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. 

Prerequisite: Degree Candidacy

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 624 Social Thought and Analysis in the Secondary Social Studies Curriculum (3 Cr.) An investigation of contemporary conflicts, events, issues, and problems confronting American society on the eve of the 21st century, and ways by which this sociological study and analysis process can be incorporated into the Middle Grades and High School social studies curricula.

SST 626 The Community of Man: Cultural Anthropology in the Social Studies Curriculum (3 Cr.) A systematic study of the traits of diverse social groups, past and present, as well as man’s historical relationship(s) with natural surroundings. An emphasis is placed on teaching strategies and instructional materials as well as ways of introducing students to cultural diversity that exists nearby and close to home and, at a distance far removed.

SST 628 Justice in American Society: Law-Related Education in the Social Studies Curriculum (3 Cr.) A study of the origins and character of the American legal system; civil justice and criminal justice, and ways that law-related education can be infused into existing social studies curricula.

SST 788 (Ed.S.) SST 688 (M.S.) Practicum Internship in Social Studies Education (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.

Prerequisite: Degree candidacy

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.

TSL 788 (Ed.S.)
TSL 688 (M.S.) Practicum Internship in Teaching English to Speakers of Other Languages (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy

VE 788 (Ed.S.)
VE 688 (M.S.) Practicum Internship in Varying Exceptionalities (6 Cr.) The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
Prerequisite: Degree candidacy
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. 8647.

**Grading Policy**

GTEP students must maintain a minimum 3.0 (B) grade point average for retention in the program. Students are placed on academic probation when their grade point average falls below a 3.0, and are then provided one (1) term in which to clear probation. Students who do not raise their grade point average to a 3.0 within their one term on probation will be dismissed from the program. Students previously placed on probation will be dismissed from the program should their grade point average fall below a 3.0 a second time (GTEP limits students to only one probationary period).

Grades of incomplete (I) are issued because of unexpected personal or professional emergencies, and must be made up within four (4) months (or sooner) of the final class meeting of the course, as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on an official transcript.

Students are permitted to repeat a course only one time in order to improve their grade.

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<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent achievement 4.0</td>
</tr>
<tr>
<td>B</td>
<td>Good achievement 3.0</td>
</tr>
<tr>
<td>C</td>
<td>Below expectations for graduate work 2.0</td>
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<tr>
<td>F,=</td>
<td>Failure 0.0</td>
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<td>P</td>
<td>Pass Credit only</td>
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<td>NG</td>
<td>No grade submitted by instructor</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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No plus or minus grades (e.g., A+, B+) are used in the Graduate Teacher Education Program. Please refer to the Student Handbook for additional information regarding probation, grades of incomplete, and repeated courses.

**Grade Reports**

All GTEP students are provided with grade reports at the end of every session for which they registered. GTEP maintains up-to-date progress records on each student. Through GTEP academic advisors, students have access to working transcripts that show current status of earned 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. Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the professor and may adversely affect the course grade. When class sessions 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 of Time**

Students who are unable to complete all degree or program requirements within the established time frame because of extenuating circumstances may apply for a year extension by submitting a written request to the GTEP Office of Student Affairs. Requests for extensions are reviewed on a monthly basis, and must be accompanied by supporting documentation. Students must be in good academic and financial standing to be eligible for extensions. Additional information can be obtained by referring to the Student Handbook, or by calling the GTEP Office of Student Affairs at 800-986-3223, Ext. 8623 (for calls within Broward County: 262-8623).
FEES

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

Graduate Admission Application Fee ... $50

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 ......................... $245 (per credit)

Tuition and the registration fee for continuing students are due at the site or at the program office in Fort Lauderdale on the dates published on page 3 of this catalog.

Split Tuition Payment

Students registering for two courses in the same term and session, or for the practicum or teaching internship, and paying by check, may split their tuition payment. Half of the tuition, plus the registration and application fee, is due at the time of registration. The remaining half is also paid at the time of registration with a check 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.

Processing Fee; Returned Checks, Declined Credit Cards - $75

Registrations will be returned to students 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 because 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 anyone who attends class as an unregistered student.

Practicum Internship Registration

Students who wish to register for the six-credit Practicum Internship may apply by mail, or at the site during registration sessions. 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 academic year). Registrations are dated from the beginning of sessions, and are valid when accepted by the main office.

