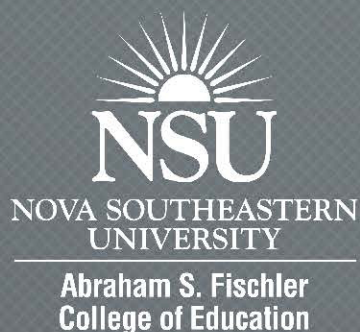


EDUCATION FOREVER CHANGED

NOVA SOUTHEASTERN UNIVERSITY FISCHLER COLLEGE OF EDUCATION
CATALOG & STUDENT HANDBOOK 2015-2016





**NOVA SOUTHEASTERN
UNIVERSITY**

**Abraham S. Fischler
College of Education**

**Catalog and
Student Handbook
2015 – 2016**

The Abraham S. Fischler College of Education (FCE) Catalog and Student Handbook is the governing document for all program-related information and FCE policies/procedures. Please become familiar with the policies and procedures listed within. Failure to read this publication does not excuse students from the rules and procedures contained in it. Students are also bound by the NSU Student Handbook and should be familiar with its contents. Personal factors, illness, and contradictory advice from any other source are not acceptable reasons for seeking exemption from the contents of these publications. If there is any conflict between the information contained on program Web sites and that contained in this document and/or its

FCE Catalog and Student Handbook

2015 – 2016

Table of Contents

Nondiscrimination Statement	1
Accreditations and Approvals.....	1
National Council for Accreditation of Teacher Education (NCATE).....	2
State Disclosures	3
Distance Education Disclosures	4
Professional Memberships.....	4
Approved Programs Competencies and Standards	5
Approved Programs in Teacher Education List ...	7
Performance on Certification Exams	8
National Council of Accreditation for Teacher Education (NCATE) Program Approvals.....	9
Board of Trustees.....	11
FCE Administration	12
Department Chairs	12
NSU Mission Statement.....	13
Vision 2020 Statement.....	13
President’s Message.....	13
NSU Core Values	13
FCE Mission Statement	14
Dean’s Message	14
FCE Compact between Faculty and Students ...	14

Student Information

2015–2016 Academic Calendar.....	16
NSU Holiday Calendar	16
Tuition Refund Schedule.....	17
Admission Requirements	19
Master of Arts and Master of Science	19
Educational Specialist	19
Doctor of Education	19
Doctor of Philosophy	20
Admissions Application Deadlines	20
Non-Native English Speakers	20
Transcript Evaluation.....	20
International Applicants	21
Concurrent Enrollment	21
CAPP Degree Evaluation.....	21
Change of Program of Study	21
Course Audit	21
Educator Certification/Licensure Requirements. 22	
Certification through Course-by-Course Analysis by the Florida Department of Education.....	23
Graduation.....	23
Degree Completion Requirements.....	23
Degree Conferral.....	23
Diplomas.....	23
Commencement	23
Participation Eligibility.....	23
Transfer of Credit	23
Tuition and Fees	24
Tuition and Fee Schedule	25
Withdrawal from Classes	25

Academic Departments and Programs

Academic Department Chairs.....	28
Undergraduate Programs in Education	29
Master of Arts in Teaching and Learning	30
MATL Mission Statement.....	30
Additional Admission Requirements	30
Program Framework	30
Program Learning Outcomes.....	30
Capstone.....	31
Graduation Requirements	31
Distance Educator Certificate	31
Master of Arts Degree in Teaching and Learning Specializations Listing	31
Master of Science with a Major in Brain-Based Teaching	32
Program Learning Outcomes.....	32
Graduation Requirements.....	32
Master of Science Degree with a Major in Brain-Based Teaching Specializations Listing	32
Master of Science in Education.....	33
Conceptual Framework.....	33
Choosing the Degree Program that Meets Your Career Goals	33
Program Learning Outcomes.....	34
Additional Admission Requirements	34
Transfer of Credit	34
Teacher Education Simulation Requirement.....	34
Field Experiences.....	34
Internship/Externship	35
Security Clearance.....	35
Testing Requirements.....	35
Graduation Requirements.....	36
Program Completion Timeline	37
Master of Science Degree Specializations and Endorsement Listing	37
Educational Specialist.....	38
Educational Specialist Mission Statement.....	38
Program Learning Outcomes.....	38
Choosing the Degree Program that Meets Your Career Goals	38
Transfer of Credit	39
Program Completion Timeline	39
Testing Requirements.....	39
Graduation Requirements	39
Educational Specialist Degree Specializations Listing	40

Doctor of Education	41
Doctor of Education Mission Statement ...	41
Certification/Licensure.....	41
Program Learning Outcomes	41
Additional Admission Requirements for State-Approved Programs Applicants	41
Transfer of Credit	41
Doctoral Program Completion Timeline ...	42
Doctoral Studies Orientation (DSO)	42
Summer Conference	42
Applied Dissertation	42
Graduation Requirements	42
Certificate of Advanced Graduate Studies (CAGS).....	43
Certificate of Advanced Graduate Studies Options	43
Doctor of Education Degree Program Concentrations and Minors Listing.....	43
Doctor of Education General Program Requirements.....	44
Concentration Area and Electives	44
Doctor of Philosophy in Education	45
Doctor of Philosophy Mission Statement .	45
Certification/Licensure.....	45
Program Learning Outcomes	45
Instructional Delivery Model	45
Additional Admission Requirements	45
International Students	45
Transfer of Credit	45
Admission to Candidacy.....	46
Deposit Policy.....	46
Doctoral Program Completion Timeline ...	46
Graduation Requirements	46
Ph.D. Program Orientation (PPO).....	46
Summer Conference	46
Applied Research Practicum	46
Dissertation.....	47
Ph.D. Concentration.....	47

Educational Leadership and School Administration Department

Certificate Programs	50
Certificate of Educational Diversity Leadership.....	50
Certificate of Educational Leadership Modified Core	50
Certificate of Advanced Graduate Studies.....	51
Educational Leadership.....	51
Instructional Leadership	51
Charter School Education Leadership	51
Master of Science in Education Degree Programs.....	52
Athletic Administration.....	52
Charter School Education/Leadership	52
Education Administration and Leadership (MEAL)	53
Educational Leadership Florida.....	53

Educational Leadership (School Administrator) Nevada	53
Educational Leadership (Administrative) Ohio.....	54
Management and Administration of Educational Programs (MAEP)	55
Educational Specialist Degree Programs	56
Educational Leadership Florida	56
Educational Leadership (Administrative) Nevada	56
Doctor of Education Degree Programs.....	57
Educational Leadership	57
Instructional Leadership	60
Doctor of Education Minor Program	60
Charter School Education Leadership	60

Higher Education, Organizational Leadership and Adult Education Department

Certificate Programs	62
Certificate of Leadership	62
Certificate of Advanced Graduate Studies	62
Adult Education	62
Brain-Based Leadership	62
Community College Leadership	62
Conflict Resolution	62
Health Care Education	62
Higher Education Leadership.....	62
Human Resource Development.....	62
Human Services Administration.....	62
Organizational Leadership	62
Master of Science in Education Degree Programs	63
Master of Science in Leadership.....	63
Doctor of Education Degree Programs.....	64
Health Care Education	64
Higher Education Leadership.....	65
Human Services Administration.....	66
Organizational Leadership	67
Doctor of Education Minor Programs.....	68
Adult Education	68
Brain-Based Leadership	68
Community College Leadership.....	68
Conflict Resolution	68
Human Resource Development.....	68
Doctor of Philosophy Degree Program	69

Instructional Design and Technology Department

Certificate Programs	72
Distance Educator Certificate	72
Certificate of Advanced Graduate Studies	72
Curriculum Development	72
Curriculum and Teaching	72
Instructional Technology and Distance Education	72
Master of Arts in Teaching and Learning (MATL) Degree Programs	73

Curriculum and Instruction	73
K-12 Technology Integration	73
Master of Science in Education Degree Programs.....	73
Curriculum, Instruction, and Technology..	73
Educational Technology	73
Instructional Technology and Distance Education.....	74
Educational Specialist Degree Program	75
Curriculum, Instruction, Management and Administration.....	75
Doctor of Education Degree Programs	76
Curriculum and Teaching	76
Instructional Technology and Distance Education.....	77
Doctor of Education Minor Program.....	78
Curriculum Development.....	78

Language and Literacy Department

Bachelor of Science Degree Program	80
Secondary English Education/ESOL Florida.....	80
Certificate Programs	80
Reading Endorsement Certificate	80
Certificate of Advanced Graduate Studies.....	80
Reading	80
Master of Arts in Teaching and Learning (MATL) Degree Programs.....	81
Elementary Reading.....	81
Master of Science with a Major in Brain-Based Teaching Degree Program.....	81
Reading and Literacy	81
Master of Science in Education Degree Programs.....	81
English Education.....	81
Middle Grades English Education/ESOL Florida.....	82
Reading Education	83
Reading Education Florida	83
Reading Education Nevada Add-On Endorsement.....	84
Reading Education Ohio Add-On Endorsement.....	84
Reading/Teaching English to Speakers of Other Languages (RESOL)	85
Spanish Language Education	85
Spanish Language Education Florida	86
Spanish Language Education with Bilingual Endorsement Nevada	87
Teaching English as a Foreign Language (TEFL)	87
Teaching English to Speakers of Other Languages (TESOL)	88
Teaching English to Speakers of Other Languages (TESOL) Nevada.....	88
Teaching English to Speakers of Other Languages (TESOL) Ohio.....	89
Master of Science in Education Endorsement Programs.....	90

Reading Florida.....	90
Teaching English to Speakers of Other Languages (TESOL) Florida	90
Educational Specialist Degree Programs	91
English Education	91
Reading Education.....	91
Reading Education (Reading Specialist Endorsement) Nevada	92
Teaching English to Speakers of Other Languages (TESOL)	92
Doctor of Education Degree Programs.....	93
Reading.....	93

Teaching and Learning Department

Associate of Arts Degree Program	96
Early Childhood Education.....	96
Bachelor of Science Degree Programs	96
Child Development	96
Elementary Education/ESOL Endorsement/Reading Endorsement Florida	96
Elementary Education Nevada	96
Exceptional Student Education Nevada	96
Prekindergarten/Primary Education/ESOL Florida	96
Secondary Biology Education Florida	96
Secondary Mathematics Education Florida	96
Secondary Social Studies Education Florida	96
Child Development Associate (CDA) Certificate	96
Florida Department of Children and Families Director Credential Certificate	96
Early Childhood Education Certificate	96
Driver Education Add-On Endorsement.....	96
Education Minor	96
Physical Education Minor.....	96
Certificate Programs	97
Certificate of Advanced Graduate Studies	97
Autism	97
Early Childhood.....	97
Elementary and Middle Grades Science, Technology, Engineering and Math	97
Urban Education	97
Master of Arts in Teaching and Learning (MATL) Degree Programs	97
Elementary Math	97
K-8 Science, Technology, Engineering and Math (STEM) Education.....	97
Master of Science with a Major in Brain-Based Teaching Degree Program	97
Learning and Teaching	97
Master of Science in Education Degree Programs	98
Early Childhood Special Education.....	98
Early Literacy Florida	98
Early Literacy Nevada.....	99
Elementary Education Florida.....	99

Elementary Education with ESOL	
Endorsement and Reading Endorsement	
Florida.....	100
Elementary Education Nevada.....	101
Elementary Education Add-On	
Endorsement Nevada.....	101
Exceptional Student Education	102
Gifted Education.....	106
Gifted Education Add-On Endorsement	
Nevada	106
Interdisciplinary Arts.....	107
Mathematics Education.....	108
Middle Grades and Secondary	
Mathematics Education Florida.....	108
Multicultural Early Intervention.....	109
Prekindergarten-Primary Education	110
Early Childhood (Prekindergarten/Primary	
Pk-3) Education Nevada	110
Prekindergarten-Primary Education with	
ESOL Endorsement Florida	111
Preschool Education	112
Preschool Education Florida	112
Science Education.....	113
Science Education Florida.....	113
Social Studies Education.....	114
Middle Grades and Secondary Social	
Studies Education Florida	114
Teacher Leadership	115
Teaching and Learning	116
Urban Education.....	117
Master of Science in Education Endorsement	
Programs.....	118
Autism Florida	118
Autism Nevada.....	118
Gifted Education Florida.....	118
Prekindergarten Disabilities Florida	118
Educational Specialist Degree Programs	119
Teacher Leadership	119
Early Literacy and Reading Education ...	119
Elementary Education	119
Gifted Education.....	120
Mathematics Education.....	120
Science Education.....	121
Doctor of Education Degree Programs.....	122
Early Childhood Education.....	122
Elementary and Middle Grades Science,	
Technology, Engineering and Math	
(STEM) Education	123
Special Education.....	124
Doctor of Education Minor Programs.....	126
Applied Behavior Analysis.....	126
Autism.....	126
Urban Education.....	126

International Programs

Maestría en Educación	128
<u>Programas de Estudio</u>	
Maestría en Currículo, Instrucción y	
Tecnología.....	128

Maestría en Liderazgo	129
Maestría en Enseñanza del Inglés como	
Segundo Idioma (TESOL).....	129
Maestría en Enseñanza del Inglés como	
Lengua Extranjera (TEFL)	130
Maestría en Liderazgo y Gerencia de	
Centros y Proyectos Educativos	130
Maestría en la Enseñanza de las	
Ciencias	131
Maestría en la Enseñanza de las	
Matemáticas.....	131
Maestría en Educación Especial.....	132

Maestría Internacional de Preparación Docente (ITEP)

Programas de Estudio

Maestría en la Enseñanza de las	
Ciencias	133
Maestría en la Enseñanza de las	
Matemáticas.....	134
Maestría en Estudiantes Excepcionales.....	135
Maestría en Español	136

Doctorado en Educación	137
Conferencia de Verano	137
ILALE ofrece Doctorado en Educación en	
las siguientes áreas de concentración....	137

Programa de Estudio

Requerimientos Generales	137
--------------------------------	-----

<u>Créditos de Concentraciones</u>	138
Liderazgo Educativo.....	138
Educación Superior.....	138
Liderazgo, Currículo e Instrucción	138
Tecnología Educativa y Educación a	
Distancia	138
Liderazgo en la Organización	138

Speech-Language Pathology

Master of Science in Speech-Language	
Pathology (MS-SLP)	140
Doctor of Speech-Language Pathology	
(SLP.D)	146
Speech-Language Pathology Course	
Descriptions	149

FCE Course Descriptions

Degree Course Descriptions.....	156
---------------------------------	-----

FCE Student Handbook

Policies, Regulation, Procedures and General Student Information

General Student Information	212
NSU Student Handbook.....	212
University Policies and Procedures	212
NSU Resources and Student Life	212
Reservation of Power.....	212
<u>Policies, Regulations and Procedures</u>	213
Academic Honesty, Responsibility, and	
the Code of Student Conduct.....	213

Academic Misconduct	213	Teach Grant	230
Academic Progress	214	Scholarships.....	230
Academic Standing	214	Student Employment.....	230
Academic Probation and Dismissal		Loans	230
M.A., M.S., and Ed.S.....	214	Return of Title IV Funds	231
Academic Warning, Suspension, and		<u>Satisfactory Academic Progress (SAP)</u> ..	231
Dismissal Ed.D, and Ph.D.	214	Qualitative Measure (GPA).....	231
Address and Name Changes	214	Quantitative Measure (Credits).....	231
Advisement Services.....	214	Maximum Timeframe Measurement.	231
Americans with Disabilities Act.....	215	Pace.....	232
Attendance	215	Undergraduate Programs	232
Cancellation of Courses	215	Master's and Specialist Programs....	232
Form and Style Guidelines for		Doctoral Programs.....	232
Student Writing.....	215	Transfer Credits.....	232
Grades and Grading.....	216	Attempted Credits.....	232
Incomplete Grades	216	Incompletes and Withdrawals	232
Repeated Course/Grade Replacement..	216	Repeated Courses.....	232
<u>Graduation Requirements</u>	216	Dropped Courses	233
M.A., M.S., and Ed.S. Students	216	SAP Determination	233
Ed.D. and Ph.D. Students	217	SAP Notification.....	233
Commencement Participation	217	SAP Appeal	233
International Students	217	SAP Academic Plan	233
Plagiarism.....	218	<u>Veterans Education Benefits</u>	233
<u>Program Completion Timelines</u>	218	Grade/Progress Reports for Students	
Doctoral Program Completion		Receiving Veterans Benefits	234
Timeline	218	<u>Financial Aid Debt Management</u>	234
M.A., M.S., and Ed.S. Program			
Completion Timeline	218	Registration	235
Readmission.....	219	The Office of the University	
Registration	220	Registrar	235
Student Reinstatement.....	220	Registration	235
Teaching Internship/Externship.....	221	Dropping and Adding Classes.....	235
Transcript Issuance	221	Withdrawal from Classes.....	235
<u>Withdrawal</u>	221	Curriculum, Advising, and Program	
Student Withdrawal from a Course		Planning.....	235
and Cancellation of Registration.....	221	<u>Payment</u>	236
Student Withdrawal from a Program	222	The University Bursar's Office	236
<u>Technology Requirements</u>	223	Late Payment Fee	236
Blackboard	223	Method of Payments.....	236
Sharklink	223	Payment Plans	236
WebSTAR	223	Tuition Assistance Plans	236
Minimum Technology Requirements	223	Florida Prepaid College Plan.....	237
Appeal and Grievance Procedures	224	<u>Office of International Affairs</u>	237
<u>Student Appeal Process</u>		Enrollment and Student Services	
FCE Policy 3.05 Doctoral Students .	224	Contact Information	238
FCE Policy 3.04 Ed.S., M.S., and		Technical Help.....	238
M.A. Students	225	University Call Center.....	238
<u>Grievance Procedure</u>	227	The One-Stop Shop.....	238
FCE Policy 3.06 Doctoral, Educational		Financial Policies and Information	239
Specialist and Master's Students	227	Estimated Cost for Books	239
Financial Aid	229	Applied Dissertation Services Fees	239
Enrollment and Student Services	229	<u>Fees</u>	239
Means of Communication with Students	229	Application Fee	239
The Office of Student Financial		Graduation Fee.....	239
Assistance (OSFA)	229	Late Payment Fee	239
Financial Aid Checklist	229	Late Registration Fee	239
Grants and Scholarships	230	Registration Fee	239

University Student Services Fees.....	239
<u>Payment Options</u>	240
Check Payments	240
Credit Card payments	240
Revoked Payments.....	240
Tuition Refund Policy	240

Full-Time Faculty and Campus Locations

Full-Time Faculty Roster	244
NSU Campus Locations.....	249
NSU Regional Campuses and Instructional Sites.....	249

Abraham S. Fischler College of Education

Catalog and Student Handbook 2015 – 2016

Date of Publication: July 1, 2015
Updated: October 7, 2015



Printed Catalog Volume: 500

The Abraham S. Fischler College of Education (FCE) *Catalog and Student Handbook* are presented in one document. Policies and programs set forth in this catalog and student handbook are effective from July 1, 2015, through June 30, 2016. Regulations and requirements, including fees, are necessarily subject to change without notice anytime at the discretion of the Nova Southeastern University (NSU) administration. FCE reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. Updates and addendums will be made available as appropriate. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents.

Nondiscrimination Statement

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

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

Nova Southeastern University
3301 College Avenue
Ft Lauderdale-Davie, FL 33314
<http://www.nova.edu>

Abraham S. Fischler College of Education
North Miami Beach Campus
1750 N.E. 167th Street
North Miami Beach, FL 33162
<http://education.nova.edu>

Accreditations and Approvals



Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SAC-COC) to award associate's, baccalaureate, master's, educational specialist, doctoral degrees and professional degrees. For questions about the accreditation of Nova Southeastern University, contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097; Telephone: (404) 679-4500.



The Abraham S. Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. These initial and advanced programs include the following:

Initial

Bachelor

1. Elementary Education
2. Exceptional Student Education
3. Prekindergarten and Primary Education
4. Secondary Biology Education
5. Secondary English Education
6. Secondary Mathematics Education
7. Secondary Middle Grades General Science Education
8. Secondary Social Studies Education

Advanced Teacher Programs

Master

1. Brain-Based Teaching
2. Cognitive and Behavioral Disorders
3. Curriculum, Instruction, and Technology
4. Early Literacy and Reading Education
5. Educational Leadership
6. Educational Media
7. Educational Technology
8. Environmental Education
9. Gifted Education
10. Instructional Design and Diversity Education
11. Multicultural Early Intervention
12. Reading and English for Speakers of Other Languages
13. Reading Education
14. Speech Language Pathology
15. Teaching and Learning
16. Teaching English to Speakers of Other Languages
17. Urban Education

Master – Initial and Add-on Preparation

9. Computer Science Education
10. Elementary Education
11. English Education
12. Exceptional Student Education
13. Mathematics Education
14. PreK-Primary Education
15. Preschool Education
16. Science Education
17. Secondary Education
18. Social Studies Education
19. Spanish Language Education

Specialist

18. Brain-based Teaching
19. Computer Science Education
20. Curriculum and Teaching
21. Curriculum/Instruction Management and Administration
22. Early Literacy and Reading Education
23. Educational Leadership
24. Educational Media
25. Elementary Education
26. English Education
27. Gifted Education
28. Mathematics Education
29. Reading Education (Reading Specialist)
30. School Counseling
31. School Psychology
32. Science Education
33. Teaching English to Speakers of Other Languages
34. Technology Management and Administration

Doctoral

35. Educational Leadership (Building Level)
36. Educational Leadership (District Level)

In addition to accreditation by NCATE, specific programs at NSU have been recognized by their specialized professional associations (SPAs). These programs include the following:

- Association for Childhood Education International (ACEI) – M.S. in Elementary Education
- Educational Leadership Constituent Council (ELCC) – M.S., Ed.S., and Ed.D. in Educational Leadership
- National Association for the Education of Young Children (NAEYC) – B.S. and M.S. in PreK-Primary Education

The Master's Degree Program in Speech-Language Pathology, offered through the Abraham S. Fischler College of Education, is approved by the Florida and Nevada Departments of Education and accredited by the Council on Academic Accreditation in audiology and speech-language pathology of the American Speech-Language-Hearing Association (ASHA).

Nova Southeastern University's Graduate Teacher Education Program is licensed by the state of Florida, and by the Nevada Commission on Postsecondary Education. Nevada's program of professional licensure is based upon experience, academic degree, and completion of specific coursework in subject areas. Nova Southeastern University has been granted Accreditation for the Multiple Subject Teacher Preparation Program by the California Committee on Accreditation, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814- 4213; (916) 322-6253. (Note: The next on-site review will occur in October 2018 under the Council for the Accreditation of Educator Preparation [CAEP] standards.)

State Disclosures

The following information is provided in compliance with state regulations related to higher education. Some state laws require an institution to provide students with specific disclosures. The following statements are presented in order to comply with these requirements.

Nevada

Nova Southeastern University's Master of Science in Speech Language Pathology program, Master of Science in Education program, and the Doctor of Education program are licensed by the Nevada Commission on Postsecondary Education. The Las Vegas site includes a classroom, technology lab, and an administrative office. All facilities conform to Clark County building, fire, and business license requirements.

Oregon

This school is a unit of a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degree described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the Standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

South Carolina

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

Virginia

Nova Southeastern University is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th Street, James Monroe Building, Richmond Virginia, 23219; (804) 225-2600. The physical location of Nova Southeastern University's main campus is 3301 College Avenue, Fort Lauderdale, FL 33314. As of this printing, the Doctor of Education program is offered at the following locations in Virginia:

Norfolk State University

700 Park Avenue
Norfolk, VA 23504

Virginia Tech Executive Briefing Center

900 N. Glebe Road
Arlington, VA 22203

Washington

Nova Southeastern University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is subject to periodic review, and authorizes Nova Southeastern University to offer the following program: Doctor of Education with specializations in: Educational Leadership; Health Care Education; Human Services Administration; Instructional Leadership; Instructional Technology and Distance Learning; Organizational Leadership; Special Education; and Speech-Language Pathology. None of these programs are intended to lead to teacher certification. Teachers are advised to contact their individual school districts to determine whether this program may qualify for salary advancement. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98505-3430.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at (360) 725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Nova Southeastern University is authorized by the Washington State Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Nova Southeastern University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institutions may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430

Wisconsin

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

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

Distance Education Disclosures

Students enrolled in online programs and residing in states other than Florida should visit <http://www.nova.edu/academics/distance-education.html> for state-specific distance education disclosures.

Professional Memberships

Nova Southeastern University holds primary, secondary, and higher education memberships in the following organizations:

American Association for Higher Education and Accreditation (AAHEA)
American Association of Colleges for Teacher Education (AACTE)
American Council on Education (ACE)
Association for Institutional Research (AIR)
Association of American Colleges and Universities (AAC&U)
Association of Independent Schools of Florida (AISF)
Association of Governing Boards of Universities and Colleges (AGB)
Coalition of Essential Schools (CES)
College Board
Commission for Independent Education
Conference of Southern Graduate Schools (CSGS)
Council of Graduate Schools (CGS)
Council of Independent Colleges (CIC)
Educational Records Bureau (ERB)
Florida Association of Collegiate Registrars and Admissions Officers (FACRAO)
Florida Council of Independent Schools (FCIS)
The Foundation for Independent Higher Education (FIHE)
Hispanic Association of Colleges and Universities (HACU)
Independent Colleges and Universities of Florida (ICUF)
NAFSA: Association of International Educators
National Association of College and University Attorneys (NACUA)
National Association of College and University Business Officers (NACUBO)
National Association of Independent Colleges and Universities (NAICU)
National Association of Independent Schools (NAIS)
Society for College and University Planning (SCUP)
Southeast Florida Career Consortium of Private Universities (SFCC)
Southern Association of Colleges and Schools (SACS)
Southern Association of Colleges and University Business Officers (SACUBO)
University Professional & Continuing Education Association

Approved Programs Competencies and Standards

All approved program course syllabi are aligned with state and national standards, competencies, and skills that include the following:

National

Council for the Accreditation of Educator Preparation (CAEP) Standards (formerly National Council for Accreditation of Teacher Education [NCATE])

http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf (initial programs 2013)

http://caepnet.files.wordpress.com/2014/08/caep_standards_for_advanced_programs1.pdf (advanced programs 2014)

Interstate New Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers (2013)

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

National Board for Professional Teaching Standards (Five Core Propositions and 25 certificate areas)

<http://www.nbpts.org/national-board-standards>

Florida

Florida Teacher Standards for ESOL (English for Speakers of Other Languages) Endorsement (2010) (ESOL)

<http://www.fldoe.org/core/fileparse.php/7719/urlt/0071748-approvedteacherstandards.pdf>

Florida Competencies and Skills

<http://www.fldoe.org/asp/ftce/ftcecomp.asp>

Florida Educator Accomplished Practices (2010)

<http://www.fldoe.org/profdev/FEAPs/>

Florida Reading Endorsement Competencies (2011)

https://www.flrules.org/gateway/readRefFile.asp?refId=556&filename=reading_endorsement_compt.pdf

Florida Standards (formerly Florida Sunshine State Standards)

<http://www.flstandards.org/>

Georgia

Georgia Professional Standards Commission

<http://www.gapsc.com/>

Georgia Standards (Including Georgia Performance Standards and Content Area Frameworks)

<https://www.georgiastandards.org/Pages/default.aspx>

Nevada

Nevada Academic Content Standards

http://www.doe.nv.gov/Standards_Instructional_Support/NV_Academic_Content_Standards/

Ohio

Ohio Educator Standards

<http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards>

Ohio's New Learning Standards

<https://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards>

Specialized Professional Association (SPA) Standards by Content Area

<http://www.ncate.org/standards/programstandandsandreportforms/tabid/676/default.aspx>

- Computer Science Education / International Society for Technology in Education (ISTE)
http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-CSE_PDF.pdf (2011)
- Educational Leadership / Educational Leadership Constituent Council (ELCC)
Building – <http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3d&tabid=676> (2011)
District – <http://www.ncate.org/LinkClick.aspx?fileticket=tFmaPVIwMMo%3d&tabid=676> (2011)
- Educational Technology / International Society for Technology in Education (ISTE) (Technology Coach)
<http://www.iste.org/docs/pdfs/ncate-tech-coaches-standards.pdf?sfvrsn=4> (2012)

- *Elementary Education/ESOL / Association for Childhood Education International (ACEI)*
<http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cl%3d&tabid=676> (2007)
- *English Language Arts Education / National Council of Teachers of English (NCTE)*
http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf (2012)
- *English for Speakers of Other Languages (ESOL) Teachers of English to Speakers of Other Languages (TESOL/TEFL)*
<http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-%282010-pdf%29.pdf?sfvrsn=0> (2010)
- *Environmental Education / North American Association for Environmental Education (NAAEE)*
<http://www.ncate.org/LinkClick.aspx?fileticket=Fm%2fqA4uarLk%3d&tabid=676> (2007)
- *Exceptional Student Education/Special Education / Council for Exceptional Children (CEC)*
<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf> (initial 2012)
<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets> (specialty sets)
- *Foreign Languages Education / American Council on the Teaching of Foreign Languages (ACTFL)*
<http://www.actfl.org/sites/default/files/pdfs/ACTFLStandardsJULY2014.pdf> (2013)
- *Gifted Education / National Association of Gifted Children/Council for Exceptional Children*
<http://nagc.org.442elmp01.blackmesh.com/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf> (2013)
- *Mathematics / National Council of Teachers of Mathematics (NCTM)*
Secondary <http://www.ncate.org/LinkClick.aspx?fileticket=BNUATB9XATk%3d&tabid=676> (2012)
- *Pre-K Disabilities / DEC Recommended Practices in Early Intervention/Early Childhood Special Education*
<http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf> (2014)
- *Preschool and Pre K-Primary/ESOL (Early Childhood Education) / National Association for the Education of Young Children (NAEYC)*
http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf (2010)
- *Reading Education / International Reading Association (IRA)*
<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards.aspx> (2010)
- *School Counseling / American School Counselor Association—Ethical Standards*
<https://schoolcounselor.org/asca/media/asca/home/EthicalStandards2010.pdf> (2010)
- *School Library/Media Specialist / American Library Association (ALA)/ American Association of School Librarians (AASL)*
http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf (2010)
- *School Psychology / National Association of School Psychologists (NASP)*
http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf (2010)
- *Science Education / National Science Teachers Association (NSTA)*
<http://www.nsta.org/preservice/docs/2012NSTAPreserviceScienceStandards.pdf> (2012)
- *Social Studies Education / National Council for the Social Studies (NCSS)*
<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf> (2002)
- *Speech Language Impairment / American Speech–Language–Hearing Association (ASHA)*
http://www.asha.org/Academic/accreditation/accredmanual/section3.htm#_ga=1.57674154.1882723570.1390498410 (2014)
- *Technology Management and Administration / International Society for Technology in Education (ISTE) (Technology Director)*
http://www.iste.org/docs/pdfs/ncate_version_educational_technology_directors_standards_2011.pdf?sfvrsn=4 (2012)

Approved Programs in Teacher Education

Approved programs in teacher education are areas of study that are reviewed by state departments of education. During the review process, university faculty members participate in self-evaluations of content and program areas to meet state guidelines. The NSU approved programs of study in teacher education:

Specialization Areas	Level	NSU Program Location	Florida State Approved		Nevada State Approved		Ohio State Approved		Pennsylvania State Approved	
			Initial	Add-On / Endorsement	Initial	Add-On / Endorsement	Initial	Add-On / Endorsement	Initial	Add-On / Endorsement
Autism	M.S.	FCE		✗		✗				
Biology Education (6-12)	B.S.	FCE	✗							
Computer Science Education (K-12)	M.S.	FCE	✗	✗		✗				
	Ed.S.		✗	✗						
Early Childhood (NV)/ Prekindergarten - Primary Education/ESOL PK-3 (FL)	B.S.	FCE	✗							
	M.S.		✗	✗	✗	✗				
Educational Leadership (PK-12)	M.S.	FCE		✗		✗		✗		-
	Ed.S.			✗		✗		-		-
	Ed.D.					✗		✗		✗
Educational Media (PK - 12)	M.S.	FCE	✗	✗		✗				
	Ed.S.		✗	✗						
Elementary Education (K-6) (NV) / Elementary Education/ESOL (K-6) (FL)	B.S.	FCE	✗		✗					
	M.S.		✗	✗	✗	✗				
English Education/ESOL (5-9 or 6-12)	B.S.	FCE	✗ (5-9) ✗ (6-12)							
	M.S.		✗	✗						
Exceptional Student Education	B.S.	FCE	✗		✗					
	M.S.		✗	✗	✗	✗				
Gifted Education	M.S.	FCE		✗		✗				
Mathematics Education	B.S.	FCE	✗ (6-12)							
	M.S.		✗ (5-12)	✗						
Middle-Grades General Science / Science Education (5-9)	B.S.	FCE	✗	✗						
	M.S.		✗							
Prekindergarten Disabilities	M.S.	FCE		✗						
Reading Education	M.S. Ed.S.	FCE		✗ / ✗		✗ ✗	X			
School Counseling (PK-12)	M.S.	CPS*	✗							
School Psychology (PK-12)	Psy.S.	CPS*	✗							
Secondary Education (6-12)	M.S.	FCE			✗					
Social Studies (5-9 or 6-12)	B.S.	FCE	✗ (5-9) ✗ (6-12)							
	M.S.		✗	✗						
Spanish Language Education (FL) (K-12) /Spanish Language Education/Bilingual (NV)	M.S.	FCE	✗	✗		✗				
Speech Language Pathology (K-12)	M.S.	FCE	✗		✗					
TESOL	M.S.	FCE		✗		✗		✗		

* CPS = Center for Psychological Studies – Call (954)262-5700 or 800-541-6682 ext. 25700, email (cpsinfo@nova.edu), or link (<http://cps.nova.edu/>) for more information

Performance on Certification Examinations

Candidates enrolled in Florida DOE-approved programs, who are seeking teacher or educational leader certification, are required to demonstrate subject area competency on state certification examinations. The following information, provided by the Florida Department of Education, indicates that NSU completers (i.e., approved program graduates) in teacher or educational leader preparation programs are passing these required examinations and are meeting, or exceeding, statewide average pass rates. (Note: The designation of "Other enrolled students" includes all candidates who are still enrolled in the program. These candidates may be enrolled in early coursework and, thus, are not yet ready to complete test requirements. Therefore, scores for "Other enrolled students" may indicate lower pass rates since those candidates have not yet completed their testing requirements.)

Institutional Summary Regular Teacher Education 5514 Nova Southeastern University				
Institution Population	Institutional Pass Rates		Pass rate	Statewide average pass rate
	Number taking test	Number passing test		
Other enrolled students, 2013-2014	309	260	84%	-
All program completers, 2013-2014	44	44	100%	-
Other enrolled students, 2012-2013	478	368	77%	-
All program completers, 2012-2013	67	67	100%	-
Other enrolled students, 2011-2012	391	355	91%	93.0%
All program completers, 2011-2012	112	112	100%	99.9%
All program completers, 2010-2011	157	157	100%	100.0%
All program completers, 2009-2010	44	44	100%	99.8%
Program Completer Average 2009-2012	104	104	100%	99.9%
Basic Skills/General Knowledge 5514 Nova Southeastern University				
Institution Population	General Knowledge Test 100		Pass rate	Statewide average pass rate
	Number taking test	Number passing test		
Other enrolled students, 2013-2014	207	195	94%	-
All program completers, 2013-2014	74	60	82%	-
Other enrolled students, 2012-2013	302	220	73%	-
All program completers, 2012-2013	42	42	100%	-
Other enrolled students, 2011-2012	221	191	86%	98.0%
All program completers, 2011-2012	72	72	100%	99.9%
All program completers, 2010-2011	94	94	100%	100.0%
All program completers, 2009-2010	25	25	100%	99.9%
Program Completer Average 2009-2012	64	64	100%	99.9%
Professional Education 5514 Nova Southeastern University				
Institution Population	Professional Education Test 8003		Pass rate	Statewide average pass rate
	Number taking test	Number passing test		
Other enrolled students, 2013-2014	154	127	82%	-
All program completers, 2013-2014	36	36	100%	-
Other enrolled students, 2012-2013	201	178	89%	-
All program completers, 2012-2013	50	50	100%	-
Other enrolled students, 2011-2012	217	211	97%	94.00%
All program completers, 2011-2012	88	88	100%	99.90%
All program completers, 2010-2011	110	110	100%	100.00%
All program completers, 2009-2010	28	28	100%	99.96%
Program Completer Average 2009-2012	75	75	100%	99.90%
Subject Area Exams 5514 Nova Southeastern University				
Institution Population	All Subject Area Exams		Pass rate	Statewide average pass rate
	Number taking test	Number passing test		
Other enrolled students, 2013-2014	119	107	90%	-
All program completers, 2013-2014	37	37	100%	-
Other enrolled students, 2012-2013	197	183	93%	-
All program completers, 2012-2013	64	64	100%	-
Other enrolled students, 2011-2012	226	223	99%	95.0%
All program completers, 2011-2012	104	104	100%	100.0%
All program completers, 2010-2011	153	153	100%	100.0%
All program completers, 2009-2010	44	44	100%	99.9%
Program Completer Average 2009-2012	100	100	100%	99.9%

Additional information on statewide average pass rates (for first-time examinees and percent passing) is available at <http://www.fldoe.org/core/fileparse.php/3/urlt/firsttime-ftce-examinees.pdf>

National Council of Accreditation for Teacher Education (NCATE) Program Approvals

The following programs have been reviewed during the initial NCATE unit review (October 2011) and/or through the NCATE SPA (Specialized Professional Association) review. This chart is intended as a guide to help students choose programs that need to be NCATE-approved in order to receive certification or licensure in their states. Before beginning any program, applicants should contact the specific state department of education for requirements and current information regarding teacher certification/licensure.

NA = There is no Specialized Professional Association for this specialization.

Specialization	NCATE Unit Review	Name of NCATE SPA Recognition
Bachelor of Science in Education (B.S.)		
Elementary Education (Florida with ESOL and Reading endorsements) (Nevada)	X	Association for Childhood Education International (ACEI)
Exceptional Student Education (Florida with ESOL endorsement) (Nevada)	X	Council for Exceptional Children (CEC)
Prekindergarten/Primary Education with ESOL endorsement (Florida)	X	National Association for the Education of Young Children (NAEYC)
Secondary Biology Education	X	National Science Teachers Association (NSTA)
Secondary English Education	X	National Council of Teachers of English (NCTE)
Secondary Mathematics Education	X	National Council of Teachers of Mathematics (NCTM)
Secondary Middle Grades General Science Education	X	National Science Teachers Association (NSTA)
Secondary Social Science Education	X	National Council for the Social Studies (NCSS)
Master of Arts in Education (MATL)		
Teaching and Learning (MATL)	X	NA
Master of Science in Education (M.S.)		
Brain-Based Teaching	X	NA
Cognitive and Behavioral Disabilities	X	NA
Curriculum, Instruction, and Technology	X	NA
Computer Science Education (Florida Initial) (Florida and Nevada Add-on endorsement)	X	International Society for Technology in Education (ISTE)
Early Literacy and Reading Education	X	NA
Educational Leadership (Florida) (Nevada)	X	Educational Leadership Constituent Council (ELCC)
Educational Media (Florida Initial) (Florida and Nevada Add-on endorsement)	X	American Library Association (ALA)/American Association of School Librarians (AASL)
Educational Technology	X	International Society for Technology in Education (ISTE)
Elementary Education (Nevada Initial and Add-on endorsement)	X	Association for Childhood Education International (ACEI)
Elementary Education with ESOL and Reading endorsements (Florida Initial and Add-on endorsement)	X	Association for Childhood Education International (ACEI)
English Education with ESOL endorsement (Florida Initial and Add-on endorsement)	X	National Council of Teachers of English (NCTE)
Environmental Education	X	North American Association for Environmental Education
Exceptional Student Education (Nevada Initial and Add-on endorsement)	X	Council for Exceptional Children (CEC)
Exceptional Student Education with ESOL endorsement (Florida Initial and Add-on endorsement)	X	Council for Exceptional Children (CEC)
Gifted Education (Florida Add-on endorsement) (Nevada Add-on endorsement)	X	National Association of Gifted Children / Council for Exceptional Children (NAGC/CEC)
Instructional Design and Diversity Education with a concentration in Gifted, Reading, or TESOL	X	NA
Mathematics Education (Florida Initial and Add-on endorsement)	X	National Council of Teachers of Mathematics (NCTM)
Multicultural Early Intervention	X	NA

Master of Science in Education (continued)		
Specialization	NCATE Unit Review	Name of NCATE SPA Recognition
Prekindergarten - Primary Education (Nevada)	X	National Association for the Education of Young Children (NAEYC)
Prekindergarten/Primary Education (Florida Initial and Add-on endorsement)	X	National Association for the Education of Young Children (NAEYC)
Preschool Education (Florida Initial and Add-on endorsement)	X	National Association for the Education of Young Children (NAEYC)
Reading Education (Florida and Nevada Add-on endorsements)	X	International Reading Association (IRA)
School Counseling (Florida Initial) (This program is offered through the Center for Psychological Studies.)	X	NA
Science Education (Middle-Grades General) (Florida Initial and Add-on endorsement)	X	National Science Teachers Association (NSTA)
Secondary Education (Nevada)	X	Initial Licensure/Post Baccalaureate (IL/PB)
Social Studies (Middle and Secondary) (Florida Initial / Add-on endorsement)	X	National Council for the Social Studies (NCSS)
Spanish Language Education (Florida Initial and Add-on endorsement)	X	American Council on the Teaching of Foreign Languages (ACTFL)
Spanish Language Education with Bilingual endorsement (Nevada)	X	NA
Speech Language and Communication Disorders	X	NCATE recognizes the accreditation of ASHA.
Teaching and Learning	X	NA
Teaching English to Speakers of Other Languages (TESOL) (Florida and Nevada)	X	Teachers of English to Speakers of Other Languages (TESOL)
Urban Education	X	NA
Educational Specialist (Ed.S.)		
Brain-Based Teaching	X	NA
Computer Science Education (Advanced non-certification and Florida Initial / Add-on endorsement at the Ed.S. level)	X	International Society for Technology in Education (ISTE) – Applies to the Florida Initial and Add-on endorsement
Curriculum and Teaching	X	NA
Curriculum/Instruction Management and Administration	X	NA
Early Literacy and Reading Education	X	NA
Educational Leadership (Florida) (Nevada)	X	Educational Leadership Constituent Council (ELCC)
Educational Media (Advanced non-certification and Florida Initial and Add-on endorsement at the Ed.S. level)	X	American Library Association (ALA)/American Association of School Librarians (AASL) – Applies to the Florida Initial and Add-on endorsement
Elementary Education	X	NA
English Education	X	NA
Gifted Education	X	NA
Mathematics Education	X	NA
Reading Education (Reading Specialist) (Nevada)	X	International Reading Association (IRA)
Science Education	X	NA
Technology Management and Administration	X	International Society for Technology in Education (ISTE)
Teaching English to Speakers of Other Languages	X	NA
Psychology Specialist (Psy.S.)		
School Psychology (This program is offered through the Center for Psychological Studies.)	X	National Association of School Psychologists (NASP)
Doctor of Education (Ed.D.)		
Educational Leadership – Building/School Level (School-based) (Nevada) (Pennsylvania – District level)	X	Educational Leadership Constituent Council (ELCC)

Board of Trustees

Ronald G. Assaf, *Chair, Retired Founder and Chairman, Sensormatic Electronics Corp.*, Fort Lauderdale, Florida
Barry J. Silverman, M.D., *Vice Chair, Orthopedic Surgeon, Aventura*, Florida
George L. Hanbury II, Ph.D., *President & CEO, Nova Southeastern University*, Fort Lauderdale, Florida
W. Tinsley Ellis, J.D., *Secretary; Attorney, Ellis, Spencer & Butler P.A.*, Fort Lauderdale, Florida
Walter L. Banks, Sr., *President, Lago Mar Resort and Club*, Fort Lauderdale, Florida
Mitchell W. Berger, J.D., *Founder & Co-Chair, Berger Singerman Law Firm*, Fort Lauderdale, Florida
Keith A. Brown, *President & CEO, Chimera, Inc.*, Fort Lauderdale, Florida
Rick Case, *President & CEO, Rick Case Acura*, Fort Lauderdale, Florida
R. Douglas Donn, *Chairman, Community Bank of Broward*, Lauderdale by the Sea, Florida
Arthur J. Falcone, *CEO & Co-Chairman, Falcone Group*, Boca Raton, Florida
Silvia M. Flores, M.D., *Internist*, Fort Lauderdale, Florida
Steven J. Halmos, *President, Halmos Holdings*, Fort Lauderdale, Florida
Carol M. Harrison, *President, Harrison Industries*, Fort Lauderdale, Florida
Susanne Hurowitz, *President, The Newport Group*
Mike Jackson, *Chairman and CEO, AutoNation, Inc.*, Fort Lauderdale, Florida
Royal F. Jonas, J.D., *Attorney, Jonas & Jonas*, Surfside, Florida
Milton L. Jones, Jr., *CEO, Regal Trace, Ltd.*, Dania, Florida
Alan B. Levan, *Chairman and CEO, BBX Capital*, Fort Lauderdale, Florida
Nell McMillan Lewis, *Ed.D., Rumbaugh-Goodwin Institute*, Fort Lauderdale, Florida
Albert J. Miniaci, *President and CEO, Paramount Vending*, Pompano Beach, Florida
Samuel F. Morrison, *Former Director, Broward County Library System*, Fort Lauderdale, Florida
Charles L. Palmer, *President and CEO, North American Company LLC*, Fort Lauderdale, Florida
Martin R. Press, J.D., *Shareholder & Member, Gunster, Yoakley & Stewart, P.A.*, Fort Lauderdale, Florida
Paul M. Sallarulo, *President, NSU Alumni Association; President, Nexera Medical*, Fort Lauderdale, Florida
Phil Smith, *President & CEO, Phil Smith Automotive Group*, Fort Lauderdale, Florida
J. Kenneth Tate, *Chief Executive Officer, TKO Apparel, Inc.*, Hollywood, Florida
Barbara Trebbi Landry, *General Partner, Mercator Asset Management LP*, Boca Raton, Florida
Zachariah P. Zachariah, M.D., *Cardiologist, Fort Lauderdale Heart Institute*, Fort Lauderdale, Florida
Michael Zager, *Partner, Z Wealth Solutions*, Weston, Florida

Trustee Emeritus:

H. Wayne Huizenga, 2000-2013

Ex Officio:

Ex Officio (non-voting members who serve by virtue of the position they hold and for so long as they hold such position)

Joel Ronkin	<i>Chair, University School Headmaster's Advisory Board</i> , Fort Lauderdale, Florida
Honorable Melanie G. May	<i>Chair, Shepard Broad Law Center Board of Governors; Judge, Florida 4th District Court of Appeals, Broward County</i>
George I. Platt, J.D	<i>Chair, Farquhar College Board of Advisors; Managing Partner, LSN Partners</i> , Fort Lauderdale, Florida
Tony Segreto	<i>Chair, NSU Athletics Advisory Council</i>

FCE Administration

Executive Administration

Lynne R. Schrum, Ph.D., *Dean*

Jennifer Quiñones Nottingham, Ed.D., *Special Assistant to the Dean*

Jorge Blanco, Ed.D., *Comptroller*

Jamie Manburg, Ed.D., *Associate Dean*

Department Chairs

Lina Chiappone, Ph.D., *Chair, Language and Literacy*

Jennifer A. Jordan, EdD. *Chair, Higher Education, Organizational Leadership and Adult Education*

Wilma Robles de Melendez, Ph.D., *Chair, Teaching and Learning*

Sharon Santilli, Ed.D., *Chair, Educational Leadership and Administration*

Mike Simonson, Ph.D. *Chair, Instructional Design and Technology*

NSU Mission Statement

The Mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

Vision 2020 Statement

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public, as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

President's Message

We are honored that you have selected Nova Southeastern University and the Abraham S. Fischler College of Education. I believe teaching is a noble profession and now more than ever, there is a need for great educators.

By choosing the Abraham S. Fischler College of Education, you share with us a commitment to excellence in teaching and human services. You'll find that our practical, reality-based curriculum allows you to prepare for a lifetime of learning and success.

As President of NSU, I welcome you to our family, whether you are a full-time student, a working professional joining us part-time, or an online student from another part of the world. Fischler graduates have a special bond, and you can look forward to joining a very select group.

As NSU's Vision 2020 states, we produce "alumni who serve with integrity in their lives, fields of study and resulting careers." With the support of Nova Southeastern University, you will make a significant difference to your students, your community and, quite possibly, the world.



George L. Hanbury II, Ph.D.
President

NSU Core Values

In support of its educational mission, Nova Southeastern University is committed to and values the following:

- Academic Excellence
- Student Centered
- Integrity
- Innovation
- Opportunity
- Scholarship/Research
- Diversity
- Community

FCE Mission Statement

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

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

Dean's Message

On behalf of the many men and women who are members of the Abraham S. Fischler College of Education learning community, I am pleased to provide information on the courses and programs we offer. We are proud of the high quality instruction and service our college provides to assist you on your pathway to a successful career.

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

You are entering an exciting time in your life, and beginning an amazing journey at NSU. We remind you that our expectations and standards are high; however, we know you are up to this challenge. Our goal is to help you succeed, and we know that by working together, you will achieve your dreams. The end result will be the acquisition of new knowledge, talents, and skills. On behalf of the hundreds of professional men and women associated with the Abraham S. Fischler College of Education, I welcome you to the threshold of a new world.



Lynne Schrum, Ph.D.
Dean, Abraham S. Fischler College of Education

FCE Compact between Faculty and Students

The Compact between Faculty and Students of the Abraham S. Fischler College of Education is a declaration of a continuous commitment to supporting a vibrant community for all educators and students. Respect is one of the fundamental principles that serve to anchor this community in mutual ways. It is also the driving force for growing and enriching a productive, engaging, and successful community of learners. The purpose of this Compact is to provide behavioral guidelines that will foster, clarify, and energize Fischler's commitment to its educational mission.

Commitments of Faculty

We pledge our utmost efforts to ensure that we will:

1. Promote students' intellectual and professional growth.
2. Respond to student inquiries in a timely manner.
3. Provide substantive feedback to posts and assignments in a timely manner.
4. Provide support to students and be willing to work with students when obstacles arise in their academic and/or personal lives.
5. Be receptive to student feedback.
6. Endeavor to make learning an engaging and interactive experience in all delivery models.

Commitments of Students

We pledge our utmost efforts to ensure that we will:

1. Take responsibility for being an active participant in the learning process.
2. Submit original and quality work in a timely manner.
3. Respond to faculty in a timely manner.
4. Exhibit professional behavior.
5. Be considerate of times when faculty may be less available.

Student Information

2015 – 2016 Academic Calendar

Fall 2015 Semester (201620)	August 24, 2015 – December 13, 2015	Registration* Opens	Registration Closes
Full Session	August 24, 2015 - December 13, 2015	May 4, 2015	August 23, 2015
1st Session	August 24, 2015 - October 18, 2015	May 4, 2015	August 23, 2015
2nd Session	October 19, 2015 - December 13, 2015	May 4, 2015	October 18, 2015
<i>*Late Registration Begins August 10, 2015</i>			
Winter 2016 Semester (201630)	January 4, 2016 – May 1, 2016	Registration* Opens	Registration Closes
Full Session	January 4, 2016 - May 1, 2016	October 5, 2015	January 3, 2016
1st Session	January 4, 2016 - February 28, 2016	October 5, 2015	January 3, 2016
Spring Break February 29, 2016 - March 6, 2016			
2nd Session	March 7, 2016 - May 1, 2016	October 5, 2015	March 6, 2016
<i>*Late Registration Begins: December 21, 2015</i>			
Summer 2016 Semester (201650)	May 9, 2016 – August 14, 2016	Registration* Opens	Registration Closes
Full Session	May 9, 2016 - August 14, 2016	March 21, 2016	May 8, 2016
1st Session	May 9, 2016 - June 26, 2016	March 21, 2016	May 8, 2016
2nd Session	June 27, 2016 - August 14, 2016	March 21, 2016	June 26, 2016
<i>*Late Registration Begins: April 25, 2016</i>			

NSU Holiday Calendar July 2015 – May 2016

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

Holiday	NSU Observed Date
Independence Day	Friday, July 3, 2015
Labor Day	Monday, September 7, 2015
Thanksgiving Day	Thursday, November 26, 2015
Day after Thanksgiving Day	Friday, November 27, 2015
Winter Closure	Thursday, December 24, 2015 – Sunday, January 3, 2016

Tuition Refund Schedule

Tuition Refund Schedule Fall 2015 August 24, 2015 - December 13, 2015

	Session 1 [August 24 - October 18]	Session 2 [October 19 - December 13]
Drop/Add	August 24 – 30, 2015	October 19 – 25, 2015
50%	Ends September 6, 2015	Ends November 1, 2015
25%	Ends September 13, 2015	Ends November 8, 2015
Last Day to Withdraw	September 27, 2015	November 22, 2015
	No Refunds after September 13, 2015	No Refunds after November 8, 2015

Full Term/Semester

Drop/Add	August 24 – 30, 2015
50%	Ends September 6, 2015
25%	Ends September 13, 2015
Last Day to Withdraw	November 22, 2015
	No Refunds after September 13, 2015

Tuition Refund Schedule Winter 2016 January 4, 2016 - May 1, 2016

	Session 1 [January 4 – February 28]	Session 2 [March 7 - May 1]
Drop/Add	January 4 – 10, 2016	March 7 – 13, 2016
50%	Ends January 17, 2016	Ends March 20, 2016
25%	Ends January 24, 2016	Ends March 27, 2016
Last Day to Withdraw	February 7, 2016	April 10, 2016
	No Refunds after January 24, 2016	No Refunds after March 27, 2016

Full Term/Semester

Drop/Add	January 4 – 10, 2016
50%	Ends January 17, 2016
25%	Ends January 24, 2016
Last Day to Withdraw	April 10, 2016
	No Refunds after January 24, 2016

**Tuition Refund Schedule
Summer 2016
May 9, 2016 – August 14, 2016**

**Session 1
[May 9 - June 26]**

**Session 2
[June 27 – August 14]**

Drop/Add	May 9 – 15, 2016	June 27 – July 3, 2016
50%	Ends May 22, 2016	Ends July 10, 2016
25%	Ends May 29, 2016	Ends July 17, 2016
Last Day to Withdraw	June 5, 2016	July 24, 2016
	No Refunds after May 29, 2016	No Refunds after July 17, 2016

Full Term/Semester

Drop/Add	May 9 – 15, 2016
50%	Ends May 22, 2016
25%	Ends May 29, 2016
Last Day to Withdraw	July 24, 2016
	No Refunds after May 29, 2016

Admission Requirements

The following are general admission requirements that apply to all prospective Abraham S. Fischler College of Education (FCE) graduate students. Additional admission requirements for each program are outlined within each program's section in this catalog. For assistance with the admission process, please contact the Office of Student Services (toll-free at 800-986-3223, ext. 28500) or visit <http://www.nova.edu/gradadmissions>.

1. All prospective students must submit a completed application with a \$50.00 non-refundable fee. A \$50.00 application fee is required for each application submitted to Nova Southeastern University.
2. Final, official transcripts from **all** previously attended post-secondary institutions are required. Transcripts should be forwarded directly from the issuing institution in a sealed envelope in order to be considered an official transcript. Applicants with transcripts from institutions that generate electronic transcripts should provide this email address when submitting their transcript request: electronictranscript@nova.edu
 - Photocopies and facsimiles will not be accepted as final, official transcripts.
 - Admission decisions are based on degrees earned at regionally accredited institutions or an official approved equivalent such as an evaluation by one of the National Association of Credential Evaluation Services (NACES) approved agencies. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale. For more information, refer to the *Transcript Evaluation* section.
3. Applicants may be provisionally admitted based on a preliminary review of unofficial transcripts and/or program-specific admission requirements. However, full admission to any degree program requires the submission of all final, official documents required for admission within 90 calendar days from the official start date of the term.
 - Once provisional acceptance is granted, students who do not attain full-admittance within 90 calendar days from the official start date of the term will not be permitted to continue his/her studies. Registration will be prohibited and other services may be suspended.

Admission Requirements for the Master of Arts and Master of Science Programs

The following are specific admissions requirements for entry into the Master of Arts and Master of Science in Education programs. Please refer to the program of interest for additional admission requirements.

1. An official transcript from a regionally accredited institution indicating a conferred bachelor's degree.
2. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, **or** GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011** or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011**, or the Miller's Analogies Test (MAT) with a raw score of 50. (The tests must have been taken within the past 5 years from the date of application.)

Note: Applicants who do not meet the minimum CGPA or GRE/MAT requirements may enroll in a maximum of six (6) credit hours and must earn a grade of B or higher in each course during the first term of enrollment for conditional admission. Students who do not earn a grade of B or higher in each course may be subject to dismissal from the program.

Admission Requirements for the Educational Specialist Programs

The following are specific admission requirements for entry into the Ed.S. program. Please refer to the program of interest for additional admission requirements.

1. Official transcripts from a regionally accredited institution indicating a conferred master's degree, and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs).
2. Evidence of a cumulative grade point average (CGPA) of a 3.0 is required.
3. Applicants to the Nevada state approved program in Educational Leadership must provide evidence of a temporary or professional teaching certificate/license and an employment verification letter demonstrating at least two years of teaching experience.

Admission Requirements for the Doctor of Education Program

The following are specific admission requirements for entry into the Doctor of Education programs. Please refer to the program of interest for additional admission requirements.

1. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum CGPA of 3.0, and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, post-graduate programs).
2. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program.
3. Miller Analogies Test (MAT), or Graduate Record Examination (GRE®) Test Scores ** the test must have been taken within the past five (5) years (regardless of score). MAT: Submit a test score report showing a raw score of 37 (scaled score between 391-396), **or** GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011**, or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011**.

Admission Requirements for the Doctor of Philosophy in Education

The following are specific admission requirements for entry into the Doctor of Philosophy program.

1. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum CGPA of 3.3 and official final transcripts from all graduate coursework.
2. Three professional letters of recommendation by three different individuals who can attest to the applicant's ability to succeed in a Ph.D. program.
3. Resumes are required for Ph.D. applicants. In addition to your academic history and relevant work experience, the resume should include any experience you have in teaching and research as well as including a list of all licenses and certifications you may have attained.
4. A score on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE®). The test score submitted must have been taken within the past five (5) years (regardless of score).
 - o Recommended score on MAT: Submit a test score report showing a raw score of 37(scaled score between 391-396).
 - o Recommended score on GRE: scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011** or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011.**
5. Personal statement of goals. The statement of purpose describes your academic and professional goals and any experience relevant to the Ph.D. program. This is an opportunity for you to demonstrate your writing skills as you describe your future plans, expectations, and aspirations.
6. Personal interview (may be conducted by phone).

Admission Application Deadlines

Applications for admission are accepted online and on a rolling basis for all graduate programs throughout the calendar year.

All documents and materials (e.g., test scores, transcripts, etc.) must be mailed to:

Nova Southeastern University
Enrollment Processing Services
Attn: Abraham S. Fischler College of Education
3301 College Avenue
P. O. Box 299000
Fort Lauderdale-Davie, Florida 33329-9905

Note: Documents and materials submitted in support of the application become property of the university and will not be returned to the applicant/student.

Non-Native English Speakers

Applicants who have indicated a language other than English as their primary language on the application form will need to demonstrate English Language proficiency by one of the following methods below. Test results must be sent directly from the testing agency to the Admissions department (see above address). Proof of English language competency can also be in the form of successful completion of a degree at an approved United States institution of higher education.

1. TOEFL score of 213 on the computerized test, 550 on the paper test format, or 79 on the Internet format
2. IELTS score of 6.0
3. Pearson Test of English-Academic (PTE-Academic) minimum required overall score of 54. Students must be physically present at a Pearson Test center to take the test. There are flexible test dates available at Pearson Test Centers worldwide.
4. College Level Freshman English course passed with a grade of C or higher in a freshman level English composition course at a U.S. regionally accredited institution
5. GMAT score of 450
6. GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011** or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011**

Transcript Evaluation

Applicants who do not hold baccalaureate or graduate degrees from institutions accredited by the Southern Association of Colleges and Schools (SACS) or another U.S. regional accrediting association must provide official documentation of degree equivalency for admission. This includes those who hold degrees from foreign institutions. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale by one of the NACES approved agencies.