Practicum Internship Policy

Students are expected to complete the Practicum Internship within one year. Students who require more than one year to complete the Practicum Internship will receive an "I" (incomplete) on their transcript. Students may extend their practicum one time for one additional year by paying a practicum service charge.* The "I" will be changed to a "F" when the final report has been accepted. The "I" will be changed to an "F" if the extended year ends without submittal of an acceptable final report. Students whose Practicum Internship grade is "F" must re-register, start, and complete new project to successfully complete their degree.

*Practicum time cannot be extended beyond the student's time limit for completing degree requirements.
Supervised Teaching Internship Registration

Tuition and the registration fee for the 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 the same as for all courses. Tuition covers the full 12- to 18-week student teaching experience and the accompanying seminar. Students must apply six months in advance for clearance to register for student teaching.

Supervised Teaching Internship Policy

Student teachers are expected to complete the Teaching Internship within one term (18 weeks). Students who have not shown successful growth in the Teaching Internship by the fourth week of the internship will be required to drop the course and may complete their degree by switching to the Practicum Internship. Practicum Internship students are responsible for their own placement.

Other Fees

Graduation Fee ......................... $65

- All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are mailed to students along with their practicum and Teaching Internship assignments. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, Ext. 7226, or 954-262-7226.

- 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.

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. 8600 or 954-262-8600.

The GTEP Form and Style Manual required for use in all classes is available at each site, free of charge. The GTEP Form and Style Manual can also be accessed on-line at http://www.fcae.nova.edu/gtep.
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 courses, the practicum internship, and the supervised teaching internship will be based upon the number of classes attended 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 the request.

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

During the first 6 classes of an 8 class session, a withdrawing student will receive a prorated refund based on the number of classes remaining in the session. A minimum refund of $294.00 will be paid after the sixth class. No refund will be available after the seventh class. Contact Student Services at 800-986-3223, Ext. 8605/8606 or 954-262-8605/8606.

REFUND AMOUNTS FOR 1997-1998
Tuition for course = $735.00
After 1st class session refund $654.15
After 2nd class session refund $573.30
After 3rd class session refund $492.45
After 4th class session refund $411.60
After 5th class session refund $330.75
After 6th class session refund $294.00
No Refunds after 7th class.

SPECIAL CIRCUMSTANCES
For special workshop and course offerings that are not based on 8 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, or (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 or by calling the Office of the University Registrar at 800-541-6682, Ext. 7225, or 954-262-7225. This form and a $5 check or money order should be mailed to the Office of the 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) 262-3380 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, 1997 for the 1997-98 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 1997-98 is June 30, 1998.

Students may not complete the registration process 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, 1997
for the term beginning September 6, 1997

October 1, 1997
for the term beginning February 7, 1998

April 4, 1998
for the term beginning June 22, 1998

May 10, 1998
for the Fall 1998-1999 term

To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps participants access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, 7 days a week, and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at (800) 522-3243.

WARNING TO NON-DEGREE-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, 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.

GTEP students are considered to be full-time when registered for a minimum of six (6) semester hours per term (or three [3] semester hours per session), and part-time if registered for less than six (6) semester hours per term. Students registered for the practicum (6 semester hours) are considered to be full-time for one (1) academic year from the beginning of the session during which their registration was received, and part-time thereafter. Students registered for the supervised teaching internship (9 semester hours) are considered to be full-time.

Fischler Center's expansive new campus in North Miami Beach.
Library Resources

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities, business, education and the sciences. More than 35 specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University Libraries's online catalog (NovaCat) is accessible for remote searching, as well as searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, giving students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and to reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone call 800-541-6682, Ext. 4602, or (954) 262-4602. Use the toll free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: library@nsu.nova.edu or by Web: http://www.nova.edu/library

The Health Professions Division Library is located on the Main Campus. 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 Drug Information Center, based in the College of Pharmacy Building, is available for student use evenings and Saturdays.

The Law Library of the Shepard Broad Law Center, 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.
 INFORMATION TECHNOLOGY

The Office of Information Technology and Media Services (OIT) provides the University community with technological resources and support to complement teaching, learning, research, and outreach, as well as to serve administrative operations. OIT consists of the departments of:
- Systems and Computing Services
- Network Services
- Telecommunication Services
- User Services
- Educational Technology
- Media Services

Systems and Computing Services supports the Administrative and Academic computer technologies for students, faculty and staff with a variety of hardware and software systems. Several mid-range computer systems, from Digital Corporation, Hewlett-Packard, and Sun Microsystems, provide a modern network computer environment. Systems and Computing services develops and maintains custom computer applications to meet the information needs of the University.

Network Services plans, designs, implements, and manages state-of-the-art data networks on all campuses. Local area networking is supported via fiber-optic networks, digital phone lines, and high-speed dial-up modems. Worldwide networking is supported via AT&T information access service and a T-1 connection to the Internet. Telecommunications Services provides local and long distance telecommunication for voice, video, and data connectivity. User Services provides the hardware and software resources in a Microcomputer Lab environment for faculty and students based on applied and emerging technologies.

The labs are conveniently located on the Main Campus and East Campus, including the Leo Goodwin Residence Hall. The Collaboration and Decision Support Lab has been established at the East Campus. The User Services facilities are available to all currently enrolled NSU students. An Open Lab is maintained seven days a week, with lab monitors available to assist students with hardware and software problems.

The multi-lab design of the User Services and the variety of computer systems provide the flexibility to support student and faculty needs in structured class and Open Lab. Available computer systems include MS-DOS, Windows, OS/2, Macintosh, SunOS, and Ultrix. Peripherals such as CD-ROMs, scanners, touch screens, and laser disc players are also located in the labs. The extensive software collection provided for students and faculty ranges from educational application programs to the most sophisticated business applications. Multimedia work stations are also available.

All labs are networked to the University's online computer systems. The online connectivity provides student and faculty access to applications software, electronic mail, the electronic classroom, the Campus-Wide Information System, and the Internet. In addition, User Services provides daily telephone and online help desk functions for faculty, students, and staff.

Educational Technology services is responsible for the Internet and World Wide Web (WWW) resources throughout the University. Custom programming and WWW development are completed utilizing the latest Internet strategies and resources.

Media Services provides faculty, students, and staff at all Nova Southeastern University locations with instructional tools, develops and produces instructional media, assists faculty in the development of instructional media, and provides consultation on media selection and the effective use of technology.

Media Services staff is dedicated to helping clients overcome personal, psychological, social, and geographic barriers to learning through technology, particularly in the use of full, two-way videoconferencing in distance education.
A fully-equipped video production studio provides service to NSU academic and support centers. In addition to video production, Media Services circulates videotapes and other instructional resources to faculty from an extensive in-house catalog, as well as from other universities and commercial rental sources. Other services offered include:

- Teleconference downlinking
- Equipment scheduling and circulation
- Copyright clearance
- Photography
- Digital film-to-slide production
- Video and audio duplication

**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 or located in the Application and Admission Packet section in the back of this catalog. 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 NSU general communications Helpdesk at 800-541-6682, Ext. 4357 or (954) 262-4357. Your call will be transferred to the Helpdesk and handled by the staff member on duty. E-mail: help@nsu.nova.edu
http://www.nova.edu/help

*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: (954) 262-4750, 800-509-2665, or fax (954) 262-4759.
E-mail: novabook@nsu.nova.edu
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) 262-7240.

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) 262-7241 or toll free 800-541-6682, Ext. 7241.

STUDENT PUBLICATIONS

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

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

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

2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

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

**Student Participation in University Governance**

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

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

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

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

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

Violations of academic responsibility include, but are not limited to:
   a. Plagiarism;
   b. Any form of cheating;
   c. Conspiracy to commit academic dishonesty;
   d. Misrepresentation;
   e. Bribery in an attempt to gain an academic advantage;
   f. Forging or altering documents or credentials; and
   g. Knowingly furnishing false information to the institution.

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
   a. Theft;
   b. Vandalism;
   c. Disruptive behavior;
   d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
   e. Possession, transfer, sale, or use of illicit drugs;
   f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
   g. Violations of housing regulations;
   h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
   i. Threats of or actual damage to property or physical harm to others;
   j. Any activity that may be construed as hazing ("hazing" is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university); and
   k. Failure to pay tuition and fees in a timely manner.