Favorable evaluations will also be accepted by one of the evaluating agencies approved by the NACES. A current list of members can be viewed by visiting the NACES Web site at: <http://www.naces.org>

For information, contact one of the following:

Academic Evaluation Services, Inc.
11700 N 58 St. G & H
Tampa, FL 33617
Telephone:
(813) 374-2020
Fax: (813) 374-2023
Web site:
www.aes-edu.org

Educational Credential Evaluators
P.O. Box 514070
Milwaukee, WI 53203-3470
Telephone:
(414) 289-3400
Web site: www.ece.org

Josef Silny & Associates, Inc.
7101 SW 102nd Ave
P.O. Box 5087
Miami, FL 33173
Telephone:
(305) 273-1616
Fax: (305) 273-1338
Web site: www.jsilny.com

World Education Services
Bowling Green Station
New York, NY 10274-5087
Telephone:
(212) 966-6311
Fax: (212) 739-6100
Web site: www.wes.org

International Applicants

International applicants may be required to show verification of a student I-20 visa or permanent residency status. International candidates who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students, and must attend classes in the South Florida area or at any one of NSU's Regional Campuses in the State of Florida. For further information, contact the Office of International Students and Scholars at 800-541-6682, ext. 27240 or (954) 262-7240.

Concurrent Enrollment

FCE offers concurrent enrollment into additional graduate programs for recertification and/or professional development purposes. Current FCE students interested in concurrent enrollment must complete the appropriate admission application for the intended program of interest, along with the concurrent enrollment form. Students interested in concurrent enrollment should discuss the enrollment process with an Academic Advisor prior to registering for classes. Students interested in enrolling in another NSU school program (besides FCE) are not required to complete a concurrent enrollment form.

CAPP Degree Evaluation

The *Curriculum, Advising and Program Planning* (CAPP) Degree Evaluation system allows students to compare their completed coursework against the degree requirements published in this college catalog. This useful reference tool helps students track progress towards degree completion and is available through SharkLink <https://sharklink.nova.edu/cp/home/displaylogin>, the university's interactive online portal. Please note that CAPP is not meant to replace an Academic Advisor or college catalog. The CAPP evaluation is a tool to help students track their progress. *CAPP Degree Evaluations* are not official transcripts. Students should consult their academic advisor/program office for detailed program requirements and course options. Final approval for the completion of graduation requirements is granted by the program office. For further information about CAPP Degree Evaluation, please visit the Registrar's Web site <http://www.nova.edu/capp>.

Change of Program of Study

Students who decide to change a concentration or specialization must contact an academic advisor. Transfer credit may not be applicable in all programs of study. Admissions requirements, degree requirements, tuition, and policies may differ based on the program criteria. Students should contact the Academic Advising Department to discuss the possible impact of the change prior to registering for courses outside the current program of study.

Course Audit

A student may be permitted to audit a course "not for credit" under the following conditions:

1. There is space available in the course,
2. The instructor has agreed to accept the individual student,
3. The student attends the course meetings, participates in the discussions, and does the assigned readings,
4. No papers, tests, or exams are required, and
5. The student is registered and has paid for the term in question.

No change in registration status, other than withdrawal, is permitted after the course begins. A student who completes auditing a course will be awarded a grade; however, the grade carries no credit; does not count towards graduation requirements, and does not become a part of the student's Cumulative Grade Point Average (CGPA). Audit grades do not count towards meeting graduation requirements, and no credit will be awarded.

Individuals interested in auditing a course, who are not currently enrolled in a Master of Science in Education (M.S.), Educational Specialist (Ed.S.), Doctor of Education (Ed.D.), or Doctor of Philosophy (Ph.D.) program, must formally apply to the Abraham S. Fischler College of Education. Upon admission, students will be eligible to register for classes.

Note: Students auditing courses are not eligible to receive financial aid.

Educator Certification/Licensure Requirements

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

In Florida, candidates graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE), or the Florida Educational Leadership Exam (FELE), are eligible for a professional certificate or endorsement. Actual teacher certification or endorsement is awarded by the Florida Department of Education.

In Georgia, candidates graduating from a state-approved program must pass all required portions of the Georgia Assessments for the Certification of Educators (GACE).

In Nevada, candidates graduating from a state-approved program and who have passed all portions of the Praxis testing requirements, are eligible for licensure or endorsement. Actual teacher licensure or endorsement is awarded by the Nevada Department of Education.

Ohio candidates graduating from a state-approved program must complete the appropriate educator license exam (Ohio Assessments for Educators).

Pennsylvania requires candidates graduating from a state-approved program to complete assessments in basic skills, general knowledge, professional knowledge and subject area knowledge before receiving a certificate.

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

Nova Southeastern University programs may not meet a state's certification and/or licensure requirements. Before beginning any program, applicants should contact the specific state department of education for requirements and current information regarding teacher certification/licensure.

The addresses for the departments of education for the states in which we have approved programs are as follows:

Florida DOE Bureau of Educator Certification
Turlington Building, Suite 201
325 West Gaines Street
Tallahassee, Florida 32399-0400
<http://www.fldoe.org/edcert>
EdCert@fldoe.org
Telephone Service:
U.S. Domestic: 800-445-6739
Outside U.S.: 850-245-5049

Georgia DOE Professional Standards Commission
200 Piedmont Avenue SW
Suite 1702, West Tower
Atlanta, GA 30334-9032
<http://www.gapsc.com/Certification/Home.aspx>
mail@gapsc.com
Telephone Service:
U.S. Domestic: 404-232-2500 (8:00 a.m. – 4:30 p.m. EST, Monday, Wednesday, and Friday)
Outside Georgia: 800-869-7775
Fax: 404-232-2560

Nevada DOE Office of Teacher Licensure
9890 South Maryland Parkway
Suite 231, Room 234
Las Vegas, Nevada 89183
<http://nvteachers.doe.nv.gov>
http://www.doe.nv.gov/Educator_Licensure/Educator_License_Inquiry/
Telephone Service:
U.S. Domestic: 702-486-6458 (8:00 am-5:00 pm PST)
Fax: 702-486-6450

Pennsylvania DOE Office of Teachers, Administrators, and Certifications
333 Market Street
Harrisburg, PA 17126
Phone Service:
717-PA-TEACH (728-3224) / 717-787-3356 (8:00 a.m. – 4:30 p.m. EST, Monday, Wednesday, and Friday)
http://www.portal.state.pa.us/portal/server.pt/community/teachers%2C_administrators_and_certifications/7199

Ohio DOE Office of Educator Licenses
25 South Front Street
Columbus, Ohio 43215-4183
<http://education.ohio.gov/Topics/Teaching/Educator-Licensure>
contact.center@education.ohio.gov
Telephone Service: 877-644-6338

Certification through Course-by-Course Analysis by the Florida Department of Education

Courses are offered for students who already possess a bachelor's degree in fields other than education and who need to obtain certification in specific content areas (see Programs of Study in this catalog). Certification-only students assume full risk in interpreting the letter of eligibility needs; therefore, NSU recommends that certification-only students discuss anticipated course offerings with the Teacher Certification Office of the Florida Department of Education, and/or the local school district certification office before registering for any courses.

Graduation

Degree Completion Requirements

In order to graduate from any program of study, students must complete all required prerequisites, program coursework, capstone experiences, and testing requirements for the given program of study. Students must submit a *Degree Application* for conferral. Each program has different requirements; it is the student's responsibility to complete all requirements outlined in the program of study that are in effect at the time of initial enrollment. Academic Advisors are available to explain all degree completion requirements.

The dissertation in its final form must be submitted to Department Program Office at least 30 days before the expected date of degree conferral.

Degree Conferral

Nova Southeastern University will recommend the candidate to the Board of Trustees for the degree *only* upon completion of all program requirements for the degree. Degrees are awarded at the end of the official term of the candidate's last term of enrollment. All financial obligations with the university must be cleared at the time of degree conferral.

For all students seeking a degree, a degree application must be filed with the university at least 30 days before the date anticipated for degree conferral. All degree requirements must be completed at least 30 days prior to the date of expected degree conferral.

For doctoral students, submission of the copy of the completed dissertation to the Department Program Office *does not* constitute a degree application for the doctoral degree.

Diplomas

The diploma indicates the degree the student has earned (e.g., Master of Science, Doctor of Education) and the date of conferral; the diploma does not indicate major. The academic transcript (the official record of coursework at NSU), indicates the degree earned, major field of study, concentration, or minor (if any), date of degree conferral, and date of academic completion. After degrees have been conferred and all financial obligations to the university have been met, diplomas and transcripts are printed and sent to students by U.S. mail.

Commencement

The FCE graduate commencement ceremonies are held annually in June. Students are not required to attend commencement to have their degrees conferred.

Participation Eligibility for FCE's Commencement Ceremony: Master's Degrees, Educational Specialist Degrees, and Doctoral Degrees

Please refer to Policy 1.01 in the Student Handbook section of this catalog for further information

Transfer of Credit

A maximum of nine semester hours of graduate credits will be considered if:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned within the preceding five years from the first term of enrollment in the FCE program.
- The credits were earned at a regionally accredited graduate institution.
- The content of the courses requested for transfer is equivalent to the study area courses in the program.
- The courses were not used towards a prior degree.
- The grade earned for each course was a B or better. A grade of P (Pass) or CR (Credits) or other such grade cannot be accepted as equivalent to B unless it can be officially verified as such.
- An official transcript has been received by the FCE Office of Student Services to aid in the evaluation of the courses under consideration for transfer.
- A request for [Transfer of Credit](#) form has been completed by the student and mailed to the FCE Office of Student Services. Forms are available at all FCE sites, as part of the admissions application packet, or on the program's Web site at <http://www.fischlerschool.nova.edu/current-students/forms-and-documents>.

The student must provide the Department Chair with a syllabus and catalog description of the courses for which transfer is

sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting materials such as class notes. Written approval for transfer of credit will be provided by an Academic Advisor.

No transfer of credit will be allowed for the following:

- DSO 8000—Doctoral Student Orientation
- EDD 8000—Foundations of Graduate Studies in Education
- EDU 5000—Orientation to the Graduate Teacher Education Program
- Any transcribed certificate program
- Any course in the Master's of Arts in Teaching and Learning curriculum
- Any course in the Master's of Science in Brain-Based Teaching curriculum
- Any course in the Master's of Science in Instructional Technology and Distance Education curriculum
- Core courses—CUR 526, CIT 502, EDU 708, NGTE 700 and NGTE 720
- Capstone—Administrative Internship, Applied Field Experience Selections, Applied Professional Experience, Arts Leadership Institute, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum
- Supervised Teaching Internship or Supported Teaching Externship, and CIT 609 and CIT 610

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

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

Tuition and Fees

FCE tuition rates are available online at <http://www.fischlerschool.nova.edu/current-students/tuition-and-fees>. University Student Services Fees must be paid in addition to tuition each term. The Student Services Fees will amount to \$350 per semester for students enrolled in two or more courses, for a combined total of four or more credits, not to exceed \$1050 per year. Students enrolled in a single course of three credit hours or less will pay \$175 per semester, not to exceed \$525 per year. Students taking quarterly programs will be adjusted to the same as those of semester students. The Student Services Fee will go towards the introduction of new programs and the enhancement of existing activities concerning health, safety, welfare, and technology services available to NSU students.

Tuition and fees are subject to change without notice.

Students enrolled in cooperative/initiative programs may pay modified tuition rates and should speak to a program representative regarding tuition information. Per NSU policy bills are mailed to students about the middle of every month. Students will receive a bill which shows any activity on the account or any balance due to NSU. Students with credit balances (usually deposits for future terms), also receive bills.

Please Note: Students should not wait to receive a statement before paying their tuition and fees. Timing differences may result in late fees.

Following is a list of tuition rates effective July 1, 2015. Tuition rates are posted per credit hour. Students enrolled in Applied Dissertation Services pay per semester.

Tuition and Fee Schedule

Master Degrees (per credit hour)

Brain-Based Teaching (M.S.)	\$555
Master of Arts in Teaching and Learning (M.A.T.L.)	\$615
Master of Science in Education (M.S.)	\$895
Master of Science in Educational Administration and Leadership (MEAL)	\$615
Master of Science in Instructional Technology and Distance Education	\$895
Master of Science in Leadership	\$755

Educational Specialist Degree (per credit hour)

Brain-Based Teaching (Ed.S.)	\$555
Educational Specialist (Ed.S.)	\$895

Doctorate Degrees (per credit hour)

Doctor of Education (Ed.D.)	\$1,180
Doctor of Education in Educational Leadership	\$1,180
Doctor of Education in Instructional Technology	\$1,180
And Distance Education	\$1,180
Doctor of Philosophy (Ph.D.)	\$1,455
Applied Dissertation Services per semester	\$2,850

Other Fees

Application Fee (non-refundable)	\$50
Degree Application Fee	\$100
Internship Fee	\$100
Professional Seminar Fee (EDU 601/602)	\$447.50
Accomplished Practices Seminar (EDU 600)	\$447.50
Teacher Education Simulation (EDU 620)	\$447.50
Registration Fee	\$30
Student Services Fee (one course – 3 credit hours or less)	\$175
Student Services Fee (one course – 4 credit hours or more/ two or more courses)	\$350
Transcript Fee	\$10

Withdrawal from Classes

Students may withdraw from a course until the fifth week of a term for an 8-week course or until the 13th week of a semester for a 16-week course. For exact dates, refer to the Tuition Refund Schedule in the Student Information section and Tuition Refund Policy in the *Student Handbook* section of this catalog.

**ACADEMIC
DEPARTMENTS AND
PROGRAMS**

Academic Department Chairs

Department of Educational Leadership & School Administration

- Sharon Santilli, Ed.D. – Department Chair

Department of Higher Education, Organizational Leadership & Adult Education

- Jennifer Jordan, Ed.D. – Department Chair

Department of Instructional Design and Technology

- Michael Simonson, Ph.D. – Department Chair

Department of Language and Literacy

- Lina Chiappone, Ph.D. – Department Chair

Department of Teaching and Learning

- Wilma Robles de Melendez, Ph.D. – Department Chair

Undergraduate Programs in Education

Undergraduate Programs of Study

Associate of Arts (A.A.)

Early Childhood Education (60 credits)

Bachelor of Science (B.S.)

Child Development (120 credits)

Elementary Education/ESOL Endorsement/Reading Endorsement (Florida) (120 credits)

Elementary Education (Nevada approved program) (120 credits)

Exceptional Student Education/ESOL (Florida) (120 credits)

Exceptional Student Education (Nevada) (120 credits)

Prekindergarten/Primary Education/ ESOL (Florida) (120 credits)

Secondary Biology Education (Florida) (122 credits)

Secondary English Education/ESOL (Florida) (120 credits)

Secondary Mathematics Education (Florida) (122 credits)

Secondary Social Studies Education (Florida) (120 credits)

Speech-Language and Communication Disorders (120 credits)

Minors

Education (18 credits)

Physical Education (19 credits)

Certificate Programs

Child Development Associate (CDA)

Florida Department of Children and Families Director Credential

Early Childhood Education

Add-On Endorsements

Driver Education (9 credits)

For undergraduate curriculum, course descriptions, policies and procedures, please access the current NSU Undergraduate Catalog at <https://www.fcas.nova.edu/academics/catalog/>.

Master of Arts in Teaching and Learning (MATL)

The Master of Arts in Teaching and Learning (MATL) degree has been developed by the Abraham S. Fischler College of Education (FCE) and Pearson Embanet to meet the needs of classroom practitioners by linking theory to best practices in the classroom. Coursework is structured within the context of three essential areas that impact today's classroom teachers: instruction, curriculum, and professional development. Through interaction with faculty members who are committed to the collaborative and integrative investigation of problems in practice, students will experience a comprehensive study of current educational research and critical analysis of classroom teaching and learning. Graduates of the MATL program will earn a Master of Arts in Teaching and Learning. **The MATL program is not designed to lead to certification or licensure.**

Students are placed in cohort groupings during their first course, and complete five sequential 6-credit courses with the same cohort, for a total of 30 credits. Students typically complete the formal instructional portion of the program in 12 months of study; however, students are allowed up to 6 years in which to complete all degree and program requirements. Please refer to M.A., M.S., and Ed.S. Program Completion Timelines in the *Student Handbook* section of this catalog.

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

Important Notes: Prior to enrollment in a graduate course, all applicants must register for EDU 5000: Orientation to the Graduate Teacher Education Program, during their first session/term. No transfer credit is accepted into this program.

MATL Mission Statement

It is the mission of the MATL degree program to meet the needs of classroom practitioners by linking theory and best practices in the classroom using instruction, curriculum, and professional development with a special emphasis on comprehensive study of educational research and critical analysis of classroom teaching and learning.

Additional Admission Requirements

Please see Student Information in the catalog for admission requirements. The following are specific additional admission requirements for entry into the MATL program:

1. Current employment as a practicing teacher, and
2. Valid Teaching Certificate/License.

Students must maintain employment as practicing teachers while enrolled in this program. It is suggested that students complete their capstone Action Research Project (ARP) within 60 days after the completion of their last course. Students who are unable to complete all degree or program requirements within the time allotted will be dismissed from the program.

Program Framework

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

These include the following:

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

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

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

Program Learning Outcomes

The MATL program aims to impart the following skills:

1. Develop the skills and expertise to apply theoretical concepts and practical strategies to facilitate an enhanced learning environment in the classroom.

2. Learn how to conduct and implement action research as an integral tool in classroom instruction to promote teacher effectiveness.
3. Learn how to create a framework for demonstrating professional growth and reflection.

Capstone

MATL students are required to complete an Action Research Project (ARP). Please see course descriptions and syllabi for additional information.

Graduation Requirements

Please refer to the *General Student Information* and *M.S. in Education* section of the catalog to find all degree completion requirements.

Additional graduation requirements for the MATL program:

- Action Research Project (ARP)
- Professional Portfolio

Distance Educator Certificate

MATL students may complete additional coursework from the Distance Educator Certificate program. These courses will be added to the transcript as graduate credits, but will not waive any existing requirements for the MATL. Please refer to the Instructional Design and Technology Department section of the catalog for additional information.

Master of Arts in Teaching and Learning Specializations Listing

The MATL program offers a Master of Arts in Teaching and Learning degree with a specialization in one of the following areas:

- Curriculum and Instruction
- Elementary Reading
- Elementary Math
- K-12 Technology Integration
- K-8 STEM Education

Master of Science with a Major in Brain-Based Teaching

The Brain-Based Teaching program focuses on empowering classroom teachers with a practical framework and strategies for enhancing student achievement grounded in a synergy of education, mind, and brain research. Students will explore neuroplasticity, how learning changes the physical structure of the brain and methodologies for differentiating instruction in ways that help diverse learners fulfill their unique potential. A central focus is on learning and teaching the cognitive and metacognitive skills essential for career and college success in the 21st Century. Program objectives are aligned with state and national accomplished teaching standards. Graduates of the Brain-Based Teaching program will earn a Master of Science with a major in Brain-Based Teaching. **The Brain-Based Teaching program is not a certification/licensure program.**

Students typically complete the program in 12 months of study; however, students are allowed up to 6 years in which to complete all degree and program requirements. Please refer to M.A., M.S., and Ed.S. Program Completion Timeline in the *Student Handbook* section of this catalog.

Program Learning Outcomes

This program aims to enable students to:

1. Analyze and apply strategies based on current brain, cognition, and education research to increase student learning and achievement.
2. Assess the implications of research confirming that learning changes the physical structure of the brain.
3. Demonstrate a practical understanding of how positive emotional states enhance learning.
4. Apply and evaluate strategies to create meaning from curriculum to improve student learning.
5. Use and assess key strategies to improve how the brain pays attention, retains information and transfers information learned to new situations.
6. Develop effective strategies to assess student critical thinking skills, and make and implement plans to strengthen them.
7. Examine research and apply key findings to improve student achievement and family engagement to reach all students.
8. Use individual learner profiles, adapt instruction to reach students with a variety of learning strengths in the classroom
9. Investigate, apply and evaluate classroom management strategies proven to improve classroom climate and allow for more time-on-task.
10. Critically analyze and reflect on their teaching practice and learn from experience by implementing a Brain-Based Teaching strategy or skill within the classroom and using a formal action research process to assess how the strategy or skill helps to improve teaching and learning in the classroom.

Graduation Requirements

Please refer to the *General Student Information* and *M.S. in Education* section of the catalog to find all degree completion requirements.

Additional graduation requirements for the Brain-Based Teaching program:

- Completion of the Teacher Leadership Institute: Action Research Project
- Program Portfolio

All students must submit a Degree Application <http://www.nova.edu/registrar/instructions.htm>

Master of Science with a Major in Brain-Based Teaching Specializations Listing

The Master of Science with a Major in Brain-Based Teaching program offers a Master of Science degree with a specialization in one of the following areas:

- Learning and Teaching
- Reading and Literacy

Master of Science in Education

The Master of Science in Education (M.S.) degree offers professional and aspiring teachers and administrators a challenging and rewarding educational experience. Through its numerous specialization and certification/licensure options, current educators may add new certification/licensure areas and endorsements to their existing teaching certificate/license, renew their current certification/licensure areas, and increase their levels of expertise within their chosen specializations. Students with bachelor's degrees in other fields can also find specialization and certification/licensure options to enter the teaching profession. The M.S. degree focuses on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to move program delivery forward, enabling students to obtain their degrees in new and exciting ways, and from virtually any location.

Many of the M.S. degree courses at Nova Southeastern University are designed to prepare PreK-12 educators with the knowledge and skills that they need for today's schools. These specialization programs of study are based on the Florida Educator Accomplished Practices that are based on the InTASC (Interstate New Teacher Assessment and Support Consortium) Model Core Teaching Standards. Competence in each Florida Educator Accomplished Practices, at the preprofessional level, is evaluated through course activities, assignments, and portfolio artifacts.

The M.S. degree offers students with a bachelor's and/or graduate degree various opportunities to meet their educational, career, and professional goals. All specializations within the major share a common instructional system and mission, but each is designed to meet different needs. The program's goals are to prepare educators to meet the challenges of the profession and to reinforce the importance of the role of an educator in rapidly changing political, economic, and social environments.

Important Note: All applicants must register for EDU 5000: Orientation to the Graduate Teacher Education Program during the first session/term. The orientation is a requirement for all students.

Conceptual Framework

In order to provide quality programs that prepare effective educators, Nova Southeastern University provides teacher education programs that are structured around a conceptual framework (SUNRISE) that includes the following elements and characteristics:

Standards-based instructional and leadership programs that link theory to practice with the
Use of data for evaluation, ethical decision-making, and intervention for the
Needs and accommodations for diverse students who provide
Responsive and ethical practice based on meaningful field and clinical experiences as part of
Innovative and convenient postsecondary delivery systems with a
Shared responsibility for quality education programs and professional advocacy with stakeholders with an
Emphasis on technology and best practices for dynamic learning environments

Choosing the Degree Plan that Meets Your Career Goals

Many options are described in this catalog. The following serves as a guide to help applicants select the correct plan to meet personal and professional career goals.

Important Note: Before choosing a degree program, applicants are strongly encouraged to contact their state department of education, teacher certification/licensure office of specific certification requirements for the state where they intend to teach.

Add-On Certification Degree Plan (State-Approved Programs)

The Add-On Certification Degree plan is designed for individuals who already possess a baccalaureate or graduate degree in education and a valid teaching certificate/license and who wish to obtain a graduate degree, or "add on" subject area to an existing teaching certificate/license, or increase their level of expertise in their current fields. Many states require teachers to complete a "state-approved program" before they can earn a teaching certificate/license.

Endorsement (Certification Add-on)

The Endorsement (Certification Add-On) plan is designed for practicing educators who hold a current teaching certificate/license and wish to add a subject or endorsement area.

Non-certification Program

The "Non-certification Program" plan is designed for individuals with a baccalaureate degree who wish to pursue a graduate degree in education. This plan is designed for applicants who do not wish to become certified or endorsed in a teaching area. This "Non-certification Program" plan is not designed to lead to certification or endorsement. If a student in a "Non-certification Program" plan decides to seek certification while still enrolled in the program, he/she needs to speak with an advisor in the program of study about changing the degree program prior to degree conferral. This change may require additional program and testing requirements. To qualify for an additional teaching area or endorsement,

prospective students must contact the state department of education to find out about requirements.

Non-degree

The non-degree plan is designed for individuals seeking recertification, professional development or continuing education credit.

Program Learning Outcomes

The Master of Science in Education degree programs impart the following:

1. Competence in the Florida Educator Accomplished Practices/InTASC Core Teaching Standards at the pre-professional level
2. Demonstration of content area competencies and skills
3. Proficiency in using technology to access information
4. Proficiency in applying theoretical and practical knowledge obtained in coursework through field experiences
5. Reflection on professional practices at the pre-professional level

Additional Admission Requirements

Please refer to *Admission Requirements* in the Student Information section of this catalog for the admission requirements for all graduate students. The following are specific requirements for entry into the M. S. in Education State-Approved programs:

Admission Requirements for Add-On Certification Plan Program Applicants

The Florida Department of Education requires passing scores on the CLAST (passed before July 1, 2002), or GKT, or GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011** or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011**, or *Praxis I, (test scores subject to change) as a requirement for admission to initial certification plans and add-on certification plan programs.

Note: Applicants who possess a professional certificate or license are exempt from the testing requirements for admission.

Transfer of Credit

A maximum of nine semester hours of graduate credits in teacher education will be considered. Please refer to *Transfer of Credit* in the Student Information section of the catalog for further information.

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

- EDU 5000—Orientation to the Graduate Teacher Education Program
- Core course—CUR 526, CIT 502
- Capstone—Administrative Internship, Applied Field Experience, Applied Professional Experience, Arts Leadership Institute, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum, Supervised Teaching Internship or Supported Teaching Externship

Teacher Education Simulation Requirement

Students may be required to complete a simulation demonstrating competence in the Educator Accomplished Practices. Students will become familiar with the Educator Accomplished Practices in EDU 600: Accomplished Practices Seminar and demonstrate competence in the Educator Accomplished Practices in EDU 620: Teacher Education Simulation.

Note: The Teacher Education Simulation Requirement does not apply to students in the Educational Leadership or Teacher Leadership Specialization.

Field Experiences

Field experiences are required as part of the teacher preparation for teacher candidates in approved programs. Depending on the program specialization, additional practicum or field experiences may be required. These requirements are specified in the program outline that is prepared by the Academic Advisor. For information on program outlines, contact an Academic Advisor at 800-986-3223, ext. 21559 or link to the Program Web site at <http://www.fischlerschool.nova.edu/gtep/home>.

For additional information on field experiences, the Office of Placement Services at 800-986-3223, ext. 27900, or link to <http://www.fischlerschool.nova.edu/gtep/Office-of-Placement-Services> (initial certification plan students), or <http://www.fischlerschool.nova.edu/gtep/Applied-Professional-Experience-and-Applied-Field-Experience-Information-and-Applications> (applied professional experiences).

Internship/Externship

The internship for teacher candidates is a 12-week experience (12-week seminar that correlates to 12 weeks of student teaching) that requires interning full-time in an area school. Teacher candidates will be placed at a school site through the Office of Placement Services in collaboration with a school district coordinator. Teacher candidates will gradually assume full responsibility for teaching the class to which they are assigned. The internship seminar course (e.g., ELE 692, ESE 692, ENG 692, etc.) is offered each academic year in the fall and winter terms.

For information on the internship, contact an Academic Advisor at 800-986-3223, ext. 21559, or link to <http://www.fischlerschool.nova.edu/gtep/Office-of-Placement-Services> (Initial Certification Plan students only). The online internship application must be submitted six months in advance and all requirements must be met fully in order to be eligible for the internship.

Candidates in teacher preparation programs should refer to the *Internship Seminar Syllabus and Handbook* (e.g., ELE 692, ESE 692, ENG 692, etc.) for a complete explanation of policies and procedures. All other questions about the internship should be directed to the Office of Placement Services at (800) 986-3223, ext. 27900 or <http://www.fischlerschool.nova.edu/gtep/Office-of-Placement-Services>.

Security Clearance

All teacher candidates who wish to enter a Pre-K-12 classroom are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the teacher candidate's professional responsibility. Security clearance should be obtained solely through the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Security clearance is required in any master's program which includes a field experience component and/or concludes with an internship or applied professional experience. Directions for obtaining security clearance can be found on the Office of Placement Services Web page: <http://www.fischlerschool.nova.edu/gtep/Obtaining-Security-Clearance>

Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for submitting official passing test scores to the Office of Student Services prior to degree conferral and commencement participation. The information below is specific for states where approved programs are offered.

Florida

The Florida Department of Education requires passing scores on the GKT, or GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011**, or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011**, or Praxis I/Core (Reading: 174, Writing: 172, and Mathematics: 172), as a requirement for Add-on Certification Plans specializations of the teacher education program.

The state-approved specializations in the Graduate Teacher Education Program include the following:

- Autism (endorsement)
- Educational Leadership
- Elementary Education/ESOL Endorsement/Reading Endorsement
- Exceptional Student Education
- Gifted Education (endorsement)
- Mathematics Education
- English Education/ESOL (Middle and Secondary)
- Prekindergarten - Primary Education/ESOL
- Prekindergarten Disabilities (endorsement)
- Reading Education
- School Counseling (For information on this specialization, please contact the NSU Center for Psychological Studies.)
- School Psychology (For information on this specialization, please contact the NSU Center for Psychological Studies.)
- Science Education
- Social Studies Education (Middle and Secondary)
- Spanish Language Education
- Teaching English to Speakers of Other Languages (endorsement)

Add-On Certification Plan. Completion of the Add-On Certification Plan program requires the passing of the appropriate Subject Area Exam (SAE) or all sections of the Florida Teacher Certification Exam (FTCE) for students who have been accepted with the temporary teaching certificate/license. Degrees will not be conferred until all testing requirements are fulfilled and the necessary level of skill mastery has been successfully documented through the portfolio review process.

State-Approved Educational Leadership. Completion of the Florida-approved program in Educational Leadership requires the passing of all sections of the Florida Educational Leadership Examination (FELE).