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

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code. The Graduate Teacher Education Program expects students to meet the legal and ethical standards specified by the teacher certification or licensure body in their state.
D. Violations

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

Student Code of Computer Ethics

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined on-line or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern's Student Code of Computer Ethics, please consult the GTEP Student Handbook.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the program's Student Handbook.

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: (a) student's name, (b) dates of attendance, (c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.
Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

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

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

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

**Reservation of Power**

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.
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Fischler Center for the Advancement of Education
Doctoral and Professional Degrees

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Doctor of Business Administration (D.B.A.) in:
  Accounting
  Business Administration
  Finance
  Health Services
  Human Resource Management
  International Management
  Information Technology 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:
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Doctor of Medical Dentistry (D.M.D., Fall 1997)
Doctor of Occupational Therapy (D.O.T.)
Doctor of Osteopathy (D.O.)
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 (Ps.D.) in:
  Clinical Psychology
Doctor of Public Administration (D.P.A.) in:
  Public Administration
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.)
Master of Science (M.S.) in:
  Applied Addiction Studies
  Child and Youth 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
  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 and Wellness
  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 and 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 non-academic, 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 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, 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 disability, 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.

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

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, or telephone (954) 262-7255.
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.
- UNIX Account and Request Form.

From top left: Regina Schawaroch, Supervisor, Jennifer Quinones (F-L), Lizette Abel (M-R), bottom left: Peggy Stoops (A-E), Tamara Sands (student worker) and Rachel Pressman (S-Z)
Dear Applicant:

All students, whether degree-seeking or non-degree seeking, 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 $50 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 in an academic area.

• 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 $50 nonrefundable fee.

(Type or print)

Expected starting date ______/______/______ Instructional Location ____________________________

Month Day Year

Soc. Sec.# ______/______/______ Sex: ☐ Male ☐ Female Date of birth ______/______/______

Month Day Year

Last Name First Name M.I. Maiden Name

Legal/Permanent Address: Street and Number

______________________________ ____________________ ____________________ ____________________ 
City State ZIP Home Telephone Business Telephone/Extension

Mailing address while attending Nova Southeastern (local if applicable)

______________________________ ____________________ ____________________
City State ZIP

E-Mail Address Fax Number

Emergency Contact

Name Street Address and Number

______________________________ ____________________ ____________________ ____________________
City State ZIP Home Telephone Business Telephone/Extension

Relationship

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/University State Date Started Date Ended Major Field Degree Awarded GPA

______________________________ ____________________ ____________________ ____________________ ____________________

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 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
□ Elementary Education
□ Mathematics Education
□ Reading
□ Specific Learning Disabilities
□ Educational Media
□ Emotionally Handicapped
□ Mentally Handicapped
□ Science Education
□ TESOL
□ Educational Technology
□ English Education
□ Prekindergarten/Primary
□ Social Studies Education
□ 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, □ Yes □ No

or

B) 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

Financial Aid is not available for nondegree students.

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
□ Elementary Education
□ Mathematics Education*
□ Reading
□ Special Studies Education*
□ Emotionally Handicapped
□ Mentally Handicapped
□ Science Education*
□ Specific Learning Disabilities
□ English Education*
□ Varying Exceptionalities

*If checked, please indicate whether seeking certification for: □ Middle Grades □ Secondary

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 seeking 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: ____________________

Ethnic Origin Data (This information is requested for reporting purposes only.)
Check one of the following:
☐ 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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<tr>
<td>3.</td>
<td></td>
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<td></td>
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</tr>
</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 read and I understand the requirements, policies, and procedures stated in this catalog, and I agree to abide by all the rules and regulations of this graduate program and 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 ____________________
Request for Official Transcript
The 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

Address __________________________

Street __________________________

City __________________________ State __________________________ ZIP Code __________________________

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
The Graduate Teacher Education Program

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

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</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>

Address ____________________________________________

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
</table>

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GTEP
Office of Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
FCAE UNIX ACCOUNT APPLICATION FORM

You must have access to a computer and a modem before requesting a Unix Account. You must fill in this form completely; incomplete forms will delay processing. In addition to your login name and password, you will be sent Quick Start sheets to assist with configuring your computer's telecommunications software and the Introduction to Distance Library Services at NSU. An account not used for 6 months will be deactivated or deleted from the system. This form will be processed upon your acceptance to the program to which you are applying, and may take up to 10 working days from receipt by FCAE Network Services to be processed. This form will not be processed unless signed on the reverse side.