Georgia

Pre-service certificate (<http://www.gapsc.com/Certification/TieredCertification/preService.aspx>) – Effective July 1, 2015, Georgia pre-service candidates who are seeking certification in Georgia, and who will be completed Field Experiences or Student Teaching activities in Georgia, are required to have a *Pre-Service* certificate, which is valid for up to five years. The candidate must be fully admitted into the program, have a successful criminal record check, and complete the GACE Educator Ethics Program Entry assessment (GACE Test Code 350). Candidates who enrolled prior to July 1, 2014, are not required to complete this assessment.

Induction certificate (<http://www.gapsc.com/Certification/TieredCertification/induction.aspx>) – Effective July 1, 2014, Georgia candidates who have fewer than three years of teaching experience within the last five years, are required to have an Induction certificate. The induction period lasts for three years and this certificate is available to employees of a Georgia school. Candidates who are completing programs in states other than Georgia, but who are completing student teaching/clinical practice in Georgia (Georgia Induction Pathway 2), must have passed the GACE content assessment, the Georgia Educator Ethics Assessment – Program Exit (Test Code 360), the edTPA, and a course in identifying and educating exceptional children. Candidates who meet all other requirements but are not employed by a Georgia school may apply to receive a Georgia Certificate of Eligibility.

Nevada

Initial licensure seeking students in Nevada are required to pass the *Praxis I, or CBEST. In addition, depending upon the specialization and license desired, Nevada students are required to pass the Praxis II (Subject Assessments) of subject area skills. Students are advised to confer with an Academic Advisor or local site personnel about the appropriate subtests. Students are also advised to contact the Nevada Department of Education's Teacher Licensing Office (<http://nvteachers.doe.nv.gov/>) with other questions on licensure.

The state-approved program specializations in the Graduate Teacher Education Program include the following:

- Autism (endorsement)
- Educational Leadership
- Elementary Education
- Exceptional Student Education
- Gifted Education
- Early Childhood (Prekindergarten/PK-3)
- Reading Education
- Spanish Language Education with Bilingual Endorsement
- Teaching English to Speakers of Other Languages (TESOL)

All Other States

Students seeking certification in states other than Florida or Nevada, and who are enrolled in a state-approved program in the Graduate Teacher Education Program, must pass Florida or Nevada state test exams in addition to their specific state's test requirements. Exception: Students in the Nevada, Ohio, and Pennsylvania state-approved programs in Educational Leadership must pass their specific state's educational leadership exam requirement.

Graduation Requirements

Please refer to Graduation in the *Student Information* section of this catalog to find degree completion requirements. Any specific program completion requirements can be located within the specialization, or contact an Academic Advisor for additional information.

To complete the M.S. in Education program a student must:

- successfully complete EDU 5000: Graduate Teacher Education Program Orientation,
- complete all required coursework;
- complete EDU 600: Accomplished Practices Seminar and EDU 620: Teacher Education Simulation as applicable to your degree program;
- attain an overall 3.0 GPA;
- complete a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- complete all state testing requirements specified for your program specialization if applicable (contact an Academic Advisor);
- submit a degree application form and payment of diploma fee; and
- fulfill all financial obligations to the university.

All students must submit a *Degree Application* <http://www.nova.edu/registrar/instructions.html>

Important Note: Once a degree is conferred, it cannot be retroactively changed to another degree plan for any reason. Before choosing a degree program, applicants are strongly encouraged to contact their state department

of education, teacher certification/licensure office for specific certification requirements for the state where they intend to teach.

Program Completion Timeline

Master's degree students are allotted six years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this six year timeframe will be subject to dismissal. For exceptions and further information on the Master's Program Completion Timeline policy please refer to the Student Handbook section of the catalog.

Master of Science Degree Specializations and Endorsements Listing

The Master of Science program offers a Master of Science in Education degree with a specialization in one of the following areas:

- Athletic Administration
 - Brain-Based Teaching
 - Learning and Teaching
 - Reading and Literacy
 - Charter School Education/Leadership
 - Curriculum, Instruction, and Technology
 - Early Childhood Special Education
 - Early Literacy Education
 - Educational Administration and Leadership (MEAL)
 - Educational Leadership (Florida/Nevada/Ohio Approved Program)
 - Educational Technology
 - Elementary Education (Nevada Approved Program)
 - Elementary Education/ESOL Endorsement/ Reading Endorsement (Florida Approved Program)
 - English Education
 - English Education/ESOL (Middle and Secondary-Florida Approved Program)
 - Exceptional Student Education (Florida/Nevada Approved Program)
 - Gifted Education (Nevada Approved Program)
 - Instructional Technology and Distance Education
 - Interdisciplinary Arts
 - Mathematics (Florida Approved Program)
 - Multicultural Early Intervention
 - Early Childhood (Prekindergarten/ PK-3) (Nevada Approved Program)
 - Prekindergarten - Primary Education/ESOL (Florida Approved Program)
 - Preschool Education (Florida Approved Program)
 - Reading Education (Florida/ Nevada /Ohio Approved Program)
 - Reading/Teaching English to Speakers of Other Languages (RESOL)
 - Science Education (Florida Approved Program)
 - Social Studies Education (Middle and Secondary-Florida Approved Program)
 - Spanish Language Education (Florida Approved Program)
 - Spanish Language Education with Bilingual Endorsement (Nevada Approved Program)
 - Teacher Leadership
 - Teaching and Learning
 - Teaching English as a Foreign Language (TEFL)
 - Teaching English to Speakers of Other Languages (TESOL) (Nevada/Ohio Approved Program and Noncertification Program)
 - Urban Education (Nevada Only)
- Endorsements:**
- Autism (Florida/Nevada Approved Endorsement)
 - Gifted Child Education (Florida Approved Endorsement)
 - Prekindergarten Disabilities (Florida Approved Endorsement)
 - Reading (Florida/Nevada Approved Endorsement)
 - Teaching English to Speakers of Other Languages (Florida Approved Endorsement)

Educational Specialist

The Educational Specialist degree (Ed.S.) offers the professional educator both a challenging and rewarding educational experience. Through the numerous specializations offered at the Ed.S. level, current educators can add certification/licensure areas and endorsements, renew current certification/licensure areas, and increase their levels of expertise within their fields. The curriculum focuses on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to impact the program, enabling our students to obtain their degrees in new and exciting ways, and from virtually any location.

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

Important Note: All applicants must register for EDU 5000: Orientation to the Graduate Teacher Education Program during their first session/term. The orientation is a requirement for all students.

Educational Specialist Mission Statement

The mission of the Ed.S. is to offer individuals with a master's degree various opportunities to meet their educational, career, and professional goals, as well as state certification needs. All education programs share a common instructional system and mission, but are designed to meet different needs. The program goals are to prepare educators to meet the challenges of their profession and to reinforce the importance of their role as informed decision-makers in rapidly changing political, economic, and social environments.

Program Learning Outcomes

The Educational Specialist program aims to impart the following skills, which were identified as critical to being a knowledgeable and effective educator in a rapidly changing school environment:

1. The ability to use research, assessment data, and research methodology in decision making for school change.
2. The ability to understand and be able to implement multiple instructional designs to support the learning needs of a diverse student population.
3. Competencies to evaluate strategies of teaching and learning that ensure the success of all students.
4. Proficiency in using advanced technology to deliver best practices in instruction.
5. The ability to identify, analyze, and apply professional literature and research.

Choosing the Degree Plan that Meets Your Career Goals

Many options will be seen in this catalog. The following serves as a guide to help applicants select the correct plan to meet their personal and professional career goals.

Important Note: Before choosing a degree program, applicants are strongly encouraged to contact their state department of education, teacher certification/licensure office for specific certification requirements for the state where they intend to teach.

Add-On Certification Degree Plan (State-Approved Programs)

The Add-On Certification Degree plan is designed for individuals who already possess a baccalaureate or graduate degree in education and a valid teaching certificate/license and who wish to obtain a graduate degree, or "add on" subject area to an existing teaching certificate/license, or increase their level of expertise in their current fields. Many states require teachers to complete a "state-approved program" before they can earn a teaching certificate/license.

Non-Certification Program

The "Non-certification Program" plan is designed for individuals with a baccalaureate degree who wish to pursue a graduate degree in education. This plan is designed for applicants who do not wish to become certified or endorsed in a teaching area. This "Non-certification Program" plan is not designed to lead to certification or endorsement. If a student in a "Non-certification Program" plan decides to seek certification while still enrolled in the program, he/she needs to speak with an advisor in the program of study about changing the degree program prior to degree conferral. This change may require additional program and testing requirements. To qualify for an additional teaching area or endorsement, prospective students must contact the state department of education to find out about requirements.

Non-degree

The non-degree plan is designed for individuals seeking recertification, professional development or continuing education credit.

Please refer to *Admission Requirements* in the Student Information section of this catalog for the admission requirements for all graduate students.

The following are specific requirements for entry into the Ed.S. in Education State-Approved program:

Admission Requirements for Add-On Certification Plan Program Applicants

The Florida Department of Education requires passing scores on the CLAST (passed before July 1, 2002), or GKT, or GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2011** or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2011**, or *Praxis I, (test scores subject to change) as a requirement for admission to initial certification plans and add-on certification plan programs.

Note: Applicants who possess a professional certificate or license are exempt from the testing requirements for admission.

Transfer of Credit

A maximum of nine semester hours of graduate credits in teacher education will be considered. Please refer to the *General Student Information* section of the catalog for further information.

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

- EDU 5000—Orientation to the Graduate Teacher Education Program
- Core course, EDU 708—Research and Design in Education
- Capstone—Administrative Internship, Applied Field Experience Selections, Applied Professional Experience, Arts Leadership Institute, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum.

Program Completion Timeline

Educational Specialist students are allotted six years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this six -year timeframe will be subject to dismissal. For exceptions and further information on the Educational Specialist Program Completion Timeline policy please refer to the Student Handbook section of the catalog.

Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for submitting official passing test scores to the Office of Student Services prior to conferral and for commencement participation eligibility. The information below is specific for those states where approved programs are offered.

State-Approved Programs. Completion of a Florida-approved program requires the passing of all sections of the appropriate Subject Area Exam (SAE). Degrees will not be conferred until all testing requirements are fulfilled and the necessary level of skill mastery has been successfully documented through the portfolio review process. Completion of a state-approved program requires passing scores on all sections of the Florida Teacher Certification Exam (FTCE).

State-Approved Educational Leadership. Completion of the Florida-approved program in Educational Leadership requires the passing of all sections of the Florida Educational Leadership Examination (FELE).

Nevada

Initial licensure seeking students in Nevada are required to pass the *Praxis I, or CBEST. In addition, depending upon the specialization and license desired, Nevada students are required to pass the Praxis II (Subject Assessments) of subject area skills. Students are advised to confer with an Academic Advisor or local site personnel about the appropriate subtests. Students are also advised to contact the Nevada Department of Education's Teacher Licensing Office (<http://nvteachers.doe.nv.gov/>) with other questions on licensure.

Graduation Requirements

Please refer to Graduation in the *Student Information* section of the catalog to find degree completion requirements. Any specific program completion requirements can be located within the specialization, or contact an Academic Advisor.

To complete the Ed.S. in Education program a student must:

- successfully complete EDU 5000—Graduate Teacher Education Program Orientation,
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete a capstone project (e.g., Applied Professional Experience, Internship, Practicum),
- complete all state testing requirements as specified for your program specialization if applicable (contact an Academic Advisor),
- submit a degree application form and payment of diploma fee, and
- fulfill all financial obligations to the university.

All students must submit a Degree Application <http://www.nova.edu/registrar/instructions.html>

Important Note: Once a degree is conferred, it cannot be retroactively changed to another degree plan for any reason. Before choosing a degree program, applicants are strongly encouraged to contact their state department

of education, teacher certification/licensure office for specific certification requirements for the state where they intend to teach.

Educational Specialist Degree Specializations Listing

The Educational Specialist program offers an Educational Specialist degree with a specialization in one of the following areas:

- Brain-Based Teaching Teacher Leadership
- Curriculum and Teaching
- Curriculum, Instruction, Management and Administration
- Early Literacy and Reading
- Educational Leadership
- Elementary Education
- English Education
- Gifted Education
- Mathematics
- Reading Education
- Reading Specialist Endorsement
- Science Education
- TESOL

Doctor of Education

Doctor of Education Mission Statement

The Doctor of Education (Ed.D.) is designed to support the mission of the FCE. The program is designed to prepare adult learners to fulfill their professional and personal academic goals. It provides opportunities to enhance the core knowledge, skills, and values essential to competent and ethical practitioners and leaders of organizations in the fields of education and related areas. The program learning outcomes are focused on facilitating the transfer of theory into practice in order to produce a new generation of local, national, and global leaders who will effect positive changes in a diverse and multicultural society.

Certification/Licensure

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

Program Learning Outcomes

Irrespective of the concentration in which the student is enrolled, all students will be able to:

1. Demonstrate knowledge learned in the program by applying it to real settings. (Knowledge)
2. Conduct an independent research investigation that contributes to the general body of knowledge in a specific field or profession. (Research)
3. Solve diverse problems using information and skills acquired in the program to create solutions. (Problem solving)
4. Make informed decisions based on ethical and legal principles. (Ethics)
5. Formulate scholarly arguments supported by academic resources. (Communication)

Additional Admission Requirements for State-Approved Program Applicants

Nevada students enrolled in the Educational Leadership concentration are required to have a minimum of 3 years teaching experience before degree conferral.

Transfer of Credit

A maximum of nine semester hours of credit will be considered for transfer if (1) the credit was earned within five calendar years of the request for transfer, (2) the credit was earned post-master's degree from a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, (4) the courses were not used towards a prior degree, and (5) a grade of A or B was earned in each of the courses requested for transfer. A grade of P (Pass) or CR (Credit), or other such grade cannot be accepted as equivalent to a "B" unless it can be officially verified as such. No credit for experiential learning or other forms of advanced standing will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Department Chair.

The student must provide the Department Chair with a syllabus and catalog description of the courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material such as class notes.

Acceptance of graduate coursework from other colleges and/or universities is not guaranteed. Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should fill out the Transfer of Credit request contained in the application and submit associated course descriptions and official transcripts at the time of application to the doctoral program.

Students currently enrolled in an FCE Ed.D. program should request and receive prior written approval from the Department Chair before enrolling in any other institution's courses that are intended to be submitted for transfer credit. Credits earned at NSU are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Transfer of Credit from FCE Ed.S. Program

Students applying to the FCE Doctor of Education program may apply for a transfer of up to 9 credits from the earned FCE Educational Specialist degree as elective credits if:

- a. the credits were earned within the preceding five years from the first term of enrollment
- b. the credits were at the 700 level or above
- c. the grade earned for each course was a B or better

Students wishing to apply for these transfer credits must complete the transfer credit application at the time of their application to the FCE doctoral program. Please refer to the Educational Specialist (Ed.S.) Programs of Study section in the catalog.

Doctoral Program Completion Timeline

Doctoral students are allotted seven (7) years from the initial term of enrollment in which to complete all program/degree requirements (excludes DSO 8000). Students unable to complete all program/degree requirements within this seven (7) year timeframe will be subject to dismissal. For exceptions and further information, please refer to the Doctoral Program Completion Timeline Policy (FCE Policy 1.02) in the Student Handbook section of the catalog.

Doctoral Studies Orientation (DSO)

The purpose of the Doctoral Studies Orientation (DSO 8000) is to provide an overview critical to beginning the Ed.D. program. This noncredit course is a requirement for all doctoral students in NSU's FCE. Students should register for and complete the online DSO in the first term along with the first "credit-bearing" course.

Summer Conference

During the first year in the program students are required to attend a one-week, FCE Conference on Global Leadership, Learning, and Research as part of required coursework.

For additional information, please visit the summer conference website at <http://www.schoolofed.nova.edu/summer/>.

Applied Dissertation

The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a faculty committee to facilitate and supervise the process.

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources web site at <http://www.fischlerschool.nova.edu/applied-research/arc>, for more information about procedures, resources, and guidelines. There are three benchmarks in the completion of the applied dissertation: (1) the concept paper, (2) the dissertation proposal and Institutional Review Board (IRB) approval, and (3) the final report.

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services and eligible for degree conferral for the current semester in which the dissertation report was graded, the degree will be awarded at the end of the semester, and (b) students must be enrolled in Applied Dissertation Services during the final-approval process, and (c) that the content and format reviewers, and/or the dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the Department Program Office and subsequent binding.

Graduation Requirements

Please refer to Graduation in the *Student Information* section of the catalog to find all degree completion requirements. Any specific program completion requirements can be located within your concentration.

To complete the Doctor of Education program a student must:

- successfully complete DSO 8000: Doctoral Studies Orientation,
- attend the mandatory summer conference,
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete an applied dissertation,
- complete all state testing requirements, if applicable,
- submit a degree application form and payment of diploma fee, and
- fulfill all financial obligations to the university.

All students must submit a *Degree Application* <http://www.nova.edu/registrar/instructions.html>

Important Note: Once a degree is conferred, it cannot be retroactively changed to another degree plan for any reason. Before choosing a degree program, applicants are strongly encouraged to contact their state department of education, teacher certification/licensure office for specific certification requirements for the state where they intend to teach.

Certificate of Advanced Graduate Studies (CAGS)

The Certificate of Advanced Graduate Studies (CAGS) recognition is a part of the FCE doctoral program and offers students holding a Master's degree, the opportunity to earn a post-masters certificate in any approved concentration or minor that are a part of an FCE doctoral degree program. A CAGS is advantageous for educators to receive recognition for completing discipline-specific courses and potentially augment their salaries. FCE doctoral students are eligible for the CAGS by completing an approved concentration or minor and submitting an admissions application for the certificate program, prior to degree conferral. All credits applied toward an FCE CAGS must be completed at Nova Southeastern University.

Some or all courses completed as part of an FCE CAGS are accepted as part of the appropriate FCE doctoral program if:

- a. the course was completed at the FCE within the preceding five years from the first term of enrollment in the FCE doctoral program,
- b. the grade earned in the course was a B or higher, and
- c. the course is applicable as elective, minor, or concentration course in the student's FCE doctoral degree program.

Certificate of Advanced Graduate Studies Options

Students may earn a CAGS at the FCE by:

Option 1: Completing all required concentration courses (a minimum of 18 credit hours to a maximum of 24 credit hours depending on concentration area) in any approved FCE Doctoral Concentration [See Doctoral Concentrations and Minors listing above], or

Option 2: Completing all required minor courses (15 credit hours) in any approved FCE Doctoral Minor [See Doctoral Concentrations and Minors listing above]

Note: Students must be in good academic and financial standing, and must be within the doctoral program completion time frame. Please refer to the Student Handbook section on Program Completion Timelines.

Doctor of Education Degree Program Concentrations and Minors Listing

The Doctor of Education program offers a Doctor of Education degree with a concentration in one of the following areas:

Ed.D. Concentrations

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership (State Approved Program – Georgia, Nevada, Ohio, and Pennsylvania)
- Elementary and Middle Grades STEM Education
- Health Care Education
- Higher Education Leadership
- Human Services Administration
- Instructional Leadership
- Instructional Technology and Distance Education
- Organizational Leadership
- Reading
- Special Education

Ed.D. Minors

- Adult Education
- Autism
- Brain-Based Leadership
- Charter School Education Leadership
- Community College Leadership
- Conflict Resolution
- Curriculum Development
- Human Resource Development
- School Business Leadership
- Urban Education

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (36 credits) and choose one area of concentration and corresponding number of electives (33 credits). Total credits required for degree completion equals 69 (credits). Course requirements for each of the concentration areas are listed after the General Program Requirements.

Foundation Requirements (3 credits)

DSO 8000:	Doctoral Studies Orientation (online) (0 credit)
ARC 9300:	Research Evaluation and Development (Summer Conference) (3 credits)

Core Courses (18 credits)

EDD 9100:	Leadership* (3 credits)
EDD 9100S:	Leadership Simulation (3 credits)
EDD 9200:	Trends and Issues: Society, the Individual, and the Professions (6 credits)
EDD 9300:	Methods of Inquiry (6 credits)

Research Elective (3 credits)

(Students must select at least one of the following courses.)

ARC 8912:	Statistical Methods (3 credits)	ARC 8917:	Advanced Program Evaluation (3 credits)
ARC 8913:	Program Evaluation (3 credits)	ARC 8918:	Advanced Statistical Methods (3 credits)
ARC 8914:	Educational Assessment (3 credits)	ARC 8919:	Single Subject Research (3 credits)
ARC 8915:	Survey Research (3 credits)	ARC 8920:	Mixed Methods Research (3 credits)
ARC 8916:	Qualitative Research (3 credits)		

Applied Dissertation Benchmarks (12 credits)

ARC 8966:	Applied Dissertation Service 1: Concept Paper (2 credits) Register in 2nd Term
ARC 8967:	Applied Dissertation Service 2: Dissertation Proposal (5 credits) Register in 3rd Term
ARC 8968:	Applied Dissertation Service 3: Final Report (5 credits) Register in 5th Term

Continuing Services (1 credit)

ADS 8091:	*Applied Dissertation Services (Registration from 37th month to conferral – 1 credit)
-----------	--

***Note:** Credit earned from ADS 8091 does not count toward the minimum credit hour requirement for either the EdD, PhD, or SLPD degrees. Students must be registered for ADS 8091 to be eligible for continuing services through the Department Program Office.

Concentration Area and Electives (33 credits)

Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one of the following concentration areas listed. The number of credits required will vary based on the concentration chosen by the student. Through the electives component, students can individualize their doctoral studies even further. The electives may also be applied toward a second concentration (18–24 credits) or towards a minor (15 credits). Concentration and elective courses are generally offered online. Students must complete the minimum 69-credits to complete the doctoral degree including core, concentration and elective credits.

Total Credits for Completion 69

Doctor of Philosophy in Education

Doctor of Philosophy Mission Statement

The Doctor of Philosophy (Ph.D.) is designed to support the mission of the Fischler College of Education. The program prepares individuals to develop expertise in educational research methods in the areas of measurement, program evaluation, qualitative research methods, and statistics, as they are applied in educational and other behavioral sciences. Graduates of the program are prepared for academic positions as research methodologists, corporate positions in research and testing agencies, or government positions as researchers, evaluators, or administrators of research programs in education or other areas of the behavioral sciences. The curriculum and program learning outcomes are grounded in continuous application of a theory-to-practice model that facilitates synergy in work-world settings in order to produce a new generation of local, national, and global research leaders who will effect positive changes in a diverse and multicultural society.

Certification/Licensure

The Doctor of Philosophy (Ph.D.) program is not designed for any certification or licensure at the local, state, regional, or national levels.

Program Learning Outcomes

All students will be able to:

1. Demonstrate ability to use assessment, evaluation, and research data to inform administrative decisions. (Knowledge)
2. Conduct a research study, assessment study, or program evaluation (Application)
3. Demonstrate the ability to effectively communicate the results of a unique study using a variety of media (e.g., written, oral, electronic). (Research)
4. Solve diverse problems using information and skills acquired in the program to create solutions. (Problem solving)
5. Make informed decisions based on ethical and legal principles. (Ethics)

Instructional Delivery Model

Courses in the Ph.D. program are offered online

Additional Admission Requirements

The following are specific admission requirements for entry into the Doctor of Philosophy program. Please refer to the Student Information section of the catalog for FCE doctoral admission information.

- a. Three professional letters of recommendation by three different individuals who can attest to the applicant's ability to succeed in a Ph.D. program.
- b. Resumes are required for Ph.D. applicants. In addition to your academic history and relevant work experience, the resume should include any experience you have in teaching and research as well as including a list of all licenses and certifications you may have attained.
- c. Personal statement of goals. The statement of purpose describes your academic and professional goals and any experience relevant to the Ph.D. program. This is an opportunity for you to demonstrate your writing skills as you describe your future plans, expectations, and aspirations.
- d. Personal interview (may be conducted by phone).

International Students

International students wishing to pursue this degree program in the United States may not qualify for a student visa due to its online instructional delivery format. Students should contact an enrollment counselor to discuss their options prior to beginning the application process.

Transfer of Credit

A maximum of nine semester hours of credit will be considered for transfer if (1) the credit was earned within five calendar years of request for transfer, (2) the credit was earned post-Master's degree from a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, (4) the courses were not used towards a prior degree, and (5) a grade of A or B was earned in each of the courses requested for transfer. A grade of P (Pass) or CR (Credit) or other such grade will not be accepted. No credit for experiential learning, or other forms of advanced standing, will be granted. Exceptions to the maximum number of transfer credits allowed are made only with the approval of the Department Chair. The student must provide the Department Chair with a syllabus and catalog description of the courses for which transfer is sought. Students may be required to provide further documentation and supporting material such as class notes or other materials.

Acceptance of graduate coursework from other colleges and/or universities is not guaranteed. Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should fill out the Transfer of Credit request

contained in the application and submit associated course descriptions and official transcripts at the time of application to the doctoral program.

Students currently enrolled in the FCE Ph.D. program should request and receive prior written approval from the Department Chair before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

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

Admission to Candidacy

Admission to candidacy for the Ph.D. program requires that a student has completed all coursework and earned a minimum of 54 semester credit hours.

Deposit Policy

Applications are reviewed by the Ph.D. program Admissions Committee based on the date an applicant's file is complete. Select candidates to the Ph.D. program are notified of full admission by mail. Following notification of full admission, a tuition deposit of \$500 will be required as confirmation of admission.

The deposit schedule is August 1 for students admitted for fall and December 1 for students admitted for winter.

Doctoral Program Completion Timeline

Doctoral students are allotted seven (7) years from the initial term of enrollment in which to complete all program/degree requirements (excludes PPO 8000). Students unable to complete all program/degree requirements within this seven (7) year timeframe are subject to dismissal. For exceptions and further information, please refer to the Doctoral Program Completion Timeline Policy (FCE Policy 1.02) in the *Student Handbook* section of the catalog.

Graduation Requirements

Please refer to Graduation in the *Student Information* section of the catalog to find general degree completion requirements. For questions about any specific program completion requirements contact your Doctoral Enrollment Counselor (DEC).

To complete the Doctorate in Philosophy program a student must:

- complete PPO 8000 new student orientation;
- complete all coursework, including the research dissertation, consisting of a minimum of 75 semester credit hours;
- maintain a minimum overall 3.0 GPA;
- attend a minimum of one Summer Conference;
- successfully complete the applied research practicum;
- successfully complete the dissertation;
- meet all financial obligations to the university; and
- apply for degree conferral.

Ph.D. Program Orientation (PPO)

The purpose of the Ph.D. program orientation (PPO 8000) is to provide new educational research doctoral students with an overview of critical areas in the program to help ensure doctoral student success. New students must complete the new student orientation noncredit course (PPO 8000), which is a mandatory requirement for all first-year Ph.D. students at NSU's Fischler College of Education. Students may enroll in the orientation simultaneously with the first doctoral courses.

Summer Conference

During their second year in the program, students are required to attend a one-week, *FCE Conference on Global Leadership, Learning, and Research* as part of required coursework. Students will enroll in EDRE 9350, "Teaching Research Evaluation and Development" (3 credits) as part of the conference experience.

For additional information, please visit the summer conference website at <http://www.schoolofed.nova.edu/summer/>

Applied Research Practicum

Every Ph.D. student must complete a research practicum. The practicum should occur after the completion a minimum of 15 research credits and, preferably, prior to the completion of the dissertation proposal. The practicum is designed to provide students with an opportunity to propose and engage in independent research, closely collaborating with faculty and other research leaders before moving on to the dissertation. The practicum generally results in a journal-length research paper.

The practicum is designed as a pre-dissertation research experience that would involve identifying a question or issue of interest, designing and conducting the study, and analyzing and reporting the findings. It is assumed that

participation in a practicum will provide students with a range of opportunities relevant to conducting educational research.

The research practicum will support students in learning to:

1. Propose a significant question or questions grounded in existing theory and building on or responding to other research in a field of interest;
2. Select, justify, and implement methods appropriate to the question(s) and research context;
3. Gather appropriate evidence/data;
4. Subject the evidence/data to careful analysis;
5. Reassess prior assumptions and conceptualizations in relation to evidence/data gathered and ongoing analysis;
6. Organize and present oral and written reports that are cogent, focused, and logical for a community of scholars;
7. Respond to input and critiques, and provide advice and comments for others' research; and
8. Revise the written report in response to feedback.

A written proposal must be approved by the student's Practicum Advisor. The written proposal should include: (1) a rationale for the study, including a brief literature review; (2) research question(s) or purpose(s); (3) methodology and method, including plans for data analysis; and (4) a brief discussion of educational significance. The student should obtain approval of the practicum proposal and, if applicable, the Institutional Review Board (IRB) prior to beginning the practicum study.

Satisfactory completion of the Practicum requires a written report and an oral presentation approved by the Practicum Committee. The written report should include the following: (1) the rationale for the study, including a review of the relevant literature; (2) research question(s) or purpose(s); (3) methodology and method, including data analysis procedures; (4) findings/presentation of analyses; and (5) a discussion, including implications and limitations.

Dissertation

The dissertation is a detailed, accurate, and cohesive account of a formal, scholarly investigation designed to answer one or more research questions directed toward a significant educational issue. This research is distinguished by a strong theoretical foundation and methodology encompassing a diversity of disciplines and research skills. Each student is assigned a dissertation chair and two committee members to facilitate and supervise the process.

Ph.D. students are required to complete a dissertation as their culminating project and publicly defend that dissertation at a place and time mutually determined by the committee and student. There are two benchmarks in the completion of the dissertation: (1) the prospectus (ARC 8970, Research Dissertation Prospectus, 4 credits), and (2) the final report (ARC 8980) Research Dissertation I, 8 credits and ARC 8981 Research Dissertation II, 8 credits. Students should enroll in ARC 8980 only after the dissertation prospectus is approved. If not approved, students must register for ARC 8999, Dissertation Continuous Registration (2 credits), until approval is granted. ARC 8999 credits will not count towards graduation for the student but are intended to satisfy the requirement of continuous registration.

Ph.D. Concentration

Educational Research and Evaluation

Educational Leadership and School Administration Department

Please see admissions and graduation requirements in the Student Information section and additional specific program admissions and graduation requirements listed in the specialization and concentration sections of this catalog.