PLEASE PRINT OR TYPE CLEARLY

Social Security Number

Last Name  First Name  M.I.

Mailing Address

City  State  Zip

Home Phone  Business Phone

Fax

Check the program with which you are associated:

EDL  GTEP  LSCA  PET  PHE  CSD  FCAE

FCAE Status:  Student  Staff  Faculty  Do you own a telecommunication program:  Yes.  No.

Operating System:  DOS  Windows 3.1  Windows 95  NT Workstation  Macintosh

PLEASE CONTINUE ON REVERSE SIDE
(SIGNATURE REQUIRED ON REVERSE SIDE)

FOR PROGRAM USE ONLY

Please provide this applicant with a UNIX account. I certify that he/she is registered/employed in our program and is entitled to an account.

Director / Designate  Date

FOR NETWORK SERVICES USE ONLY

Date Received:  Login:  
Date Entered:  Password:  
Date Mailed:  Processor's Initials  

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Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research, and administration. Nova Southeastern computer systems refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multi-user time-sharing systems to single-user terminals and personal computers, whether free-standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility. Students as part of their academic preparation towards specific professional career goals must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Students/users of Nova Southeastern's computer systems are subject to all applicable federal, state and international computer laws. A copy of the "Florida Computer Crimes Act" and referenced Florida State Statues may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova Southeastern University computer systems, whether a multi-user time-sharing system or a single-user terminal or personal computer, must:

- have proper authorization for use or attempted use of accounts within the Nova Southeastern University computer systems
- limit the use of Nova Southeastern University computer systems to academic activities as defined by the student's academic program office
- refrain from attempting to tamper with or obstruct the operation of Nova Southeastern computer systems
- be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- refrain from any attempt to use Nova Southeastern University computer systems as a means for the unauthorized access to computer systems outside the University's systems
- be aware that the use of invasive software, such as worms and viruses destructive to hardware, software or data files is illegal and unethical
- be aware that using Nova Southeastern University's computer systems to act or behave in a rude, obscene or harassing manner will be dealt with by appropriate University policy, procedures and agents
- use only legally obtained or licensed data or software in accordance with its license or purchase agreement
- be in compliance with Federal copyright laws and the University's Copyright Code

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova Southeastern University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice President and the Office of the Dean of a student's academic program.

Nova Southeastern University has adopted rules for computing. The following rules outline your responsibilities for securing your computing account. This is not, however, a comprehensive list of all online policies, procedures, and responsibilities. Consult the NSU Policy regarding Use of Computers and Network Systems. If you misuse your account these privileges may be withheld. You must read, sign, and return this form to your account coordinator before your account can be activated.

Your computer account is to be used only by you. Do not share your account with other individuals. The password to your account must be kept secure. Make sure to commit your password to memory. You may change your password at any time with the password command.

Always choose a password that is difficult to "guess." Your password should conform to the following rules:

- It must be eight (8) characters in length.
- It must contain four (4) letters and four (4) numbers.
- It must not be any word that can be found in a dictionary.
- Choose a password that is meaningful to you but not obvious to anyone else.

Examples of acceptable passwords are: 29py94ju, as76d198, 98df7gh6.

NSU computer systems will automatically monitor your password on a regular basis. If your password is "guessed" by the system, you will be sent electronic mail indicating that this has happened. If this occurs, change your password immediately to prevent anyone from tampering with your account. It is your responsibility to make backups of your files on your computer. NSU is not responsible for the loss of your computer files.

There are no specific limits to online time; however, you are encouraged to use your online time wisely in order to conserve resources. Online time that has been excessive and/or used for unauthorized purposes can result in a charge to you. If you do not access your account for a period of six (6) months, your account will be deleted.

I understand the above rules for using the NSU computing systems and networks and agree to abide by them. If you have trouble accessing your account or forget your password, please contact your account coordinator. He/She can facilitate any changes needed to get you working again.

I understand the statement of ethics and the above rules for using Nova Southeastern University's academic computing systems and agree to abide by them.

_________________________    ___________________________
Print Name                                   Academic Program

_________________________    ___________________________
Signature                                      Date