Educational Leadership and School Administration Department

The Department of Educational Leadership and School Administration's primary goal is to prepare candidates for leadership roles and life-learning skills in the field of education. The programs offered provide the application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, ethical behavior, high-order thinking skills, allocating resources, managing curriculum, analysis and self-reflection through best practices and practical application.

The graduates of the department will become leaders in their field, helping to improve schools and other learning environments. They will provide visionary leadership, implementing educational improvement using action research and effective application of change theory, collaborative decision-making, strategic-planning and evaluation. The graduates will be able to use their knowledge, skills and practices to solve problems in the workplace.

Certificate Programs

Certificate of Educational Diversity Leadership

(Major Code F562)

The certificate of Educational Diversity Leadership offers the learning tools and techniques that will equip educational leadership professionals to effectively work with faculty, staff, and students in identifying strategies to build a team that values individuals and empowers them to achieve at their highest capabilities. Through this cutting edge, and highly innovative program, leaders will better understand what is required for a learner-centered community that values and supports the achievement of all students. Subsequently, theoretical and practical strategies will be provided with the intent of increasing cultural competency in this world of change and in this age of information and knowledge economy.

Who Should Apply

Educational leaders who wish to obtain a certificate and/or increase their levels of expertise in their current field.

Diversity Certificate Courses (15 credits)

IDDE 630:	Diversity: Cross Cultural Awareness (3 credits)	IDDE 625:	Program Assessment, Evaluation, and Professional Growth (3 credits)
IDDE 640:	Diversity and Social Justice (3 credits)	IDDE 699:	Applied Professional Experience in Diversity Education (3 credits)
IDDE 650:	Global Awareness and Classroom Culture (3 credits)		

Total Credits Required for Certificate Completion 15

Certificate of Educational Leadership Modified Core

(Major Code A542)

About the Certificate

The Certificate of Educational Leadership Modified Core program is a state-approved program in Florida for add-on certification for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This certificate program provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements. Subject to certain restrictions, credits earned in this program may be accepted as meeting requirements for the Master of Science in Educational Leadership degree.

Effective summer 2014, eligibility for financial is available to students enrolled in this program.

Additional Admission Requirements

A Master's degree from a regionally accredited institution with a 3.0 Cumulative GPA for Graduate Studies required.

Educational Leadership Modified Core Certificate Courses

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDL 505:	Educational Budgeting and Finance (3 credits)
EDL 506:	Standards-Based Curriculum and Assessment (3 credits)	EDL 520:	School Law for Administrators (3 credits)
EDL 550:	Electronic Tools for Educational Leaders (3 credits)	EDL 525:	Human Resources: Process and Staff Development (3 credits)
EDL 510:	Ethical School Leadership (3 credits)	EL 600:	Seminar in the Knowledge Base of Educational Leadership (3 credits)
EDL 500:	Problem Solving and Visionary Leadership (3 credits)	EL 698:	Educational Leadership Internship (3 credits)
EDL 530:	Management of Schools (3 credits)		

Total Credits Required for Certificate Completion 30

Additional Certificate Completion Requirements

Florida Educational Leadership Examination (FELE) – Passing scores on all sections are required.

Certificate of Advanced Graduate Studies

Please see specific Doctoral Major Concentration areas or Minors for required program course information.

Educational Leadership (21 credits)

Instructional Leadership (18 credits)

Charter School Education Leadership (15 credits)

Master of Science (M.S.) in Education Degree Programs

Specialization: Athletic Administration Noncertification Track (Major Code F899)

About the Specialization

The M.S. in Education with a specialization in Athletic Administration specialization focuses on training educators to become athletic directors or sport managers. This specialization provides educators with leadership skills through practical application and broad knowledge of social, political, and economic forces at work in society that affect sports and athletics. Course content is research-based and aligns directly with the professional standards set forth by the Sport Management Program Review Council.

Program of Study

Core Education Courses (12 credits)

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)	ATH 530: Marketing in Athletic Administration (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)	ATH 540: Economics and Finance in Athletic Administration (3 credits)
EDL 510: Ethical School Leadership (3 credits)	ATH 550: Event Planning and Public Relations in Athletic Administration (3 credits)
EDL 500: Problem Solving and Visionary Leadership (3 credits)	ATH 560: Field Experience Advising (1 credit)
EDL 525: Human Resources: Process and Staff Development (3 credits)	ATH 670: Field Experience in Athletic Administration I (3 credits)
	and
	ATH 675: Field Experience in Athletic Administration II (3 credits)
	Or
	ATH 671: Applied Research in Athletic Administration I (3 credits)
	and
	ATH 676: Applied Research in Athletic Administration II (3 credits)
	Total Credits Required for Degree Completion 36

Athletic Administration Specialization (24 credits)

ATH 500: Leadership in Athletic Administration (3 credits)
ATH 510: Socio-Cultural and Ethical Foundations of Sport (3 credits)
ATH 520: Essentials of Sports Law (3 credits)

Specialization: Charter School Education/Leadership Noncertification Track (Major Code F508)

About the Specialization

The M.S. in Education with a specialization in Charter School Education/Leadership specialization focuses on administration, leadership, and teaching in charter schools. This specialization provides students with training in the overall educational industry, curriculum, assessment, managing and governing of a charter school, public relations, and various other topics of interest to the charter school stakeholder. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)	EDL 500: Problem Solving and Visionary Leadership (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)	EDL 505: Educational Budgeting and Finance (3 credits)
CSED 501: Planning a Charter School Program — Start-up Logistics (3 credits)	EDL 525: Human Resources: Process and Staff Development (3 credits)
CSED 503: Community and Public Relations (3 credits)	EDL 530: Management of Schools (3 credits)
CSED 504: Teaching Exceptional Students in a Charter School Classroom (3 credits)	EDL 550: Electronic Tools for Educational Leaders (3 credits)
CSED 506: Curriculum and Instruction in Charter Schools (3 credits)	CSED 698: Charter School Leadership Internship (3 credits)
CSED 591: Assessment and Student Evaluations in Charter Schools (3 credits)	Total Credits Required for Degree Completion 36

Specialization: Educational Administration and Leadership (MEAL)
Noncertification Track (Major Code F588)

About the Specialization

The M.S. in Education with a specialization in Educational Administration and Leadership focuses on preparing educators as well as managers, administrators, and instructional leaders. This specialization provides educators with skills in leadership, management and supervision, budgeting, and curriculum and instruction. Course content is research based and introduces best practices in educational leadership.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	MEAL 525:	Human Resource Administration (3 credits)
MEAL 500:	Instructional Leadership (3 credits)	MEAL 526:	Applied Research in School Leadership (3 credits)
MEAL 505:	Budgeting and Finance in Education (3 credits)	MEAL 530:	Organizational Behavior (3 credits)
MEAL 506:	Standards-Based Curriculum and Assessment (3 credits)	MEAL 550:	Education and the Community (3 credits)
MEAL 510:	The Role of the Administrator in Leadership (3 credits)	MEAL 650:	Leadership Practices (Simulation) (3 Credits)
MEAL 520:	Legal Issues in Education (3 credits)	MEAL 699:	Educational Administration and Leadership Internship (3 credits)

Total Credits Required for Degree Completion 33

Specialization: Educational Leadership
Certification: State Approved – Florida (Major Code A534)

About the Specialization

The M.S. in Education with a specialization in Educational Leadership is a state-approved program in Florida for add-on certification for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This specialization provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDL 510:	School Leadership (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDL 500:	Problem Solving and Visionary Leadership (3 credits)
EDL 506:	Standards-Based Curriculum and Assessment (3 credits)	EDL 530:	Management of Schools (3 credits)
EDL 550:	Electronic Tools for Educational Leaders (3 credits)	EDL 505:	Educational Budgeting and Finance (3 credits)
EDL 520:	School Law for Administrators (3 credits)	EL 600:	Seminar in the Knowledge Base of Educational Leadership (3 credits)
EDL 525:	Human Resources: Process and Staff Development (3 credits)	EL 699:	Educational Leadership Internship (6 credits)

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

Florida students must submit passing scores on all sections of the Florida Educational Leadership Exam (FELE).

Specialization: Educational Leadership (School Administrator)
Certification: State Approved – Nevada (Major Code A534)

About the Specialization

The M.S. in Education with a specialization in Educational Leadership is a state-approved program in Nevada for add-on licensure for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This specialization provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's educational leadership licensure requirements.

Additional Admission Requirements

1. Valid Professional Teaching Certificate/License
2. Cumulative GPA of 3.0 or higher in the last 60 credits of undergraduate degree program
3. Official Verification Letter (demonstrating at least 2 years of teaching experience)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDL 530:	Management of Schools (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDL 505:	Educational Budgeting and Finance (3 credits)
EDL 506:	Standards-Based Curriculum and Assessment (3 credits)	EDL 520:	School Law for Administrators (3 credits)
EDL 550:	Electronic Tools for Educational Leaders (3 credits)	EDL 525:	Human Resources: Process and Staff Development (3 credits)
EDL 510:	School Leadership (3 credits)	EDL 545:	Administration of School Improvement Process (3 credits)
EDL 500:	Problem Solving and Visionary Leadership (3 credits)	EL 699:	Educational Leadership Internship (6 credits)

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

- a. **Nevada** residents are required to take and pass all sections of the Praxis II exam: (0411/5411) Educational Leadership: Administration and Supervision, minimum score: 141
- b. Educational Leadership students who reside in states other than Florida and Nevada are required to complete their state's department of education Educational Leadership exam requirement. If there is no Educational Leadership state test requirement, students are required to complete and pass the Praxis II exam: Educational Leadership: Administration and Supervision.
- c. All students (who reside in states other than Florida) must have 3 years of teaching experience to complete graduation requirements.

Specialization: Educational Leadership (Administrative)

Certification: State Approved – Ohio (Major Code A534)

About the Specialization

The M.S. in Education with a specialization in Educational Leadership is a state-approved program in Ohio for add-on licensure for teachers. It focuses on preparing teachers teaching grades K-6, 4-9, and 5-12 for administrative positions in public and nonpublic schools and school systems. This specialization provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research-based and infuses best practices in education while aligning directly with the Ohio Board of Regents' educational leadership licensure requirements.

Additional Admission Requirements

Valid Teaching License: Professional

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDL 530:	Management of Schools (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDL 505:	Educational Budgeting and Finance (3 credits)
EDL 506:	Standards-Based Curriculum and Assessment (3 credits)	EDL 520:	School Law for Administrators (3 credits)
EDL 550:	Electronic Tools for Educational Leaders (3 credits)	EDL 525:	Human Resources: Process and Staff Development (3 credits)
EDL 510:	School Leadership (3 credits)	EDL 545:	Administration of School Improvement Process (3 credits)
EDL 500:	Problem Solving and Visionary Leadership (3 credits)	EL 699:	Educational Leadership Internship (6 credits)

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

- a. Ohio Assessment for Educators (OAE) Content Assessment-Passing Score of 220 on the Educational Leadership Test (#015)
- b. All students (who reside in states other than Florida) must have 3 years of teaching experience to complete graduation requirements.

<p>Specialization: Management and Administration of Educational Programs (MAEP) Noncertification Track (Major Code F504)</p>

About the Specialization

The M.S. in Education with a specialization in Management and Administration of Educational Programs focuses on preparing educators as managers and administrators. This specialization provides educators with skills in leadership, management and supervision, and budgeting as related to curriculum and instruction. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	Elective	(3 credits)
		Elective	(3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	Elective	(3 credits)
		Elective	(3 credits)
EDL 510:	Ethical School Leadership (3 credits)	EL600:	Seminar in the Knowledge Base of Educational Leadership (3 credits)
EDL 500:	Problem Solving and Visionary Leadership (3 credits)	Or	
		EL 601:	Knowledge Based of Educational Leadership – Comprehensive Examination (3 credits)
EDL 530:	Management of Schools (3 credits)		
EDL 505:	Educational Budgeting and Finance (3 credits)	EL 698:	Administrative Internship (3 credits)
		Or	
EDL 525:	Human Resources: Process and Staff Development (3 credits)	EL 699:	Administrative/Educational Leadership Internship (6 credits)

Note: Students applying to EL 699 would complete nine (9) credit hours of electives instead of 12

Total Credits Required for Degree Completion 36

Educational Specialist (Ed.S.) Degree Programs

Specialization: Educational Leadership

Certification: State Approved – Florida (Major Code A534)

About the Specialization

The Ed.S. with a specialization in Educational Leadership is a state-approved program in Florida for add-on certification for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This specialization provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EL 600:	Seminar in the Knowledge Base of Educational Leadership (3 credits)
EDU 708:	Research Design in Education (3 credits)	EDL 700:	Problem Solving and Visionary Leadership (3 credits)
EDL 702:	Standards-Based Curriculum and Assessment (3 credits)	EDL 730:	Organizational Management of Schools (3 credits)
EDL 750:	Technology for Educational Leaders (3 credits)	EDL 705:	Educational Budgeting and Finance (3 credits)
EDL 710:	Educational Leadership (3 credits)	EDL 720:	School Law for Administrators (3 credits)
EDL 725:	Human Resources and Staff Development (3 credits)	EL 699:	Administrative/Educational Leadership Internship (6 credits)

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

Students must successfully complete all areas of the Florida Educational Leadership Exam (FELE).

Specialization: Educational Leadership

Certification: State Approved – Nevada (Administrative) (Major Code A534)

About the Specialization

The Ed.S. with a specialization in Educational Leadership is a state-approved program in Nevada for add-on licensure for teachers. It focuses on preparing prekindergarten through 12th-grade teachers for administrative positions in public and nonpublic schools and school systems. This specialization provides educators with leadership skills through practical application and provides broad knowledge of social, political, and economic forces at work in society that affect education. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's educational leadership licensure requirements.

Additional Admission Requirements

Valid Nevada Permanent Teaching License or Valid Professional Teaching License/Certificate

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDL 720:	School Law for Administrators (3 credits)
EDL 702:	Standards-Based Curriculum and Assessment (3 credits)	EDU 708:	Research Design in Education (3 credits)
EDL 750:	Technology for Educational Leaders (3 credits)	EDL 710:	Educational Leadership (3 credits)
EDL 730:	Organizational Management of Schools (3 credits)	EDL 700:	Problem Solving and Visionary Leadership (3 credits)
EDL 705:	Educational Budgeting and Finance (3 credits)	EDL 725:	Human Resources and Staff Development (3 credits)
	Administration of School Improvement	EL 699:	Administrative/Educational Leadership Internship (6 credits)
EDL 745:	Process (3 credits)		

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

1. **Nevada** residents are required to take and pass all sections of the Praxis II exam: (0411) Educational Leadership: Administration and Supervision, minimum score: 141.
2. Educational Leadership students who reside in states other than Florida and Nevada are required to complete their state's department of education Educational Leadership exam requirement. If there is no Educational Leadership state test requirement, students are required to complete and pass the Praxis II exam: Educational Leadership: Administration and Supervision.

Doctor of Education (Ed.D.) Degree Programs

Major Concentration Area: Educational Leadership

Noncertification Track (Major Code F872)

Certification: State Approved Nevada, Ohio, and Pennsylvania (Major Code A801)

The primary goal of the concentration in Educational Leadership (EDL) is to improve our K-12 schools by preparing candidates for leadership and lifelong learning in the fields of K-12 educational administration. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, ethical behavior, and higher order thinking skills.

The graduates of the EDL concentration will be leaders in improving schools and other learning environments; expanding their administrative competence and modeling visionary leadership; advocating and implementing educational improvement using informed action research, effective application of change theory, collaborative decision-making and strategic planning, risk and creativity, and appropriate evaluation; and identifying and addressing contemporary and future educational issues in a changing world.

Additional Admission Requirements

Nevada students enrolled in the Educational Leadership concentration are required to have a minimum of three years teaching experience before degree conferral.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Educational Leadership will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences.

Graduates will be able to:

1. Implement a strategic plan that outlines actions for school improvement and their implications.
2. Evaluate the human resource program in terms of human resource planning, recruitment of personnel, selection of personnel, placement and induction of personnel, staff development, evaluation of personnel, compensation of personnel, and collective bargaining (if appropriate).
3. Promote a positive culture within the school or district that includes the design of comprehensive professional growth plans for school personnel.
4. Utilize practical applications of organizational theories to manage the resources, budgeting process, physical plant or plants, organizational operations, and the resources of a school or district.
5. Develop and align the curriculum goals and objectives with instructional strategies appropriate for varied teaching and learning styles and specific student needs.
6. Collaborate with internal and external stakeholders, respond to their interests and needs, and mobilize resources.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (21 credits)

EDD 8460: The Principal and School Leaders (3 credits)

Or
EDD 8461: The Superintendent and District Leaders (3 credits)

EDD 8431: Advanced School Finance (3 credits)

EDD 8432: Advanced School Policy (3 credits)

EDD 8434: Advanced School Law (3 credits)

EDD 8442: Ethics and Social Responsibility (3 credits)

EDD 8472: Human Resource Development (3 credits)

EDD 8010: Curriculum and Program Development (3 credits)

Elective Courses (12 credits)

Elective Courses for Candidates not seeking School-Level or District-Level Licensure

Elective (3 credits)

Elective (3 credits)

Elective (3 credits)

Elective (3 credits)

Note: This program of study has not been reviewed for approval for any specific state. It may lead to certification/licensure, based on a course-by-course transcript review by a state department of education review process. However, to determine this, you need to direct questions on certification/licensure to your local school district and/or state department of education. For additional information on programs that are approved for certification/licensure in Nevada, Ohio, and Pennsylvania, please read further in this catalog.

Program of Study for the State of Nevada (Building or District)

General Program Requirements 36 credits

Concentration Area Courses (21 credits)

EDD 8460:	The Principal and School Leaders (3 credits)	EDD 8010:	Curriculum and Program Development (3 credits)
Or			
EDD 8461:	The Superintendent and District Leaders (3 credits)		
EDD 8431:	Advanced School Finance (3 credits)		
EDD 8432:	Advanced School Policy (3 credits)		
EDD 8434:	Advanced School Law (3 credits)		
EDD 8442:	Ethics and Social Responsibility (3 credits)		
EDD 8472:	Human Resource Development (3 credits)		

Elective Courses (12 credits)

Elective Courses for Candidates not seeking School-Level or District-Level Licensure

Elective	(3 credits)
Elective	(3 credits)
Elective	(3 credits)
Elective	(3 credits)

Candidates seeking initial licensure or certification at the building level or district level must complete either EDD 8462 or EDD 8463, and the internship

EDD 8462:	Reflection and Vision for School Leaders* (3 credits)	EDD 8463:	Reflection and Vision for District Leaders* (3 credits)
And		And	
EDD 8498A:	Educational Leadership Internship for School Leaders * (2 credits)	EDD 8499A:	Educational Leadership Internship for District Leaders * (2 credits)
EDD 8498B:	Educational Leadership Internship for School Leaders * (2 credits)	EDD 8499B:	Educational Leadership Internship for District Leaders * (2 credits)
EDD 8498C:	Educational Leadership Internship for School Leaders * (2 credits)	EDD 8499C:	Educational Leadership Internship for District Leaders * (2 credits)

Note: This program of study is approved for licensure for School Administrator in the State of Nevada.

Program of Study for the State of Ohio

General Program Requirements 36 credits

Concentration Area Courses (21 credits)

EDD 8460:	The Principal and School Leaders (3 credits)
EDD 8431:	Advanced School Finance (3 credits)
EDD 8432:	Advanced School Policy (3 credits)
EDD 8434:	Advanced School Law (3 credits)
EDD 8442:	Ethics and Social Responsibility (3 credits)
EDD 8472:	Human Resource Development (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)

Required Courses for Candidates Seeking School-Level Licensure Grades K-6, 4-9, and 5-12 (9 credits)

EDD 8462:	Reflection and Vision for School Leaders* (3 credits)
EDD 8498A:	Educational Leadership Internship for School Leaders * (2 credits)
EDD 8498B:	Educational Leadership Internship for School Leaders * (2 credits)
EDD 8498C:	Educational Leadership Internship for School Leaders * (2 credits)

Electives (12 credits)

Electives	(3 credits)
Electives	(3 credits)
Electives	(3 credits)
Electives	(3 credits)

This degree program complies with NCATE and ELCC standards for Educational Administration in Principal Grades Pk-6, 4-9, and 5-12.

Program of Study for the State of Pennsylvania (District)

General Program Requirements 36 credits

Concentration Area Courses (21 credits)

EDD 8461:	The Superintendent and District Leaders (3 credits)
EDD 8431:	Advanced School Finance (3 credits)
EDD 8432:	Advanced School Policy (3 credits)
EDD 8434:	Advanced School Law (3 credits)
EDD 8442:	Ethics and Social Responsibility (3 credits)
EDD 8472:	Human Resource Development (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)

Elective Courses (12 credits)

Elective Courses for Candidates District-Level Licensure

Elective	(3 credits)
Elective	(3 credits)
Elective	(3 credits)
Elective	(3 credits)

Additional Required Courses for Pennsylvania Candidates seeking District-Level Licensure

EDD 8409:	Multicultural Issues in Special Education (3 credits)
EDD 8411:	Issues in Special Education Administration (3 credits)
EDL 7110:	School District Management (3 credits)

Candidates seeking initial licensure or certification at the district level must complete EDD 8463, and the internship

EDD 8463:	Reflection and Vision for District Leaders* (3 credits)
EDD 8499A:	Educational Leadership Internship for District Leaders * (2 credits)
EDD 8499B:	Educational Leadership Internship for District Leaders * (2 credits)
EDD 8499C:	Educational Leadership Internship for District Leaders * (2 credits)

Note: This program of study is approved for licensure for Superintendent in the State of Pennsylvania.

Additional Graduation Requirements for Ohio and Pennsylvania

- Students in the approved program in Ohio must take and pass the Ohio Assessment for Educators (OAE) Content Assessment-Passing score of 220 on the Educational Leadership Test (#015)
- Students in the approved program in Ohio must have 3 years of teaching experience
- Students in the approved program in Pennsylvania must take and pass the Praxis II, Educational Leadership: Administration and Supervision (0411 or 5411), minimum score of 143.

Electives (12 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 75

Major Concentration Area: Instructional Leadership

(Major Code F876)

The primary goal of the concentration in Instructional Leadership is to prepare students for leadership and life-long learning in the field of education. This concentration will help participants develop leadership skills, including setting clear goals, allocating resources to instruction, managing curriculum, and monitoring lesson plans through self-reflection and analysis, and best practices through practical application.

The graduates of the Instructional Leadership concentration will be able to use the knowledge, skills, and practices gained to solve problems in the workplace. The focus of instructional leadership is to develop educators who can create professional development activities that emphasize data-driven decision making using technology to improve instruction.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Instructional Leadership will demonstrate mastery of the following learning outcomes evidenced by their participation in class, in problem-based projects, completion of class assignments and class presentations, and/or field based experiences. Graduates will be able to:

1. Evaluate instructional practices to determine the effectiveness of teaching and develop appropriate prescriptions to develop high quality instruction for all participants.
2. Provide quality professional development and utilize the knowledge of adult learning, constructivism, and personalized learning to design and evaluate professional development.
3. Use strategies, tools, and skills for dialogue, assessment protocols, and open space technology and be able to design a plan to improve instruction and build a community of practice.
4. Use assessment in a way that provides equity and fairness for all students as part of a commitment to moral (and ethical) leadership for the teaching profession.
5. Provide leadership in the design, implementation, and evaluation of quality curriculum.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (18 credits)

EDD 8110: Assessment Literacy (3 credits)	EDD 8113: Instructional Leadership (3 credits)
EDD 8111: Communities of Practice (3 credits)	EDD 8114: Professional Development (3 credits)
EDD 8112: Assessment Centered Curricular Design (3 credits)	EDD 8511: Leading for Change (3 credits)

Electives (15 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Doctor of Education Minor Programs

Charter School Education Leadership

(Major Code F508)

EDD 8761: Charter Schools and Democracy: Parental Choice (3 credits)	EDD 8754: Maintenance and Operation of Ancillary Services in School Systems (3 credits)
EDD 8760: Governance in Charter Schools (3 credits)	Edd 8112: Assessment Centered Curriculum Design (3 credits)
EDD 8753: Facility Operations Management (3 credits)	Total Credits for Minor Completion 15

Higher Education, Organizational Leadership, and Adult Education Department

Please see admissions and graduation requirements in the Student Information section and additional specific program admissions and graduation requirements listed in the specialization and concentration sections of this catalog.

Higher Education, Organizational Leadership, and Adult Education Department

The Department of Higher Education, Organizational Leadership, and Adult Education provides advanced graduate study from the Master's through doctoral levels to prepare individuals to effect real change as leaders, researchers, and policy makers in local, state, national and global education agencies, organizations, and institutions. The innovative programs focus on systems change, leadership, and theories of learning through the field. Graduates of these programs attain a competitive advantage in the job market given the emphasis on field-based practices and research driven-decision making.

Certificate Programs

Certificate of Leadership

(Major Code F987)

The Certificate of Leadership is designed to foster the development of leadership skills to organize, motivate, and lead others to achieve organizational and team goals. Focus is on the development of practitioners who can translate leadership perspectives and applications into the fields of education and human services. The certificate is for degree and non-degree-seeking students. Subject to certain restrictions, credits earned in this program may be accepted as meeting requirements for the Master of Science in Leadership degree.

Who Should Apply

- Advisors, coordinators, trainers, supervisors, administrators, directors, and other professionals in private schools, colleges and universities, human services and nonprofit organizations, hospitals, religious organizations, and the military who wish to obtain a certificate and/or increase their level of expertise in leadership.
- Individuals with bachelor's degrees who wish to obtain master's degrees and/or increase their levels of expertise in leadership in the fields of education and human services.

Choose five courses for the Certificate of Leadership (16 credits)

MSL 680: Leadership Theory and Practice (3 credits)	MSL 686: Strategic Leadership in Education and Human Services (3 credits)
MSL 681: Leading Change (3 credits)	MSL 687: Current Organizational Issues and Trends in Education and Human Services Organizations (3 credits)
MSL 682: Ethical Leadership (3 credits)	MSL 688: Leadership in the Information Age (3 credits)
MSL 683: Research for Leaders in Education and Human Services (3 credits)	MSL 690: International Leadership Perspectives for Educators (3 credits)
MSL 684: Organizational Systems (3 credits)	
MSL 685: Leading Learning Communities (3 credits)	
MSL 689: The Business of Leadership (4 credits)	Total Credits Required for Certificate Completion 16

Certificate of Advanced Graduate Studies

Please see specific Doctoral Major Concentration or Minors areas for required program course information.

Adult Education (15 credits)
Brain-Based Leadership (15 credits)
Community College Leadership (15-18 credits)
Conflict Resolution (15 credits)
Health Care Education (18 credits)
Higher Education Leadership (21 credits)
Human Resource Development (15 credits)
Human Services Administration (18 credits)
Organizational Leadership (18 credits)

Master of Science (M.S.) in Education Degree Programs

Master of Science in Leadership

(Major Code F987)

The Master of Science in Leadership (MSL) is designed to develop practitioners who can effectively apply leadership skills and knowledge in their organizations and affect positive changes. Practitioners from the fields of private and public education, human services, the military, consulting, and non-profits are the primary audiences for this degree. The curriculum facilitates the transition from theory to practice and fosters the development of leadership skills to plan, organize, motivate, and lead others to achieve organizational and team goals. Major curriculum topics include leadership development, organizational systems, strategic leadership, learning communities, global leadership, and trends and issues. MSL is delivered primarily online. Classes can be delivered in a blended model with traditional face-to-face classroom instruction offered at sites complemented with an online component.

Program Learning Outcomes

Graduates of the Master of Science in Leadership will demonstrate mastery of the following learning outcomes, as a result of their participation in the program. Graduates will be able to:

1. Demonstrate effective leadership as a result of knowing the theories, frameworks, strategies and important issues presented in the program.
2. Solve organizational, professional, team and individual leadership problems by applying solutions based on the knowledge gained in the program.
3. Use research effectively for the purpose of decision-making.
4. Demonstrate effective oral and written communication in mastering the program content.
5. Demonstrate proficiency in use of technology to access research and other relevant information.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	MSL 687:	Current Organizational Issues and Trends in Educational and Human Services Organizations (3 credits)
MSL 680:	Leadership Theory and Practice (3 credits)	MSL 688:	Leadership in the Information Age (3 credits)
MSL 681:	Leading Change (3 credits)	MSL 689:	The Business of Leadership: Special Topics (4 credits)
MSL 682:	Ethical Leadership (3 credits)	MSL 690:	International Leadership Perspectives (3 credits)
MSL 683:	Research for Leaders in Education and Human Services (3 credits)	MSL 9100:	Leadership Seminar (3 credits)
MSL 684:	Organizational Systems (3 credits)	MSL 9100S:	Leadership Simulation (3 credits)
MSL 685:	Leading Learning Communities (3 credits)		Total Credits Required for Degree Completion 40
MSL 686:	Strategic Leadership in Education and Human Services (3 credits)		

Doctor of Education (Ed.D.) Degree Programs

Major Concentration Area: Health Care Education

(Major Code F873)

The primary goal of the concentration in Health Care Education (HCE) is to prepare practicing educators and trainers, clinicians, and allied health professionals as facilitators, innovators, leaders, consultants, and instructional designers for the effective delivery of health information and education in academic, institutional, and public community-based settings including schools, universities, hospitals, long term and rehabilitation centers, mental health clinics, public and community organizations, and private practice. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, higher order thinking skills, and ethical conduct.

Graduates of the Health Care Education concentration will foster quality of life, health promotion, disease prevention, and health care policy, in collaboration with multidisciplinary health care practitioners, clients, their families, and community stakeholders. They will act as leaders in influencing current and future issues of social justice, health care reform, technology utilization and professionalism in applying best practices in health care education.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Health Care Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentations, and/or field based experiences. Graduates will be able to:

1. Analyze learning needs in health care organizations by identifying and assessing relevant trends and issues.
2. Assess the impact of academic and educational programs for health care staff in dealing with clients, families, and communities.
3. Synthesize innovative educational interventions and best practices in health care education to effect behavioral, lifestyle, and compliance in defined client populations.
4. Evaluate implications for education and training caused by operational restructuring of health care organizations and client care delivery.
5. Evaluate and comply with legal aspects and regulatory requirements of health care education relating to the governing of client rights, workplace rights, and safety and risks in health care environments.
6. Analyze the development of health care policy including relevant social forces, cultural values, economics, politics, ethics, and law.

Program of Study

General Program Requirements 36 credits

Concentration Area Required Courses (18 credits)

EDD 8020: Continuing Education for the Health Care Professions (3 credits)	EDD 8024: Health Care Communications (3 credits)
EDD 8021: Contemporary Theories in Health Care Education and Promotion (3 credits)	EDD 8025: Legal Aspects of Health Care Education (3 credits)
EDD 8022: Trends in Health Care Policy (3 credits)	Elective
EDD 8023: Ethics and Professionalism in Health Care (3 credits)	*EDD 8026: Health and Learning (3 credits)

***Note: EDD 8026 may not be substituted for EDD 8022, EDD 8023, or EDD 8025**

Electives (15 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Major Concentration Area: Higher Education Leadership

(Major Code F874)

The primary goal of the concentration in Higher Education Leadership is to prepare students for leadership and lifelong learning in the field of higher education. The doctoral program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge of key leadership skills such as applied research, problem-solving, systems thinking, social intelligence, professional development, and higher order cognitive skills.

The graduates of the Higher Education Leadership concentration will be expected to serve as leaders in improving the academic and administrative performance of colleges and universities by modeling visionary leadership, using action research to drive continuous improvement, creating a collaborative decision-making culture, carrying out environmental scans, conducting program evaluations, and identifying and addressing educational challenges of the global economy.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Higher Education Leadership will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:

1. Function as effective administrators or faculty members within a college, university, or other institution of higher education, depending upon the student's background, specific knowledge and subject expertise.
2. Design and implement a plan for meeting the guidelines and requirements of accrediting agencies.
3. Develop a long range plan for a higher education institution using historical facts to the present using the principles of scenario building to enhance strategic planning.
4. Utilize practical applications of organizational theories to manage the budgeting process, organizational operations, student life, and educational innovation.
5. Design and align the curriculum goals and objectives with instructional strategies appropriate to lifelong learning.
6. Develop and implement activities and policies, as set forth by the governing structure of the higher education entity, designed to promote a culture of harmony and collegiality for the smooth operation of an institution of higher learning.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (21 credits)

EDD 8002:	Surviving Change: Politics, Power, Money, and the Law (3 credits)
EDD 8007:	Governance and Management in Higher Education (3 credits)
EDD 8061:	Targeting Our Students: The Dynamics of Student Services (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)
EDD 8030:	Successful Strategic Action Plans (3 credits)
EDD 9810:	Contemporary Challenges in Higher Education Leadership (3 credits)

Choose one of the following courses

EDD 8031:	Financing Institutions of Higher Learning (3 credits)
EDD 8034:	Foundations, Sponsored Research, and Collaborations in Institutional Development (3 credits)
EDD 8410:	Technological Literacy for Leaders (3 credits)
EDD 8442:	Ethics and Social Responsibility (3 credits)
EDD 8472:	Human Resource Development (3 credits)
EDD 8510:	Leading in a Learning Organization (3 credits)

Electives (12 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Major Concentration Area: Human Services Administration

(Major Code F875)

The primary goal of the concentration in Human Services Administration (HSA) is to prepare students for leadership, administration, management, and policy development of human services agencies and programs. The doctoral program fosters an in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, professional development, ethical behavior, and higher order thinking skills.

The graduates of the Human Services Administration concentration will be expected to lead change in human services agencies and programs using the latest theories and research-based models available by: (a) expanding their administrative competence and modeling visionary leadership; (b) advocating and implementing educational improvement using current research, effective implementation of theories, culturally sensitive decision-making and strategic planning, and appropriate evaluation; and (c) identifying and addressing contemporary and future issues in human services organizations.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Human Services Administration will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:

1. Demonstrate leadership potential in human services administration and programs through an understanding of contemporary theories of organizational behavior and leaders' influence on organizational behavior and performance.
2. Evaluate human services programs in terms of human resource planning, recruitment, selection, placement, compensation and evaluation of personnel in light of the diverse needs of the community these programs serve.
2. Evaluate present and emerging strategic human resource challenges and how an organization's human resources influence its performance and productivity.
3. Analyze existing laws and policies governing human services organization and identify processes for new policy development including establishing rationales, communicating new policies to stakeholders, and enforcing such policies.
4. Explore the various aspects of organizational culture, and examine contemporary organizational theories as these relate to organizational behaviors within human service systems. Analyze the implications for leadership practice in the context of the current research literature.
5. Develop a strategic plan using current theory and principles of strategic planning including an analysis of barriers and facilitators of collaborative relationships among non-profit, for profit and government agencies

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (18 credits)

EDD 8601: Human Services Leadership: Administration, Management, and Policy Development of Human Services Agencies and Programs (3 credits)	EDD 8472: Human Resource Development (3 credits)
EDD 8602: Developing Human Services in the Context of the Family and the Community (3 credits)	EDD 8604: Human Services and the Law (3 credits)
	EDD 8605: Human Services Organizational Theory and Behavior (3 credits)
	EDD 8606: Special Topics in Human Services (3 credits)

Electives (15 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Major Concentration Area: Organizational Leadership

(Major Code F878)

The primary purpose of the concentration in Organizational Leadership (OL) is to build upon the capacities of adult learners to meet both current and future challenges facing their organizations. Organizational leaders must acquire the skills to lead in an increasingly diverse world in the context of a changing economy, growing globalism, and rapidly developing technology. The OL concentration has been designed to meet the needs of practitioners by linking theory to best practices. The curriculum presents students with strategic opportunities to develop professionally and to apply their knowledge and skills to lead organizations effectively into the future.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Organizational Leadership will demonstrate proficiency in the following learning outcomes as evidenced by their participation in class, application of problem-based learning, completion of class assignments and presentations, and/or field experiences.

1. Demonstrate understanding of leadership styles and their application in diverse organizational settings. (Knowledge)
2. Apply problem-solving skills to diverse organizational issues and settings. (Problem Solving)
3. Utilize research effectively in acquiring knowledge and formulating solutions. (Research)
4. Apply effective oral and written communication skills using technology where applicable. (Communication)
5. Make informed decisions based on ethical and moral principles. (Ethics)

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (18 credits)

EDD 8030: Successful Strategic Action Plans (3 credits)	EDD 8442: Ethics and Social Responsibility (3 credits)
EDD 8125: Leadership Development through Theory and Practice (3 credits)	EDD 8472: Human Resource Development (3 credits)
EDD 8510: Leading in a Learning Organization (3 credits)	EDD 8511: Leading for Change (3 credits)

Electives (15 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Doctor of Education Minor Programs

Adult Education

(Major Code F881)

EDD 7710:	Principles and Theories of Adult Education (3 credits)	EDD 7713:	Adult Development and Learning Styles (3 credits)
EDD 7711:	History and Philosophy of Adult Education (3 credits)	EDD 7714:	Adult and Continuing Education Program Planning (3 credits)
EDD 7712:	Contextual Issues Affecting Adult and Continuing Education (3 credits)		

Total Credits for Minor Completion 15

Brain-Based Leadership

(Major Code F889)

EDD 8260:	Linking Leadership to Brain Research (3 credits)	EDD 8263:	Leading for Engagement (3 credits)
EDD 8261:	The Frontal Lobe as the CEO of the Brain (3 credits)	EDD 8264:	Brain-Based Leading for Learning Symposium (3 credits)
EDD 8262:	Leading Change and Transforming Performance with Neuroscience (3 credits)		

Total Credits for Minor Completion 15

Community College Leadership

Choose any five of the following courses

(Major Code F890)

EDD 9991:	The American Community College (3 credits)	EDD 9995:	Community College Workforce Education Programs (3 credits)
EDD 9992:	Community College Leadership and Change (3 credits)	EDD 8061:	Targeting Our Students: Dynamics of Student Services (3 credits)
EDD 9993:	Improvement of Instructional Strategies Within the Community College (3 credits)	EDD 8031:	Financing Institutions of Higher Learning (3 credits)

Total Credits for Minor Completion 15

Conflict Resolution

(Major Code F883)

EDD 7811:	Theories and Principles of Conflict Resolution (3 credits)	EDD 7813:	Managing Organizational Conflict (3 credits)
EDD 7810:	The Nature of Conflict in Society (3 credits)	EDD 7814:	Special Topics in Conflict Resolution (3 credits)
EDD 7812:	Strategies and Models of Mediation and Negotiation (3 credits)		

Students seeking a minor or Certificate of Advanced Graduate Studies in Conflict Resolution must take the courses in sequence.

Total Credits for Minor Completion 15

Human Resource Development

(Major Code F886)

EDD 8472:	Human Resource Development (3 credits)	EDD 8572:	Principles of Organizational Synergy in Human Resource Development (3 credits)
EDD 8570:	Principles and Theories of Organizational Development (3 credits)	EDD 8574:	Strategies and Practices for Organization Outcomes Evaluation (3 credits)
EDD 8571:	Principles and Theories of Training and Development (3 credits)		

Total Credits for Minor Completion 15

Doctor of Philosophy (Ph.D.) Degree Program

General Program Requirements

All Ph.D. program students must complete the following recommended program of study. Prerequisites are required for some courses. Total minimum credits required for degree completion is 75 (credits).

Program of Study

PPO 8000: Ph.D. Program Orientation
(0 credit)

Educational Research Curriculum (48 credits)

PHDE 8000: Historical Development of American Education (3 credits)

EDRE 8100: Methods of Educational Research (3 credits)

EDRE 8200: Introduction to Statistical Methods (3 credits)

EDRE 8916: Qualitative Research (3 credits)

EDRE 8920: Mixed Methods Research (3 credits)

EDRE 8300: Experimental Design and Analysis Using ANOVA Models (3 credits)

EDRE 9000: Regression Analysis (3 credits)

EDRE 8913: Program Evaluation (3 credits)

EDRE 9100: Nonparametric Statistics (3 credits)

EDRE 9300: Multivariate Statistics (3 credits)

EDRE 9400: Measurement Theory and Test Construction (3 credits)

EDRE 9500: Large-Scale Assessment: Procedures and Practice (3 credits)

EDRE 8950: Policy Analysis in Education (3 credits)

EDRE 9310: Latent Variable Modeling (3 credits)

EDRE 9320: Hierarchical Linear Modeling (3 credits)

EDRE 8918: Qualitative Data Analysis (3 credits)

Applied Research and Training Courses (7 credits)

EDRE 9600: Applied Research Practicum (4 credits)

EDRE 9350: Teaching Research Evaluation and Development (3 credits)

Dissertation (20 credits)

ARC 8970: Research Dissertation Practicum (4 credits)

ARC 8980: Research Dissertation I (8 credits)

ARC 8981: Research Dissertation II (8 credits)

Total Credits for Degree Completion 75

Instructional Design and Technology Department

Please see admissions and graduation requirements in the Student Information section and additional specific program admissions and graduation requirements listed in the specialization and concentration sections of this catalog.

Instructional Design and Technology Department

The Department of Instructional Design and Technology (IDT) prepares students for positions of leadership in the fields of instructional technology, distance education, and curriculum. Programs emphasize theory- and research-based practice so that what is learned in classes may be applied with confidence in the workplace. IDT graduates obtain professional positions in schools, colleges, educational support organizations, training organizations, the government and military, and as consultants to business and industry.

Certificate Programs

Distance Educator Certificate

(Major Code F948)

The Distance Educator Certificate program provided PreK-12 educators, higher education faculty, administrators, school instructional staff, and trainers with practical skills, training, and preparation to be effective distance educators. The certificate program will enhance educator preparation by providing opportunities for educators to navigate through virtual classrooms, utilize and manage instructional tools such as wikis and blogs, and communicate with and receive guidance from current virtual school instructors.

Effective summer 2014, eligibility for financial is available to students enrolled in this program.

Who Should Apply

- PreK-12 educators, higher education faculty, trainers, administrators, and school instructional staff who wish to obtain a certificate and/or increase their levels of expertise in distance education.

Distance Educator Certificate Courses (15 credits)

CODE 600: Foundations of Distance Education (3 credits)	CODE 630: Digital Tools for Virtual Schools (3 credits)
CODE 610: Planning and Assessing in Online Learning (3 credits)	CODE 650: Distance Educator Practicum (3 credits)
Total Credits Required for Certificate Completion 12	

Students completing the Distance Educator Certificate may be able to transfer up to six credits of the Certificate program to a Master of Science or Doctor of Education degree in one of the programs in the Instructional Design and Technology Department.

Certificate of Advanced Graduate Studies

Please see specific Doctoral Major Concentration or Minors areas for required program course information.

Curriculum Development (15 credits)

Curriculum and Teaching (18-24 credits)

Instructional Technology and Distance Education (24 credits)

Master of Arts in Teaching and Learning (MATL)

Curriculum and Instruction Specialization

(Concentration Code F905)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUC 640:	Cognitive Curricula (6 credits)
EDUC 610:	Classroom and Instructional Management (6 credits)	EDUC 650:	Instructional Modes and Technology (6 credits)
EDUC 630:	Action Research in Practice – Curriculum and Instruction (6 credits)	EDUC 620:	Instruction and Assessment for Diverse Classrooms (6 credits)
Total Credits Required for Degree Completion 30			

K-12 Technology Integration Specialization

(Concentration Code F554)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUC 680:	Computer Applications and Technology Across the Curriculum (6 credits)
EDUC 610:	Classroom and Instructional Management (6 credits)	EDUC 682:	Orchestrating Your Classroom with Technology (6 credits)
EDUC 681:	Action Research in Practice—Technology (6 credits)	EDUC 620:	Instruction and Assessment for Diverse Classrooms (6 credits)
Total Credits Required for Degree Completion 30			

Master of Science (M.S.) in Education Degree Programs

Specialization: Curriculum, Instruction, and Technology

Noncertification Track (Major Code F676)

About the Specialization

The M.S. in Education with specialization in Curriculum, Instruction, and Technology is designed for educational professionals who seek site leadership roles in curriculum planning and development with an emphasis on the use of technology to effect change. Upon completion of the program, participants should have gained experience in using educational research, learning theories, and instructional technology to enhance student achievement. Integration of technology into classroom instructional activities, curriculum planning and implementation, and instructional technology leadership are the program focus.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EETC 602:	Technology and the School Curriculum (3 credits)
CAE 502:	Internet for Educators (3 credits)	CAE 510:	Web 2.0 Tool: Applications for Teaching and Learning (3 credits)
CIT 502:	Research in Education: Process and Application (3 credits)	CIT 609:	Special Topics in Curriculum Design 1 (3 credits)
CAE 500:	Introduction to Media and Instruction (3 credits)	CAE 6100:	Classroom and Clinical Applications of Assistive Technology (3 credits)
CAE 504:	Web Authoring 1: Introduction to Web Page Development (3 credits)	CIT 610:	Special Topics in Curriculum Design 2 (3 credits)
CIT 500:	Theories of Learning (3 credits)	Total Credits Required for Degree Completion 36	
CIT 501:	Curriculum and Instruction (3 credits)		
CIT 503:	Assessment of Learning (3 credits)		

Specialization: Educational Technology

Noncertification Track (Major Code F644)

About the Specialization

The M.S. in Education with specialization in Educational Technology is for practitioners who seek experience to fill the expanding need for innovators in the use of new technologies at regional, district and school levels. Graduates of the Educational Technology program are prepared to take on leadership roles in working with teachers and students to model effective technology integration and transform today's classrooms into the learning centers of tomorrow.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CIT 503:	Assessment of Learning (3 credits)
CAE 502:	Internet for Educators (3 credits)	ETEC 601:	Instructional Design (3 credits)
CIT 502:	Research in Education: Process and Application (3 credits)	CAE 504:	Web Authoring 1: Introduction to WWW Page Development (3 credits)
ETEC 602:	Technology and the School Curriculum (3 credits)	CIT 609:	Special Topics in Curriculum Design I (3 credits)
CAE 505:	Web Authoring 2: Beyond Basic WWW Page Development (3 credits)	CAE 510:	Web 2.0 Tools: Applications for Teaching and Learning (3 credits)
CAE 6100:	Classroom and Clinical Applications of Assistive Technology (3 credits)	CIT 610:	Special Topics in Curriculum Design II (3 credits)
CAE 507:	Online Video and Multimedia Production for Education (3 credits)		Total Credits Required for Degree Completion 36

Master of Science in Instructional Technology and Distance Education

(Major Code F503)

The mission of the M.S. Program in Instructional Technology and Distance Education (ITDE) is to develop professionals who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The M.S. in ITDE program provides skills in distance education, instructional media, instructional design, and training. It is designed for working professionals who wish to improve teaching and training skills and for those who wish to become instructional designers, trainers, e-learning specialists, and media professionals. Classes are taught mostly online, with a few classes using a blended approach that involves face-to-face instruction on a long weekend during the term, with the remainder of the instructional activities offered online. Graduates of this program will earn a Master of Science in Instructional Technology and Distance Education

Important Note: Prior to enrollment in a graduate course, all applicants must register for EDU 5000: Orientation to the Graduate Teacher Education Program, during their first session/term.

Program Learning Outcomes

This program aims to impart the following skills:

1. Media production and utilization,
2. Instructional design,
3. Distance education course and program design and delivery,
4. Instructional technology and distance education management, assessment, and evaluation,
5. Research and evaluation

Capstone

ITDE students are required to complete a reflective portfolio project. Students should begin working on their Reflective Portfolio during their first courses in the program. The Reflective Portfolio requires, in part, the collection of course syllabi and major assignments. Enrollment counselors can furnish a copy of the syllabus for the Reflective Portfolio (EDD 6000). The syllabus contains directions about the completion of the Reflective Portfolio.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDD 8001:	Instructional Design (3 credits)
EDD 7123:	Digital Media for Instructional Technology and Distance Education (3 credits)	EDD 8012:	Managing and Evaluating ITDE (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDD 8123:	Advanced Applications in ITDE (3 credits)
EDD 7007:	Principles of Distance Education (3 credits)	EDD 6000:	Portfolio in ITDE (3 credits)
EDD 8008:	Principles of Instructional Technology (3 credits)	**Elective	Any EDD course (3 credits)
EDD 7005:	Instructional Media (3 credits)	ITDE 6016:	Master's Extension I (0 credit)
			Total Credits Required for Degree Completion 33
			**Elective must be any EDD (doctoral level) course, but cannot be an ITDE course.

Educational Specialist (Ed.S.) Degree Program

Specialization: Curriculum, Instruction, Management, and Administration Noncertification Track (Major Code F519)

About the Specialization

The educational specialist with a specialization in Curriculum, Instruction, Management, and Administration focuses on training educators as effective educational and instructional leaders. This specialization provides educators with the skills to develop and evaluate curriculum and curricular programs, with an emphasis on district-level leadership. Course content is research-based and infuses best practices in education.

Program of Study

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

Doctor of Education (Ed.D.) Degree Programs

Concentration Area: Curriculum and Teaching

(Major Code F540)

The concentration in Curriculum and Teaching was developed to prepare leaders serving in various roles in public and private institutions who can skillfully provide direction in curriculum and teaching, and its development, implementation, and evaluation. Faculty members place emphasis on developing the individual's expertise about teaching and learning to enhance organizational leadership and management of instructional programs in schools and other organizations. The program views the study of curriculum through both theoretical and practical lenses. This program focuses on preparing professionals to draw on theory and research in addressing problems in a variety of settings, while developing the knowledge and skills needed to make key decisions regarding curriculum and teaching, with potential impact on policy development in a rapidly changing field.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Curriculum and Teaching will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and presentations, and field based experiences.

Graduates will be able to:

1. Construct and apply knowledge of various curricular models (e.g., standards-based models), in the design, development, implementation, and evaluation of curriculum to make a positive difference in the lives of stakeholders.
2. Demonstrate the effective use of technology in the design, implementation, and assessment of curriculum and teaching, taking into consideration issues of equity, communication, and related social issues.
3. Draw on historical, philosophical, political, sociological and psychological scholarly sources to inform curricular and instructional decision-making processes.
4. Generate solutions to complex problems of practice that address issues of equity, ethics and social justice in the development and design of curriculum and instruction.
5. Research, analyze, and discuss curriculum and instructional processes using multiple perspectives, paradigms, and theories (e.g., critical, hermeneutic, empirical/analytical, etc.) to promote a society that values diversity and to address the needs of learners and members of various communities.
6. Demonstrate critical, creative, and reflective thinking in professional environments emphasizing the generation, transformation and use of professional knowledge in practice.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (18 or 24 credits)

Students with a degree or background in curriculum will take 18 credits in CUR coursework for the concentration and an additional 15 credits of electives (total of 33 credits).

CUR 8110:	Principles of Curriculum and Teaching (3 credits)	CUR 8510:	Social and Political Context of Curriculum (3 credits)
CUR 9510:	Curriculum: Theory and Research (3 credits)	For those students with no background in curriculum, concentration requirements also include six credits as indicated below (total of 24 in the concentration) and 9 credits of electives (total of 33 credits)	
CUR 9610:	Teaching: Theory and Research (3 credits)	EDD 7914:	Curriculum, Teaching, and Technology (3 credits)
CUR 8210:	Curriculum Development and Design (3 credits)	EDD 8124:	Theories of Learning (3 credits)
CUR 8310:	Curriculum Assessment and Evaluation (3 credits)		

Electives (9 or 15 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 75

Concentration Area: Instructional Technology and Distance Education

(Major Code F877)

The primary goal of the concentration in Instructional Technology and Distance Education (ITDE) is to prepare students who desire to lead education and training organizations in improving teaching and learning through the scientifically valid application of instructional technology. The curriculum provides experiences in distance education, instructional media, instructional technology, instructional design, and research-based instructional decision making.

The doctoral program in instructional technology and distance education includes practical information, authentic experiences, and useful skills that can be applied to the continually evolving process of systems-based instruction using the technologies of teaching and learning. Each student completes an applied dissertation. The dissertation contributes theory-based and practical knowledge to the field of instructional technology and distance education. The program is designed to be a model of best practices for distance education.

The concentration in ITDE has at its foundation a domestic approach to the use of instructional technology and development of distance education. Definitions, theories, and research are based on the approach and science of instructional technology and distance education as they are generally practiced in the USA. Courses in the ITDE concentration have an EDD prefix and are taught only in English.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Instructional Technology and Distance Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, and completion of class assignments and class presentations.

Graduates will be able to:

1. Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
3. Use best practices, processes, and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementation, and policymaking.
4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.
5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion referenced measurement, formative and summative evaluation, and long-range planning.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (24 credits)

Required Courses (15 credits)

EDD 7005:	Instructional Media (3 credits)
EDD 7007:	Principles of Distance Education (3 credits)
EDD 8001:	Instructional Design (3 credits)
EDD 8006:	System Analysis and Design (3 credits)
EDD 8008:	Principles of Instructional Technology (3 credits)

Choose any three of the following courses

(9 credits)

EDD 7123:	Digital Media for Instructional Technology and Distance Education (3 credits)
EDD 8121:	Advanced Instructional Design (3 credits)
EDD 8122:	Professional Practice in ITDE (3 credits)
EDD 8123:	Advanced Applications in ITDE (3 credits)
EDD 8124:	Theories of Learning (3 credits)
EDD 8012:	Management and Evaluation of Instructional Technology and Distance Education (3 credits)
EDD 8119:	Contemporary Issues in ITDE (3 credits)
EDD 8120:	Perspectives in ITDE (3 credits)

Electives (9 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Doctor of Education Minor Program

Curriculum Development

(Major Code F884)

CUR 9510:	Curriculum: Theory and Research (3 credits)	CUR 8110:	Principles of Curriculum and Teaching (3 credits)
CUR 9610:	Teaching: Theory and Research (3 credits)	EDD 8124:	Theories of Learning (3 credits)
CUR 8510:	Social and Political Context of Curriculum (3 credits)	Total Credits for Minor Completion 15	

Language and Literacy Department

Please see admissions and graduation requirements in the Student Information section and additional specific program admissions and graduation requirements listed in the specialization and concentration sections of this catalog.

Language and Literacy Department

Welcome to the Department of Language and Literacy. Our community of educators values cross-curricular endeavors in language and literacy development in multicultural and multilingual contexts. We offer programs of study in Reading Education, TESOL Education, English Education, and Spanish Language Education. Our goal is to provide students with innovative opportunities to collaborate, communicate, research, and learn alongside nationally and internationally-recognized faculty. We engage with diverse educational communities to ensure the instruction of language, literacy, and literature is developed in the broadest frames of reference and delivered through evidence-based practices across a variety of modalities. Our faculty collaborates with other departments within the College of Education to provide support for language and literacy instruction in many undergraduate and graduate programs, including our state-approved initial certification programs. The department is committed to the values of education, cultural responsiveness, global awareness, and literacy. We believe that a literate world is one that values reading, writing, listening, speaking, and clear communication integrating both traditional and digital literacies. Come join our learning community where we connect, interpret and use language and literacy for the benefit of the world.

Bachelor of Science (B.S.)

Secondary English Education/ESOL – Florida (120 credits)

Certificate Programs

Reading Endorsement Certificate

(Major Code F590)

The Reading Endorsement Certificate is an add-on endorsement program in Ohio for teachers. It provides a pragmatic learning approach that applies the technology used within the distance education environments today coupled with a focused practical and foundational approach to reading strategies, assessment techniques, content area-specific applications, and reading practice pedagogy. Course content is research-based and infuses scientifically-based evidence of best practices, while providing the skills to develop curriculum and assess, evaluate, and instruct students in reading. It is aligned directly with the Ohio Board of Regents' program licensure requirements for the Reading Endorsement.

Additional Admission Requirements

Valid Ohio Teaching License: Initial/Temporary or Professional

Certificate of Reading Required Courses (15 credits)

RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 585:	Reading in the Content Area (3 credits)
RED 554:	Assessment in Reading (3 credits)	RED 565:	Language Arts in the Secondary School (3 credits)
RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)		Total Credits Required for Certificate Completion 15

Additional Certificate Completion Requirements

Students with a Temporary Teaching License must provide:

- Ohio Assessment for Educators (OAE) Content Assessment-Passing scores of 220 on Reading Subtest I (#038) and Reading Subtest II (#039)
- Evidence of student teaching experience or a minimum of 1 year teaching experience in a K-12 classroom

Students with a Professional Teaching License must submit:

Ohio Assessment for Educators (OAE) Content Assessment-Passing scores of 220 on Reading Subtest I (#038) and Reading Subtest II (#039)

Certificate of Advanced Graduate Studies

Please see specific Doctoral Major Concentration or Minors areas for required program course information.
Reading (18-24 credits)

Master of Arts in Teaching and Learning (MATL)

Elementary Reading Specialization

(Concentration Code F553)

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

Master of Science (M.S.) with a Major in Brain-Based Teaching Program

Reading and Literacy

(Concentration Code F563)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUB 623:	Brain-Based Differentiated Reading Instruction (6 credits)
EDUB 610:	BrainSMART Science, Structure, and Strategies (6 credits)	EDUB 699:	Teacher Leadership Institute: Action Research Project (6 credits)
EDUB 621:	Brain-Based Foundations for Beginning Reading (6 credits)	EDUB 617:	Courageous Learners: Tools for Teaching Students at Risk (6 credits)
EDUB 622:	Connecting the Brain to Higher-Order Thinking and Literacy (6 credits)	Total Credits Required for Degree Completion 36	

Master of Science (M.S.) in Education Degree Programs

Specialization: English Education

Noncertification Track (Major Code F652)

About the Specialization

The M.S. in Education with a specialization in English Education focuses on training educators in the areas of writing and literature. This specialization provides educators with contemporary knowledge in both oral and written communication, as well as in-depth study of twentieth century literary authors. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ENG 635:	Recent Directions in Adolescent Literature (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	**ENG 645:	Recent Directions in the Analysis of Literature (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	ENG 699:	Applied Professional Experience (3 credits)
*ENG 521:	Methods for Teaching Middle School and Secondary English (3 credits)	ENG 650:	Many Voices of Twentieth Century American Literature (3 credits)
ENG 600:	Recent Directions in Oral Communications (3 credits)	ENG 665:	Many Voices in Twentieth Century World Literature (3 credits)
ENG 605:	Recent Directions in Language Learning (3 credits)	ENG 675:	Many Voices in Twentieth Century British Literature (3 credits)
ENG 615:	Recent Directions in Expository Writing (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
ENG 625:	Recent Directions in Creative Writing (3 credits)	Total Credits Required for Degree Completion 37	

*ENG 521 is the prerequisite course which must be passed before students can enroll in ENG 605, ENG 615 and ENG 645. **ENG 645 is the prerequisite course which must be passed before students can enroll in ENG 635, ENG 650, ENG 665, and ENG 675.

Specialization: Middle Grades English Education/ESOL (Major Code A580)**English Education/ESOL** (Major Code A579)**Certification: State Approved – Florida****About the Specialization**

The M.S. in Education with a specialization in English Education is a state approved program in Florida that focuses on preparing educators in the areas of writing and literature. This specialization provides educators with contemporary knowledge in both oral and written communication, as well as in-depth study of twentieth century literary authors. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate,** please provide:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ENG 605:	Recent Directions in Language Learning (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ENG 615:	Recent Directions in Expository Writing (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	ENG 625:	Recent Directions in Creative Writing (3 credits)
ENG 521:	Methods for Teaching Middle School and Secondary English (3 credits)	ENG 635:	Recent Directions in Adolescent Literature (3 credits)
ENG 600:	Recent Directions in Oral Communications (3 credits)	ENG 645:	Recent Directions in the Analysis of Literature (3 credits)
ENG 665:	Many Voices in Twentieth Century World Literature (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
ENG 675:	Voices in Twentieth Century British Literature (3 credits)	ENG 650:	Many Voices of Twentieth Century American Literature (3 credits)
TSOL 510:	Many Classroom TESOL, Theory and Strategies for Teachers (3 credits)	ENG 699:	Applied Professional Experience (3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)

Total Credits Required for Degree Completion 43

***ENG 521 is the prerequisite course which must be passed before students can enroll in ENG 605, ENG 615 and ENG 645. **ENG 645 is the prerequisite course which must be passed before students can enroll in ENG 635, ENG 650, ENG 665, and ENG 675.**

Additional Graduation Requirements**Students with a Temporary Teaching Certificate must provide:**

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in English Education 5-9 or 6-12
- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

Subject Area Exam (SAE) in English Education 5-9 or 6-12

**Specialization: Reading Education
Noncertification Track** (Major Code F513)

About the Specialization

The M.S. in Education with a specialization in Reading Education focuses on preparing educators in the areas of literacy and language arts. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in the area of reading. Course content is research-based and infuses scientifically-based evidence of best practices in the science of reading.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 565:	Language Arts in the Secondary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 580:	Educational Measurements (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 585:	Reading in the Content Area (3 credits)
RED 554:	Assessment in Reading (3 credits)	RED 5271:	Reading Supervision and Curriculum Development (3 credits)
RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
RED 560:	Literature for Children and Adolescents (3 credits)	Total Credits Required for Degree Completion 37	

**Specialization: Reading Education
Certification: State Approved – Florida** (Major Code A513)

About the Specialization

The M.S. in Education with a specialization in Reading Education is a state-approved program in Florida for add-on certification for teachers. It focuses on the areas of literacy and language arts. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in reading. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate,** please provide:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 565:	Language Arts in the Secondary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 580:	Educational Measurements (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 585:	Reading in the Content Area (3 credits)
RED 554:	Assessment in Reading (3 credits)	RED 5271:	Reading Supervision and Curriculum Development (3 credits)
RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
RED 560:	Literature for Children and Adolescents (3 credits)	Total Credits Required for Degree Completion 37	

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Reading K-12
- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
Subject Area Exam (SAE) in Reading K-12

Specialization: Reading Education

Certification: State Approved – Nevada Add-On Endorsement (Major Code A513)

About the Specialization

The M.S. in Education with a specialization in Reading Education is a state-approved, add-on endorsement program in Nevada for teachers. It focuses on the areas of literacy and language arts. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in reading. Course content is research-based and infuses scientifically-based evidence of best practices in the science of reading. It is aligned directly with the Nevada Department of Education's program certification requirements.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 554:	Assessment in Reading (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)	RED 585:	Reading in the Content Area (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	RED 5271:	Reading Supervision and Curriculum Development (3 credits)
RED 565:	Language Arts in the Secondary School (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments (3 credits)
RED 580:	Educational Measurements(3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
RED 587:	Supervised Reading Practicum II:Group Remediation (3 credits)		Total Credits Required for Degree Completion 37

Additional Graduation Requirements

Praxis II – Passing scores on the following areas:
Subject Assessments/Specialty Area Test:

- Teaching Reading (024/5204) minimum score 165

Specialization: Reading Education

Certification: State Approved – Ohio Add-On Endorsement (Major Code A513)

About the Specialization

The M.S. in Education with a specialization in Reading Education is a state-approved, add-on endorsement program in Ohio for teachers. It focuses on the areas of literacy and language arts. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in reading. Course content is research-based and infuses scientifically-based evidence of best practices in the science of reading. It is aligned directly with the Ohio Board of Regents' program licensure requirements.

Additional Admission Requirements

1. **Valid Teaching License:** Initial/Temporary or Professional
2. **If entering with Initial/Temporary Teaching License, please provide:**
 - Passing scores on the Praxis I, **or** Praxis I Pre-Professional Skills Test: Combined Test, **or** Praxis Core Academic Skills for Educators, **or** GRE score of 500 (combined verbal and quantitative scales only)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 554:	Assessment in Reading (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 560:	Literature for Children and Adolescents (3 credits)

RED 565:	Language Arts in the Secondary School (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments (3 credits)
RED 580:	Educational Measurements (3 credits)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
RED 585:	Reading in the Content Area (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
RED 5271:	Reading Supervision and Curriculum Development (3 credits)		
Total Credits Required for Degree Completion 37			

Additional Graduation Requirements

Ohio Assessment for Educators (OAE) Content Assessment-Passing scores of 220 on Reading Subtest I (#038) and Reading Subtest II (#039)

**Specialization: Reading/Teaching English to Speakers of Other Languages (RESOL)
Noncertification Track (Major Code F611)**

About the Specialization

The M.S. in Education with a specialization in Reading /Teaching English to Speakers of Other Languages (RESOL) is a dual endorsement program that provides students a background in the theory and practice of teaching English as a second language and the theory and practice of teaching Reading. This innovative and attractive degree program combines the requirements of our approved Florida TESOL endorsement with our approved Florida Reading endorsement. It is appropriate for teachers who would like to pursue a graduate degree that will enhance their career opportunities in these two areas.

Nova Southeastern University’s Abraham S. Fischler College of Education will no longer accept new applicants for this program as of the Fall 2015 semester. All enrolled students will be offered a customized plan to complete degree requirements.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 567:	Applied Linguistics (3 credits)
		TSOL 569:	Methodology of TESOL (3 credits)

RED 585: Reading in the Content Area (3 credits)

Or
TSOL 575: Critical Issues in TESOL (3 credits)

CUR 526: Educational Research for Practitioners (3 credits)

EDU 600: Accomplished Practices Seminar (0.5 credit)

EDU 620: Teacher Education Simulation (0.5 credit)

Reading Endorsement Courses

RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)

RED 554: Assessment in Reading (3 credits)

RED 570: Foundations of Reading: Theory and Practice (3 credits)

RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits)

RED 587: Supervised Reading Practicum II: Group Remediation (3 credits)

Total Credits Required for Degree Completion 37

ESOL Endorsement Courses

TSOL 515: Curriculum Development for TESOL (3 credits)

TSOL 547: Testing and Evaluation in TESOL (3 credits)

TSOL 562: Cultural and Cross-Cultural Studies (3 credits)

**Specialization: Spanish Language Education
Noncertification Track (Major Code F520)**

About the Specialization

This program is designed for candidates who have an advanced knowledge of Spanish. Participants will further develop their proficiency in the four skills (listening, speaking, reading, and writing) while they study innovative teaching methodologies, culture, literature, and linguistics. An effort has been made to include skills appropriate for teaching at all K-12 levels, from elementary school Spanish to the Advanced Placement courses. Strategies appropriate for teaching Spanish as a foreign language as well as Spanish for heritage speakers will be explored. Course content is research-based and infuses best practices in education.

The Spanish Language Education program is conducted completely in Spanish, thus an advanced or close to advanced level of Spanish language proficiency is needed in order to be successful. As of the Fall 2012, in order to graduate, students must achieve at least an Intermediate-High Level on the Official Spanish ACTFL Oral Proficiency Interview (OIT), an oral language assessment.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 556:	Peoples and Cultures of Latin America (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	LANG 561:	Representative Spanish Authors II (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	LANG 576:	Readings in Content Area Spanish (3 credits)
LANG 530:	Advanced Spanish Grammar (3 credits)	LANG 581:	Foreign Language Methods (3 credits)
LANG 531:	Advanced Spanish Composition (3 credits)	LANG 699:	Applied Professional Experience in Spanish Language Education (3 credits)
LANG 545:	Peoples and Cultures of Spain (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
LANG 550:	Spanish Linguistics for Teachers (3 credits)		
LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)		

Choose one of the following three-credit courses

LANG 560:	Representative Spanish Authors I (3 credits)
LANG 575:	Spanish Children's Literature (3 credits)

Total Credits Required for Degree Completion 37

Specialization: Spanish Language Education

Certification: State Approved – Florida (Major Code A520)

About the Specialization

The M.S. in Education with a specialization in Spanish Language Education is a state-approved program in Florida for add-on certification for teachers who have an advanced knowledge of Spanish. The courses in this curriculum include essential education courses as well as Spanish courses that will enable the candidates to teach at all K-12 levels, from elementary school Spanish to the Advanced Placement courses. Strategies appropriate for teaching Spanish as a foreign language as well as Spanish for heritage speakers will be explored. Course content is research-based and infuses best practices in education.

The Spanish Language Education program is conducted completely in Spanish, thus an advanced or close to advanced level of Spanish language proficiency is needed to be successful. Beginning in the Fall, 2012, entering students will need to pass an oral language assessment (through a testing service) in order to graduate.

Additional Admission Requirements

1. Valid Teaching Certificate: Temporary or Professional
2. If entering with Temporary Teaching Certificate provide passing scores on **all** subtests for:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 556:	Peoples and Cultures in Early Latin America (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	LANG 560:	Representative Spanish Authors I (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	LANG 575:	Spanish Children's Literature (3 credits)
LANG 530:	Advanced Spanish Grammar (3 credits)	Or	
LANG 531:	Advanced Spanish Composition (3 credits)	LANG 550:	Spanish Linguistics for Teachers (3 credits)
LANG 576:	Readings in Content Area Spanish (3 credits)	LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)
LANG 581:	Foreign Language Methods (3 credits)	LANG 699:	Applied Professional Experience in Spanish Language Education (3 credits)
LANG 545:	Peoples and Cultures of Spain (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
LANG 561:	Representative Spanish Authors II (3 credits)		

Total Credits Required for Degree Completion 37

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Spanish
- d. Evidence of student teaching experience or have a minimum of one (1) year of full-time teaching experience in a K-12 school
- e. Pass the Spanish Oral Proficiency Interview with an "Advanced Low" or higher proficiency level

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
Subject Area Exam (SAE) in Spanish

Specialization: Spanish Language Education with Bilingual Endorsement

Certification: State Approved – Nevada (Major Code A529)

About the Specialization

The M.S. in Education with a specialization in Spanish Language Education with Bilingual Endorsement is a state-approved program in Nevada for an add-on endorsement for teachers who have an advanced knowledge of Spanish. It focuses on the areas of writing, literature, and Spanish culture. This specialization provides educators with contemporary knowledge in both oral and written communication with an emphasis in teaching subject-area content in the Spanish language. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education’s program certification requirements.

The Spanish Language Education program is conducted completely in Spanish, thus an advanced or close to advanced level of Spanish language proficiency is needed to be successful. Beginning in the Fall, 2012, entering students will need to pass an oral language assessment (through a testing service) in order to graduate.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 575:	Spanish Children’s Literature (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 500:	Foundations of Bilingual Education (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
LANG 530:	Advanced Spanish Grammar (3 credits)	TSOL 525:	Teaching Reading and Literacy Development in Spanish (3 credits)
LANG 531:	Advanced Spanish Composition (3 credits)	TSOL 580:	Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)
LANG 545:	Peoples and Cultures of Spain (3 credits)	TSOL 699:	Applied Professional Experience (3 credits)
LANG 550:	Spanish Linguistics for Teachers (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
LANG 561:	Representative Spanish Authors II (3 credits)		

Total Credits Required for Degree Completion 37

Specialization: Teaching English as a Foreign Language (TEFL)

Noncertification Track (Major Code F907)

About the Specialization

The M.S. in Education with a specialization in Teaching English as a Foreign Language focuses on preparing current and future educators in the areas of foreign language instruction, curriculum development, and assessment and evaluation. This specialization provides students with a foundation in the second language learning theories and instructional technology and distance education, and then allows students to further explore advanced studies in applied linguistics or technology. Course content is research based and infuses best practices in education. This program has been designed for individuals interested in teaching English as a foreign language in international environments and does not lead to certification for teaching in a public K-12 context in the United States. The program options offered, including several international partnerships, make it a unique program for those outside the United States who work in foreign language settings.

Nova Southeastern University’s Abraham S. Fischler College of Education will no longer accept new applicants for this program as of the Fall 2015 semester. Interested new applicants should consider the TESOL specialization, which offers TEFL curriculum. All enrolled students will be offered a customized plan to complete degree requirements.

Program of Study

Required Core Courses

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TEFL 530:	Technology in TEFL (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TEFL 547:	Testing and Evaluation in TEFL (3 credits)
TEFL 515:	Curriculum and Materials Development (3 credits)	TSOL 569:	Methodology of TESOL (3 credits)
		TEFL 580:	Second Language Acquisition and Learning (3 credits)

INED 500: Comparative International Education (3 credits)
TEFL Electives – Select four courses (12 credits)
 TEFL 525: Teaching English to Children (3 credits)
 TEFL 563: International Englishes: Historical Development and Usage (3 credits)
 TEFL 562: Sociolinguistics for TEFL Practitioners (3 credits)

TEFL 575: Structure of English (3 credits)
 TSOL 567: Applied Linguistics (3 credits)
Field Experience
 TSOL 699: Applied Professional Experience in TESOL (3 credits)

Total Credits Required for Degree Completion 36

**Specialization: Teaching English to Speakers of Other Languages (TESOL)
 Noncertification Track** (Major Code F660)

About the Specialization

The Master of Science (M.S.) degree program in education with a specialization in teaching English to speakers of other languages (TESOL) helps prepare practicing teachers in literacy development for non-native English speakers. This program melds theoretical instruction with hands-on experiences, arming students with research-based methods and best practices for teaching English in both domestic and international settings. Students in this program select from a broad range of courses to develop a customized program of study that best aligns with their professional goals.

Courses are offered on a rotating basis. Students will work closely with their advisor and department faculty to plan a program of study that best fits their needs.

Program of Study

Required Core Courses 15 credits

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 567: Applied Linguistics (3 credits)
TSOL 575: Critical Issues in TESOL (3 credits)	TEFL 530: Technology in TEFL (3 credits)
TEFL 580: Second Language Acquisition and Learning (3 credits)	TSOL 699: Applied Professional Experience in TESOL (3 credits)

TESOL Electives Select 21 Credits

INED 500: Comparative International Education (3 credits)	TEFL 525: Teaching English to Children (3 credits)
ESE 610: Speech and Language Development and Disabilities (3 credits)	TEFL 563: International Englishes: Historical Development and Usage (3 credits)
TLDR 653: Teacher as Leader: Collaborative Practices for Promoting Student, Classroom, and School Improvement (3 credits)	TEFL 562: Sociolinguistics for TEFL Practitioners (3 credits)
TSOL 500: Foundations of Bilingual Education (3 credits)	TEFL 575: Structure of English (3 credits)
TSOL 562: Cultural and Cross-Cultural Studies (3 credits)	TSOL 515: Curriculum Development for TESOL (3 credits)
TSOL 569: Methodology of TESOL (3 credits)	TEFL 515: Curriculum and Materials Development (3 credits)
TSOL 580: Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)	TSOL 547: Testing and Evaluation in TESOL (3 credits)
	TEFL 547: Testing and Evaluation in TEFL (3 credits)

Total Credits Required for Degree Completion 36

**Specialization: Teaching English to Speakers of Other Languages (TESOL)
 Certification: State Approved – Nevada Add-On Endorsement** (Major Code A660)

About the Specialization

The M.S. in Education with a specialization in Teaching English to Speakers of Other Languages is a state-approved program in Nevada for an add-on endorsement for teachers. It focuses on the areas of literacy development and subject-area content instruction for non-native English speakers. This specialization provides educators with skills for assessment, evaluation, curriculum development, and instruction of non-native English speaking students. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's program licensure requirements.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 562:	Cultural and Cross-Cultural Studies (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 567:	Applied Linguistics (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	TSOL 569:	Methodology of TESOL (3 credits)
TSOL 500:	Foundations of Bilingual Education (3 credits)	TSOL 525:	Teaching Reading and Literacy Development in Spanish (3 credits)
TSOL 515:	Curriculum Development for TESOL (3 credits)	TSOL 699:	Applied Professional Experience (3 credits)
TSOL 547:	Testing and Evaluation in TESOL (3 credits)	TSOL 575:	Critical Issues in TESOL (3 credits)
TEFL 535:	Teaching English to Adolescents and Adults (3 credits)	TSOL 580:	Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)
		Total Credits Required for Degree Completion 37	

Specialization: Teaching English to Speakers of Other Languages (TESOL)**Certification: State Approved – Ohio Add-On Endorsement** (Major Code A660)**About the Specialization**

The M.S. in Education with a specialization in Teaching English to Speakers of Other Languages is a state-approved program in Ohio for an add-on endorsement for teachers. It focuses on the areas of literacy development and subject-area content instruction for non-native English speakers. This specialization provides educators with skills for assessment, evaluation, curriculum development, and instruction of non-native English-speaking students. Course content is research-based and infuses best practices in education, while aligning directly with the Ohio Board of Regents' program licensure requirements.

Additional Admission Requirements

- Valid Teaching License:** Initial/Temporary or Professional
- If entering with Initial/Temporary Teaching License**, please provide:
 - Passing scores on the Praxis I (Reading: 174, Writing: 172, and Mathematics: 172), **or** Praxis I Pre-Professional Skills Test: Combined Test (Reading: 174, Writing: 172, and Mathematics: 172), **or** Praxis Core Academic Skills for Educators (Reading: 156, Writing: 162, and Mathematics: 150), **or**
 - GRE Score of 300 (combined verbal and quantitative scales only)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 567:	Applied Linguistics (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 569:	Methodology of TESOL (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	TSOL 525:	Teaching Reading and Literacy Development in Spanish (3 credits)
TSOL 500:	Foundations of Bilingual Education (3 credits)	TSOL 575:	Critical Issues in TESOL (3 credits)
TSOL 515:	Curriculum Development for TESOL (3 credits)	TSOL 580:	Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)
TSOL 547:	Testing and Evaluation in TESOL (3 credits)	TEFL 535:	Teaching English to Adolescents and Adults (3 credits)
TSOL 562:	Cultural and Cross-Cultural Studies (3 credits)	TSOL 699:	Applied Professional Experience in TESOL (3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)
		Total Credits Required for Degree Completion 37	

Additional Graduation Requirements

Ohio Assessment for Educators (OAE) Content Assessment-Passing score of 220 on English to Speakers of Other Languages test (#021)

Master of Science (M.S.) in Education Endorsement Programs

Reading Endorsement

(Florida State Approved) (Major Code A513)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 554:	Assessment in Reading (3 credits)
		RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 587:	Supervised Reading Practicum II: Group Remediation* (3 credits)
RED 575:	Contemporary Foundations of Reading (3 credits)		

Total Credits Required for Endorsement Area 15

**Refer to Course Descriptions for prerequisites*

Teaching English to Speakers of Other Languages (TESOL) Endorsement

(Florida State Approved) (Major Code A660)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 562:	Cultural and Cross-Cultural Studies (3 credits)
		TSOL 567:	Applied Linguistics (3 credits)
TSOL 569:	Methodology of TESOL (3 credits)	TSOL 547:	Testing and Evaluation in TESOL (3 credits)
TSOL 515:	Curriculum Development for TESOL (3 credits)		

Total Credits Required for Endorsement Area 15

Educational Specialist (Ed.S.) Degree Programs

Specialization: English Education

Noncertification Track (Major Code F652)

About the Specialization

The Ed.S. with a specialization in English Education focuses on training educators in the areas of writing and literature. This specialization provides educators with advanced contemporary knowledge in both oral and written communication, as well as in-depth study of twentieth century literary authors. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ENG 765:	Theory and Practice in Teaching Global Literature (3 credits)
EDU 704:	Comparative Studies of Education Systems (3 credits)	ENG 715:	Composition Theory and English Language Arts Classrooms and Curricula (3 credits)
EDU 708:	Research Design in Education (3 credits)	ENG 745:	Literary Theory and English Language Arts Classrooms and Curricula (3 credits)
EDU 714:	Families, Schools, and Communities (3 credits)	ENG 755:	Arts and Media in English Language Arts Classrooms and Curricula (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	**ENG 785:	Assessment, Integration, and Curriculum Design in Secondary English Language Arts (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
ENG 705:	Language and Linguistics in English Language Arts Classrooms and Curricula (3 credits)		

**Course in Development

Total Credits Required for Degree Completion 36

Specialization: Reading Education

Noncertification Track (Major Code F513)

About the Specialization

The Ed.S. with a specialization in Reading Education focuses on training educators in the areas of research, reading disorders, and literacy issues for middle and high school grade levels. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in the area of reading. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	Ed.S. students with no reading background take the following two reading courses:
EDU 708:	Research Design in Education (3 credits)	RED 570: Foundations of Reading: Theory and Practice (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	RED 575: Contemporary Foundations of Reading: Research Prospective (3 credits)
EDU 714:	Families, Schools, and Communities (3 credits)	Choose two of the following courses:
EDU 719:	Current Research in Human Development (3 credits)	LTRC 711: Assessment in the Early Literacy and Reading Classroom (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	LTRC 716: Curriculum Approach and Prescriptive Instruction in Early Literacy Programs (3 credits)
*RED 730:	Critical Issues in Reading (3 credits)	LTRC 722: Research in Oral and Written Language Development (3 credits)
*RED 731:	Interpreting Research in Reading Education (3 credits)	LTRC 735: Advanced Seminar in Children's Literature (3 credits)
*RED 732:	Reading Disorders: Diagnosis and Remediation (3 credits)	
RED 733:	Academic Literacy Issues in Middle and Secondary Grades (3 credits)	Total Credits Required for Degree Completion 36
RED 787:	Educational Field-Based Project in Reading (3 credits)	*Must be taken before RED 733

Specialization: Reading Education
Certification: State Approved – Nevada (Reading Specialist Endorsement) (Major Code A513)

About the Specialization

The Ed.S. with a specialization in Reading Education focuses on training educators in the areas of scientifically-based research, reading disorders, and literacy issues for middle and high school grade levels. This specialization provides educators with the skills to develop curriculum and assess, evaluate, and instruct students in the area of reading. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

- A strong Reading Education background is highly recommended. The Reading Program faculty strongly encourages applicants without a Reading Education background to enroll in RED 570 and RED 575.
- Valid Nevada permanent teaching license

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	*RED 732:	Reading Disorders: Diagnosis and Remediation (3 credits)
EDU 708:	Research Design in Education (3 credits)	RED 733:	Academic Literacy Issues in Middle and Secondary Grades (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	RED 787:	Educational Field-Based Project in Reading (3 credits)
EDU 714:	Families, Schools, and Communities (3 credits)	LTRC 711:	Assessment in the Literacy and Reading Classroom (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	LTRC 722:	Research in Oral and Written Language Development (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)		
*RED 730:	Critical Issues in Reading (3 credits)		
*RED 731:	Interpreting Research in Reading Education (3 credits)		

Additional Optional Electives

RED 570:	Foundations of Reading: Theory and Practice (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)

Total Credits Required for Degree Completion 36 (or 42 Credits with Optional Electives)

***Must be taken before RED 733**

Additional Graduation Requirements

Students must take and pass the Praxis II Reading Specialist (0204/5204): Minimum score 165

Specialization: Teaching English to Speakers of Other Languages (TESOL)
Noncertification Track (Major Code F660)

About the Specialization

The Ed.S. with a specialization in Teaching English to Speakers of Other Languages focuses on training educators as experts on issues, trends, and policies of teaching English as a second language. This specialization provides educators with skills for assessment and evaluation, as well as an international scope of English language acquisition. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 710:	Language Learning and Teaching for Multi-lingual Classrooms of the 21st Century (3 credits)
EDU 708:	Research Design in Education (3 credits)	TSOL 720:	International and National Assessment and Evaluation of English Language Acquisition (3 credits)
EDU 704:	Comparative Studies of Education Systems (3 credits)	TSOL 730:	International and Comparative Education: Issues in Language and Literacy Policy (3 credits)
EDU 714:	Families, Schools, and Communities (3 credits)	TSOL 740:	International Englishes: History, Issues, and Teaching Trends (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	TSOL 750:	Distance Education Technology for Teaching English as a New Language (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	TSOL 760:	Literature Review in TESOL (3 credits)
APR 750:	Educational Field-Based Project (3 credits)		

Total Credits Required for Degree Completion 36

Doctor of Education (Ed.D.) Degree Programs

Concentration Area: Reading

(Major Code F513)

The primary goal of the concentration in reading is to prepare students for leadership and lifelong learning in the field of literacy education. The doctoral program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge and practice of accomplishments such as knowledge of subject matter, critical thinking, applied research, continuous improvement, ethical treatment of students, human development and learning, formal and informal assessments, professional development, and higher order cognitive skills.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Reading will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and field based experiences.

Graduates will be able to:

1. Apply historical and contemporary research findings that address literacy and literacy acquisition.
2. Apply contemporary research findings that address ethical strategies for teaching struggling readers ELL, special needs, and multicultural students.
3. Apply contemporary research findings that address development of international literacy progress.
4. Apply contemporary research findings that address standards, assessment, and high-stakes testing in educational settings.
5. Apply contemporary research findings that identify the development of exemplary teachers.
6. Address issues affecting teaching and learning at various developmental levels.
7. Identify and demonstrate knowledge of the role of literacy coaches and reading specialists.
8. Demonstrate ability to critically evaluate research in theory and practice.
9. Set up and manage literacy programs.
10. Evaluate current research findings concerning special education and reading.
11. Evaluate research findings concerning response to intervention.
12. Apply contemporary research findings that address the history of teacher education and its implication.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (18-24 credits)

Students with little or no reading background will take the following two courses:

EDD 9001: Advanced Perspectives on Literacy Issues (3 credits)

EDD 9002: Reading Theory: Research and Practice (3 credits)

Students with a strong reading background can substitute electives for EDD 9001 and EDD 9002

EDD 9003: Advanced Seminar in Foundations of Reading Education (3 credits)

EDD 9004: Teaching Reading in Multicultural Classrooms (3 credits)

EDD 9005: Literacy Across the Curriculum (3 credits)

EDD 9006: Reading Intervention: Research and Practice (3 credits)

EDD 9007: Research and Practice in Literature for K-12 Classrooms (3 credits)

EDD 9008: Literacy Assessments in K – Grade 4 (3 credits)

Electives (9-15 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses. The number of hours in this area varies depending upon the student taking 18 or 24 concentration credits based upon the experiential and educational credentialing in reading of the student.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Teaching and Learning Department

Please see admissions and graduation requirements in the Student Information section and additional specific program admissions and graduation requirements listed in the specialization and concentration sections of this catalog.

Teaching and Learning Department

The Department of Teaching and Learning houses programs that meet the needs of students aspiring to become teachers and for those seeking careers as professionals in education related fields. It also offers programs for inservice teachers and educators working in a variety of educational contexts interested in continuing to advance and refine professional knowledge in a range of academic fields. Anchored on current research, degree programs provide opportunities to connect theory into practice through engaging instructional practices.

Degree programs are offered at the undergraduate (A.A. and B.S.) and graduate levels (M.S., M.A., Ed.S., Ed.D.). Most programs at the undergraduate level and selected graduate programs lead to teacher certification in a variety of content areas. Graduate level endorsements are included among the department offerings. Graduate programs also include a range of diverse offerings for those interested in advancing their knowledge at the Master's, Educational Specialist and Doctoral level.

Faculty in the Department of Teaching and Learning are recognized as experienced educators and are known for their scholarly work, research-oriented activities, and student-centered approach. Many are nationally and internationally recognized as leaders in their field. They embrace the spirit of NSU's core values of excellence in teaching, valuing and appreciation for diversity, student-centeredness and service to the community.

Associate of Arts (A.A.) Degree Program

Early Childhood Education (60 credits)

Bachelor of Science (B.S.)

Child Development (120 credits)

Elementary Education/ESOL Endorsement/Reading Endorsement– Florida (120 credits)

Elementary Education - Nevada

Exceptional Student Education/ESOL – Florida (120 credits)

Exceptional Student Education – Nevada

Prekindergarten/Primary Education/ESOL – Florida (120 credits)

Secondary Biology Education – Florida (122 credits)

Secondary Mathematics Education – Florida (122 credits)

Secondary Social Studies Education – Florida (120 credits)

Certificate Programs

Child Development Associate (CDA)

Florida Department of Children and Families Director Credential

Early Childhood Education

Add-On Endorsement

Driver Education (9 credits)

Minors

Education (18 credits)

Physical Education (19 credits)

Certificate Programs

Certificate of Advanced Graduate Studies

Please see specific Doctoral Major Concentration or Minors areas for required program course information.

Autism (15 credits)

Early Childhood (15 credits)

Elementary and Middle Grades Science, Technology, Engineering and Math (18 credits)

Special Education (21 credits)

Urban Education (15 credits)

Master of Arts in Teaching and Learning (MATL)

Elementary Math Specialization

(Concentration Code F552)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUC 670:	Teaching and Assessing Mathematics through Technology (6 credits)
EDUC 610:	Classroom and Instructional Management (6 credits)	EDUC 672:	Best Practices for Teaching Mathematics Across the Curriculum (6 credits)
EDUC 671:	Action Research in Practice – Mathematics (6 credits)	EDUC 620:	Instruction and Assessment for Diverse Classrooms (6 credits)
Total Credits Required for Degree Completion 30			

K-8 Science, Technology, Engineering and Math (STEM) Education

(Concentration Code F696)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUC 691:	Action Research in Practice – STEM (6 credits)
EDUC 610:	Classroom and Instructional Management (6 credits)	EDUC 692:	STEM Across the Curriculum (6 credits)
EDUC 690:	STEM Foundations and Instructional Interventions (6 credits)	EDUC 620:	Instruction and Assessment for Diverse Classrooms (6 credits)
Total Credits Required for Degree Completion 30			

Master of Science (M.S.) with a Major in Brain-Based Teaching Program

Learning and Teaching

(Concentration Code F580)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUB 614:	Differentiated Instruction: Respecting Brain-Based Learner Differences (6 credits)
EDUB 610:	BrainSMART Science, Structure, and Strategies (6 credits)	EDUB 617:	Courageous Learners: Tools for Teaching Students at Risk (6 credits)
EDUB 612:	Thinking for Results: Applying the Science of Student Achievement (6 credits)	EDUB 699:	Teacher Leadership Institute: Action Research Project (6 credits)
		EDUB 619:	Student Achievement and Classroom Management (6 credits)
Total Credits Required for Degree Completion 36			

Master of Science (M.S.) in Education Degree Programs

Specialization: Early Childhood Special Education Noncertification Track (Major Code F533)

About the Specialization

The M.S. in Education with a specialization in Early Childhood Special Education focuses on assessment, intervention, and instructional strategies for young children with disabilities, with a strong emphasis on language and literacy development. The program includes the four-state-approved courses for the Florida Prekindergarten Disabilities Endorsement.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)
EC 620:	Research Issues in Child Development (3 credits)
EC 501:	Language Acquisition and Development (3 credits)
EC 519:	Health and Safety Issues in Early Childhood Classrooms (Birth through Age 8) (3 credits)
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)
EP 5265:	Assessing the Needs of Young Children with Disabilities (3 credits)
EP 5270:	Nature and Needs of Young Children with Disabilities (3 credits)
EP 5275:	Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 credits)
EDU 620:	Teacher Education Simulation (0.5 credit)

Choose one of the following tracks (9 credits)

Preschool Track (ages 3-5)

EC 579:	Foundations of Emergent Literacy (3 credits)
EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 credits)
EP 5280	Working with Families of Young Children with Disabilities and the Community (3 credits)

Early Intervention Track

EC 586:	Early Intervention Trends and Issues (3 credits)
EC 502:	Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5)
EC 517:	Seminar on Family Systems for Early Childhood Educators (3 credits)

Family Specialist Track

EP 5280	Working with Families of Young Children with Disabilities and the Community (3 credits)
EC 517:	Seminar on Family Systems for Early Childhood Educators (3 credits)
EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)

Capstone

ECSE 699:	Applied Professional Experience in Early Childhood Special Education (3 credits)
-----------	--

Total Credits Required for Degree Completion 37

Specialization: Early Literacy (Florida Students) Noncertification Track (Major Code F506)

About the Specialization

The M.S. in Education with a specialization in Early Literacy focuses on training educators in the areas of language acquisition and literacy development for children from birth to age eight. This specialization provides educators with skills for assessment, curriculum development, and teaching reading. Course content is research-based and aligns directly with the professional practice standards set forth by the National Association for the Education of Young Children.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	RED 554:	Assessment in Reading (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 518:	Developmentally Appropriate Curricula Practices in Multicultural Settings (3 credits)
EC 501:	Language Acquisition and Development (3 credits)	RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
EC 579:	Foundations of Emergent Literacy (3 credits)		

EC 699:	Applied Professional Experience (3 credits)
EC 521:	Developmentally Appropriate Literature based Curriculum for Young Children (3 credits)
EC 526:	Family Literacy (3 credits)
EDU 620:	Teacher Education Simulation (3 credits)

***Students interested in obtaining the Florida Reading Endorsement will need to complete the following additional courses:**

RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)

Total Credits Required for Degree Completion 37

**Specialization: Early Literacy (Nevada Students)
Noncertification Track** (Major Code F506)

About the Specialization

The M.S. in Education with a specialization in Early Literacy focuses on training educators in the areas of language acquisition and literacy development for children from birth to age eight. This specialization provides educators with skills for assessment, curriculum development, and teaching reading. Course content is research-based and aligns directly with the professional practice standards set forth by the National Association for the Education of Young Children.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 554:	Assessment in Reading (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EC 521:	Developmentally Appropriate Literature- based Curriculum for Young Children (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EC 699:	Applied Professional Experience (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)
EC 579:	Foundations of Emergent Literacy (3 credits)	EC 526:	Family Literacy (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
EC 518:	Developmentally Appropriate Curricula Practices in Multicultural Settings (3 credits)	Total Credits Required for Degree Completion 37	

**Specialization: Elementary Education
Noncertification Track – Florida** (Major Code F511)

About the Specialization

The M.S. in Education with a specialization in Elementary Education focuses on training educators in the area of K-Grade 6 instruction. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, mathematics, science, and the arts. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 601:	Teaching Language Arts in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	ELE 602:	Teaching Science in the Elementary School (3 credits)
EDU 508:	Instructional and Assessment Strategies (3 credits)	ELE 699:	Applied Professional Experience (3 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)	ELE 505:	Teaching Visual Arts and Music in the Elementary School (2 credits)
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	ELE 506:	Teaching Physical Education and Health Education in the Elementary School (2 credits)
RED 554:	Assessment in Reading (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)

TSOL 510: Classroom TESOL, Theory and Strategies for Teachers (3 credits)
 TSOL 520: Second Language Learning: Theory, Methods, and Evaluation (3 credits)

EDU 620: Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 41

Specialization: Elementary Education with ESOL Endorsement and Reading Endorsement
Certification: State Approved – Florida (Major Code A509)

About the Specialization

The M.S. in Education with a specialization in Elementary Education is a state-approved program in Florida for add-on certification for teachers. It focuses on the area of K-Grade 6 instruction. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, mathematics, science, social studies and the arts. Course content infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education’s program certification requirements for elementary education and ESOL and Reading endorsements. Course content is research-based and includes best practices in literacy for the reading endorsement aligning with the Florida Department of Education’s program certification requirements for reading education. Also, course content is designed to include best practices in Exceptional Student Education (ESE) for elementary education candidates.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credits)	ELE 602: Teaching Science in the Elementary School (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)	ELE 699: Applied Professional Experience (3 credits)
EDU 600: Accomplished Practices Seminar (0.5 credit)	ELE 505: Teaching Visual Arts and Music in the Elementary School (2 credits)
EDU 508: Instructional and Assessment Strategies (3 credits)	ELE 506: Teaching Physical Education and Health Education in the Elementary School (2 credits)
ELE 503: Reading in the Elementary Classroom (3 credits)	ELE 603: Teaching Elementary Social Studies in a Multicultural Society (3 credits)
ELE 504: Methods of Teaching Reading in the Elementary School (3 credits)	TSOL 510: Classroom TESOL, Theory and Strategies for Teachers (3 credits)
RED 554: Assessment in Reading (3 credits)	TSOL 520: Second Language Learning: Theory, Methods, and Evaluation (3 credits)
ELE 601: Teaching Language Arts in the Elementary School (3 credits)	ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)
ELE 502: Methods of Teaching Mathematics in the Elementary School (3 credits)	EDU 620: Teacher Education Simulation (0.5 credit)

Total Credits Required for Degree Completion 44

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Elementary Education K-6
- d. Evidence of student teaching experience, **or** have a minimum of one (1) year full-time teaching experience in an Elementary classroom (K through grade 6).

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- Subject Area Exam (SAE) in Elementary Education K-6

**Specialization: Elementary Education
Noncertification Track – Nevada** (Major Code F511)

About the Specialization

The M.S. in Education with a specialization in Elementary Education focuses on training educators in the area of kindergarten through grade six instruction. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, mathematics, science, and the arts. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 602:	Teaching Science in the Elementary School (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	ELE 699:	Applied Professional Experience (3 credits)
EDU 508:	Instructional and Assessment Strategies (3 credits)	ELE 540:	Creativity in the Elementary School Curriculum (3 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 40			

**Specialization: Elementary Education
Certification: State Approved – Nevada Add-on Endorsement** (Major Code A511)

About the Specialization

The M.S. in Education with a specialization in Elementary Education leading to Nevada add-on endorsement focuses on preparing educators in the area of K-Grade 6 instruction. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, mathematics, science, and the arts. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	CUR 526:	Educational Research for Practitioners (3 credits)
EDU 508:	Instructional and Assessment Strategies (3 credits)	ELE 602:	Teaching Science in the Elementary School (3 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)	ELE 699:	Applied Professional Experience (3 credits)
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	ELE 540:	Creativity in the Elementary School Curriculum (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 40			

Nevada Students must demonstrate completion of eighteen (18) hours of credit to include the following; at least six (6) content hours in Mathematics, six (6) content hours in Science, and six (6) content hours in Social Studies either in a prior B.S. program or during the M.S. program.

Additional Graduation Requirements

Praxis II – Minimum passing scores on the following area:

Subject Assessment/Specialty Area Tests:

Elementary Education (K-8): Elementary Education: Instructional Practice and Applications (5019): minimum score: 155

**Specialization: Exceptional Student Education
Certification and Noncertification Tracks** (Major Codes A515 and F515)

The FCE programs in Exceptional Student Education/Special Education (ESE) prepare professionals to assume positions as teachers, professors, administrators, and disability service providers. The MS program with a specialization in ESE addresses the academic and professional needs of individuals who: (a) are certified teachers or related services professionals who seek to engage in advanced, specialized study in the field, or (b) seek teacher certification (Florida) or licensure (Nevada) in the field of ESE.

Option A: Noncertification Program: Customized Study in ESE. This option offers a program of study that does not result in certification. The program is open to (a) certified teachers who seek to attain the MS in ESE and/or add categorical endorsements to current certification, and (b) individuals from the related services who seek to attain the MS in ESE. Students have the option to design a customized program of study. This option is intended to permit students to concentrate on a categorical area of study (disability specific) or to study a combination of courses that best meet individual career objectives and needs.

The customized MS in ESE requires a minimum of 37 credit hours; 21 hours (seven courses) must be completed in the field. Courses may be selected from options that carry the prefix of ESE, CBD, EDU (Gifted) or EP (see course listings provided). Students are encouraged to add coursework (remaining 15 credits) from an academic area that addresses the highly qualified provisions for teachers as outlined in state and federal legislation (e.g., reading, content area coursework, brain-based learning courses).

Students will collaborate with an ESE faculty member and an Academic Advisor to develop the customized program of study. The finalized program represents a contract between FCE and the student; any changes or modifications to the program must be negotiated between the student and the ESE faculty member.

Note: The customized program does not lead to certification; however, the completion of specific courses may meet individual state requirements for “add-on” endorsements and/or certification (e.g., Cognitive and Behavioral Disorders [CBD]). Students are to refer to their respective State Departments of Education to determine specific endorsement requirements. Florida residents may pursue the alternative route to certification established by the Florida Department of Education (DOE). Information regarding alternative certification can be found on the DOE website at the following link: <http://www.fldoe.org/teaching/certification/steps-to-certification>

Option B: Certification/Licensure. Certified teachers who seek to pursue ESE certification in the State of Florida will follow the prescribed program of study as approved by the Florida Department of Education (36+ credit hours). Nevada students who seek to add ESE licensure will follow the prescribed program of study as approved by the Nevada Department of Education (48 credit hours).

Note: Completion of the MS degree program does not ensure certification; additional requirements to attain full certification are issued by each state department of education. Students are to refer to their respective State Departments of Education to determine specific certification requirements.

**Section I: Program of Study: Noncertification
Total Credits Required for Degree Completion 37
Additional Admission Requirements**

Certified/Licensed Educator or Related/Direct Services Professional

Required Courses

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 600:	Accomplished Practices Seminar (0.5 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credits)
CBD 501:	Special Education Law (3 credits)		
CBD 502	Assessment and Diagnosis of Exceptional Learners (3 credits)		
or			
ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)		
or	Equivalent (please contact academic advising for further information)		

Customized (Selected) Courses: The remaining courses (minimum of 15 credits) are to be selected from the following Categorical program options:

Note: Students may select from the full menu of courses available, including ESE courses offered as part of the certification programs. For the purposes of planning, disability specific courses are grouped by categorical area; additional ESE courses are listed following the categorical information.

Autism

- EP 650: Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)
- EP 655: Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)
- EP 660: Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
- EP 665: Language, Communication Development & Augmentative Communication in Autism Spectrum Disorder (3 credits)

Developmental/Intellectual Disabilities

- CBD 510: Characteristics and Needs of Students with Developmental Disabilities (3 credits)
- CBD 513: Methods for Teaching Students with Developmental Disabilities (3 credits)

Emotional and Behavioral Disorders

- CBD 512: Characteristics and Needs of Students with Emotional Behavioral Disorders (3 credits)
- CBD 515: Methods for Teaching Students with Emotional Behavioral Disorders (3 credits)

Gifted

- EDU 550: Nature and Needs of the Gifted (3 credits)
- EDU 551: Educational Procedures for the Gifted (3 credits)
- EDU 555: Seminar for the Guidance of Gifted Children (3 credits)
- EP 5281: Developing Creativity in Gifted Students (3 credits)
- EP 5282: Educating Special Populations of Gifted Students (3 credits)
- EDU 561: Independent Study for Research on Gifted Students (3 credits)
- EP 699: Applied Professional Experience in Gifted Education (3 credits)

Learning Disabilities

- CBD 511: Characteristics and Needs of Students with Learning Disabilities (3 credits)
- CBD 514: Methods for Teaching Students with Learning Disabilities (3 credits)

Prekindergarten Disabilities (Refer to course descriptions for prerequisites)

- EP 5265: Nature and Needs of Young Children with Disabilities (3 credits)
- EP 5270: Assessing the Needs of Young Children with Disabilities (3 credits)
- EP 5275: Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 credits)
- EP 5280: Working with Families of Young Children with Disabilities and the Community (3 credits)

Additional Exceptional Student Education Course Options

- CBD 503: Classroom Management (3 credits)
- CBD 504: Curriculum and Instructional Materials for Exceptional Learners (3 credits)
- CBD 505: Working with Families of Exceptional Learners (3 credits)
- CBD 506: Transition of Exceptional Learners (3 credits)
- CBD 508: Methods and Strategies in Behavior Management (3 credits)
- CBD 509: Social Skills Training (3 credits)
- CBD 516: Teaching Mathematics to Exceptional Learners (3 credits)
- CBD 517: Teaching Reading to Exceptional Learners (3 credits)

Additional Endorsements

Students who seek an additional endorsement (add-on certification) in a content cognate area of study (e.g., TESOL or Reading) should refer to their respective State Department of Education to determine certification requirements. FCE requirements for content areas of specialization are published and can be located in this catalog. For additional information, contact your ESE faculty and/or Academic Advisor.

Section II: Program of Study: State Approved Programs Options**Additional Admission Requirements – Florida**

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).
3. Subject Area Exam (SAE) in Exceptional Student Education K-12

- | | |
|--|---|
| EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit) | ESE 610: Speech and Language Development and Disabilities (3 credits) |
| CUR 526: Educational Research for Practitioners (3 credits) | ESE 620: Behavior Management of Exceptional Students (3 credits) |
| EDU 600: Accomplished Practices Seminar (0.5 credits) | ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits) |
| ESE 600: Survey of Exceptionalities of Children and Youth (3 credits) | ESE 640: Transition Skills and Services for Exceptional Students (3 credits) |

ESE 650:	Instructional Strategies for Exceptional Students (3 credits)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)	ESE 699:	Applied Professional Experience in Exceptional Student Education (3 credits)
ESE 670:	Inclusive Education for Exceptional Students (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credits)
ESE 680:	Teaching Social and Personal Skills to Exceptional Students (3 credits)		

Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's certification requirements for exceptional student education and ESOL endorsement.

Additional Admission Requirements – Nevada

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary, Provisional, or Non-renewable Teaching License,** please provide
 - Passing scores on the Praxis I (Reading: 174, Writing: 172, and Mathematics: 172), **or** Praxis I Pre-Professional Skills Test: Combined Test (Reading: 174, Writing: 172, and Mathematics: 172), **or** Praxis Core Academic Skills for Educators (Reading: 156, Writing: 162, and Mathematics: 150) **or**
3. Passing scores on the California Basic Educational Skills Test (CBEST)

Nevada Students seeking an add-on endorsement in Exceptional Student Education must enroll in the following:

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credits)	ESE 650:	Instructional Strategies for Exceptional Students (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 610:	Speech and Language Development and Disabilities (3 credits)	ESE 670:	Inclusive Education for Exceptional Students (3 credits)
ESE 620:	Behavior Management of Exceptional Students (3 credits)	ESE 699:	Applied Professional Experience in Exceptional Student Education (3 credits)
ESE 680:	Teaching Social and Personal Skills to Exceptional Students (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credits)
ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)		

Additional Coursework to Add an Endorsement(s) to Degree Program of Study

Note: Additional Admission Requirements for Florida State Approved Endorsement:

1. **Autism:** Valid Teaching Certificate, Temporary or Professional, in any exceptional student education area.
2. **Prekindergarten with Disabilities:** Valid Teaching Certificate, Temporary or Professional, in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education.

Autism

EP 650:	Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)
EP 655:	Nature of Autism: Intervention Methods, Strategies, and Application (3 credits)
EP 660:	Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
EP 665:	Language, Communication Development & Augmentative Communication in Autism Spectrum Disorders (3 credits)

Nevada Students must also enroll in:

ESE 610:	Speech and Language Development and Disabilities (3 credits)
----------	--

Gifted

EDU 550:	Nature and Needs of the Gifted (3 credits)
EDU 551:	Educational Procedures for the Gifted (3 credits)
EDU 555:	Seminar for the Guidance of Gifted Children (3 credits)
EP 5281:	Developing Creativity in Gifted Students (3 credits)
EP 5282:	Educating Special Populations of Gifted Students (3 credits)
EDU 561:	Independent Study for Research on Gifted Students (3 credits)
EP 699:	Applied Professional Experience in Gifted Education (3 credits)

Prekindergarten Disabilities

EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)
EP 5270:	Assessing the Needs of Young Children with Disabilities (3 credits)
EP 5275:	Behavior Management of Young Children with Disabilities (3 credits)
EP 5280:	Working with Families of Young Children with Disabilities and the Community (3 credits)

Reading

RED 554:	Assessment in Reading (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)

Additional Graduation Requirements – Florida**Students with a Temporary Teaching Certificate must provide:**

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Exceptional Student Education K-12
- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

Subject Area Exam (SAE) in Exceptional Student Education K-12

Additional Graduation Requirements – Nevada

Praxis II – Minimum passing scores on the following area:

Subject Assessment/Specialty Area Tests:

Principles of Learning and Teaching (PLT) Grades K-6 (5622/0622) minimum score: 160 **or**

Grades 7-12 (5624/0624) minimum score 157 **and**

Special Education: Core Knowledge and Applications (5354/0354) minimum score: 159

Specialization: Gifted Education
Noncertification Track (Major Code F527)

About the Specialization

The M.S. in Education with a specialization in Gifted Education focuses on preparing educators to guide gifted and advanced students to achieve their maximum potential. This specialization provides educators with the skills to create curriculum and instruct gifted students, with an emphasis on the development of their creativity. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EP 5281:	Developing Creativity in Gifted Students (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5282:	Educating Special Populations of Gifted Students (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EDU 561:	Independent Study for Research on Gifted Students (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	EP 699:	Applied Professional Experience in Gifted Education (3 credits)
EDU 550:	Introduction to Nature and Needs of the Gifted (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
EDU 555:	Seminar for the Guidance of Gifted Children (3 credits)	Electives – Select three courses (9 credits)	
EDU 551:	Educational Procedures for the Gifted (3 credits)	Total Credits Required for Degree Completion 37	

Specialization: Gifted Education
Certification: State Approved – Nevada Add-On Endorsement (Major Code A527)

About the Specialization

The M.S. in Education with a specialization in Gifted Education is a state-approved program in Nevada for an add-on endorsement for teachers. It focuses on preparing educators to guide gifted and advanced students to achieve their maximum potential. This specialization provides educators with the skills to create curriculum and instruct gifted students, with an emphasis on the development of their creativity. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's program licensure requirements.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EP 5281:	Developing Creativity in Gifted Students (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5282:	Educating Special Populations of Gifted Students (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EDU 561:	Independent Study for Research on Gifted Students (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	EP 699:	Applied Professional Experience in Gifted Education (3 credits)
EDU 550:	Introduction to Nature and Needs of the Gifted (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
EDU 555:	Seminar for the Guidance of Gifted Children (3 credits)	Electives – Select three courses (9 credits)	
EDU 551:	Educational Procedures for the Gifted Child (3 credits)	Total Credits Required for Degree Completion 37	

Additional Graduation Requirements

Praxis II – Minimum passing scores on the following area:

Subject Assessment/Specialty Area Tests:

Gifted (0357) minimum score: 160

**Specialization: Interdisciplinary Arts
Noncertification Track** (Major Code F536)

About the Specialization

The M.S. in Education with a specialization in Interdisciplinary Arts (IAP) focuses on developing visionary and conceptual artists to assume leadership roles at any professional arts organization, company, or institution and/or to initiate innovative arts programs, events, and original works of intellectual property. This specialization provides educators and artists with expertise in visioning a global culture, arts and expressive therapies, dramatic writing, business and corporate applications, multimedia technological resources, and arts leadership. Course content is research-based and infuses best practices in education.

The IAP Specialization offers courses in Drama Therapy. FCE does not issue certification in Drama Therapy. Rather, completing the program approved electives in the Drama Therapy option satisfies the M.S. degree requirement as set forth by the National Association for Drama Therapy (NADT) to become a Registered Drama Therapist (RDT). In addition to completing an approved M.S. degree, NADT has other requirements which are described on the program's webpage. Here is the link to our IAP microsite http://www.schoolfed.nova.edu/iap/dramatherapy_option.htm

Program of Study

**Core Courses
(15 credits)**

- EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)
- EIA 526: Research in Interdisciplinary Arts: An Introduction to the I. A. Program (3 credits)
- EIA 501: Interdisciplinary Arts in Society, Community, and School (3 credits)
- EIA 506: Applied Aesthetics in the Arts: Curriculum and Instruction (3 credits)
- EIA 503: Arts and Classroom Management: Infusing Arts into the Classroom (3 credits)
- EIA 511: Studies in Creative Process and Conceptual Arts: A Quantum Vision (3 credits)

IAP Electives

Select five (15 credits)

- EIA 512: Arts and Expressive Therapies: A Survey (3 credits)
- EIA 513: The Art of Words: Writing for Dramatic Media (3 credits)
- EIA 514: Business Applications of Interdisciplinary Arts and Social Entrepreneurism (3 credits)
- EIA 515: Thou Art: Reuniting Culture and Spirit for a Global Society (3 credits)
- EIA 517: Interdisciplinary Arts Infusion: From Chaos to Order (3 credits)
- EIA 537: Musical Theatre Studies (3 credits)
- EIA 630: International Cinema Studies in Italy (3 credits)
- EIA 540: Moving Art: Aesthetic of the Motion Picture 1922-1966 (3 credits)
- EIA 557: Cinematherapy I: Images with a Purpose (3 credits)
- EIA 558: Cinematherapy II: Personal and Social Awareness through Cinema (3 credits)
- EIA 600: International Arts and Culture Infusion (3 or 6 credits)
- EIA 6505: Special Topics in Interdisciplinary Arts I (3 credits)
- EIA 6506: Special Topics in Interdisciplinary Arts II (3 credits)

Applied Professional Experience

Select one (6 credits)

- EIA 688: Capstone: Interdisciplinary Arts Leadership (6 credits)
- EIA 689: Capstone: Theatre Arts Leadership (6 credits)
- EIA 690: Capstone: Musical Arts Leadership (6 credits)
- EIA 691: Capstone: Visual Arts Leadership (6 credits)
- EIA 692: Capstone: Dance Arts Leadership (6 credits)

Drama Therapy Option (21 credits)

In addition to the Core Courses, complete the following:

- EIA 512: Arts and Expressive Therapies: A Survey (3 credits)
- EIA 525: Principles of Drama Therapy (3 credits)
- EIA 689: Capstone: Theatre Arts Leadership (6 credits)

The following elective courses are offered by the Department of Family Therapy in the College of Humanities, Arts, and Social Sciences. *Students in the Drama Therapy track must complete these electives for the Drama Therapy Option*

- SFTM 5310: Introduction to Systems Theories (3 credits)
- SFTM 6333: Theories of Personality and Psychopathology (3 credits)
- SFTM 6374: Human Development and Individual/Group Psychotherapy (3 credits)

For further information on these courses, please see the CAHSS catalog at <http://shss.nova.edu/catalog.pdf> or email the program coordinator at hartmann@nova.edu, or dfournie@nova.edu

Total Credits Required for Degree Completion 36

**Specialization: Mathematics Education
Noncertification Track** (Major Code F653)

About the Specialization

The M.S. in Education with a specialization in Mathematics Education focuses on preparing educators in the areas of middle, secondary, and postsecondary mathematics. This specialization provides educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem solving skills in students. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000: Orientation for the Graduate Teacher Education Program (0 credit)	MAT 522: Methods of Teaching Middle and Secondary Math (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)	MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits)
EDU 600: Accomplished Practices Seminar (0.5 credit)	MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)
MAT 504: Algebra in Secondary Schools (3 credits)	MATH 699: Applied Professional Experience in Mathematics Education (3 credits)
MAT 506: Strategies for Teaching Calculus (3 credits)	EDU 620: Teacher Education Simulation (0.5 credits)
MAT 507: Linear and Abstract Algebra for Teachers (3 credits)	
MAT 508: Conquering the Teaching of Calculus (3 credits)	
MAT 509: Learning Geometry in the K -12 Classroom (3 credits)	
MAT 511: Teaching Probability and Statistics in the K -12 Classroom (3 credits)	
MAT 513: Problem-Solving Strategies in Mathematics Classrooms (3 credits)	

For Postsecondary Educators

MAT 514: Topics in Applied Algebra and Geometry (3 credits)
MAT 515: Probability and Statistics (3 credits)
MAT 516: Elements of Differential Calculus (3 credits)
MAT 517: Elements of Integral Calculus (3 credits)
MAT 518: Linear Algebra (3 credits)
MAT 519: Abstract Algebra (3 credits)

***You must obtain faculty permission for Postsecondary Educators' courses**
Total Credits Required for Degree Completion 37

Specialization: Middle Grades Mathematics Education (Major Code A582)
Secondary Mathematics Education (Major Code A955)
Certification: State Approved – Florida

About the Specialization

The M.S. in Education with a specialization in Mathematics Education is a state approved program that focuses on preparing educators in the areas of middle and secondary school mathematics. This specialization provides educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem solving skills in students. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
 - General Knowledge Test (GKT), or
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000: Orientation for the Graduate Teacher Education Program (0 credit)	MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)
CUR 526: Educational Research for Practitioners (3 credits)	MAT 511: Teaching Probability and Statistics in the K -12 Classroom (3 credits)
EDU 600: Accomplished Practices Seminar (0.5 credit)	MAT 508: Conquering the Teaching of Calculus (3 credits)
MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits)	MAT 506: Strategies for Teaching Calculus (3 credits)
MAT 504: Algebra in Secondary Schools (3 credits)	MAT 507: Linear and Abstract Algebra for Teachers (3 credits)
MAT 509: Learning Geometry in the K -12 Classroom (3 credits)	MATH 699: Applied Professional Experience in Math Education (3 credits)
MAT 513: Problem-Solving Strategies in Mathematics Classrooms (3 credits)	EDU 620: Teacher Education Simulation (0.5 credit)
MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits)	

Total Credits Required for Degree Completion 37

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Mathematics Education 5-9 or 9-12
- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

Subject Area Exam (SAE) in Mathematics Education 5-9 or 9-12

Specialization: Multicultural Early Intervention

Noncertification Track (Major Code F574)

About the Specialization

The M.S. in Education with a specialization in Multicultural Early Intervention focuses on training early childhood education professionals working in programs serving young children and their families in a multicultural or cross-cultural setting. This specialization provides the preparation and skills necessary for early intervention, as well as those skills needed for developing curriculum, assessing needs, managing a classroom, and developing language and literacy. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 519:	Health, Safety, and Nutrition Issues in Early Childhood (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5280:	Working with Families of Young Children with Disabilities and the Community (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EP 5270:	Assessing the Needs of Young Children with Disabilities (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	ECSE 699:	Applied Professional Experience in Early Childhood Special Education (3 credits)
EC 586:	Early Intervention: Trends and Directions (3 credits)	EP 5275:	Intervention Strategies and Classroom Behavior Management of Young Children (3 credits)
EC 502:	Program Development for Infants, Toddlers and Preschoolers (Birth-Age 5) (3 credits)	EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
EC 501:	Language Acquisition and Development (3 credits)	Total Credits Required for Degree Completion 37	

Specialization: Prekindergarten-Primary Education
Noncertification Track (Major Code F609)

About the Specialization

The M.S. in Education with a specialization in Prekindergarten - Primary Education focuses on preparing educators to work with young children from prekindergarten through grade three. This specialization provides educators with the skills to meet the needs of young children and develop appropriate learning experiences in the areas of language and literacy, and concepts in mathematics, science, and the arts. Course content is research-based and infuses best practices in early childhood education following the guidelines from the National Association for the Education of Young Children.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 699:	Applied Professional Experience in Early Childhood Education (3 credits)
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)	EC 521:	Developmentally Appropriate Literature-Based Curriculum for Young Children (3 credits)
EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)	EC 503:	Child Study and Assessment (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	Total Credits Required for Degree Completion 37	

Specialization: Early Childhood (Prekindergarten/Primary PK-3) Education

Certification: State Approved – Nevada Add On Endorsement (Major Code A609)

About the Specialization

The M.S. in Education with a specialization in Prekindergarten - Primary Education is a state-approved, add-on endorsement program in Nevada for teachers emphasizing the teaching of children in prekindergarten through grade three. It provides educators with skills for assessing and teaching language and literacy, and concepts in mathematics, science, and social studies. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's licensure requirements for early childhood education.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)
CUR 526:	Research for Practitioners (3 credits)	EC 512:	Concept Development: Math and Science (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EC 503:	Child Study and Assessment (3 credits)	EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	EC 699:	Applied Field Experience in Early Childhood Education (3 credits)
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	Total Credits Required for Degree Completion 37	

Additional Graduation Requirements

Praxis II – Passing scores on the following areas:

Early Childhood Education: Birth-K or Birth-Grade 2:

- Early Childhood: Content Knowledge Score (5022/0022): Minimum score: 158
- Education of Young Children Score (5024) minimum score: 160

Specialization: Prekindergarten-Primary Education with ESOL Endorsement Certification: State Approved – Florida (Major Code A610)

About the Specialization

The M.S. in Education with a specialization in Prekindergarten - Primary Education with ESOL endorsement is a state-approved program in Florida for add-on certification for teachers. It focuses on the area of teaching students in prekindergarten through grade three. This specialization provides educators with the skills for assessing and teaching language and literacy, and concepts in mathematics, science, and the arts. Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's certification requirements for prekindergarten and primary education. Courses are aligned with the standards from the National Association for the Education of Young Children.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate,** please provide:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 554:	Assessment in Reading (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)	EC 699:	Applied Professional Experience (3 credits)
Or		TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)	EC 521:	Developmentally Appropriate Literature-Based Curriculum for Young Children (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	EC 503:	Child Study and Assessment (3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)

Total Credits Required for Degree Completion 43

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Prekindergarten/Primary Education (Age 3 to Grade 3)
- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

Subject Area Exam (SAE) in Prekindergarten/Primary Education (Age 3 to Grade 3)

**Specialization: Preschool Education
Noncertification Track** (Major Code F526)

About the Specialization

The M.S. in Education with a specialization in Preschool Education prepares educators to work with children from birth to age four (infants, toddlers and young preschoolers). This specialization provides educators with the necessary knowledge base, skills, and dispositions required to plan and provide developmentally-based learning experiences for very young children. Course content is research based and integrates current research and best practices in early childhood education based on the standards from the National Association for the Education of Young Children.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 518:	Developmentally Appropriate Curriculum in Multicultural Settings (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EP 5270:	Assessing the Needs of Young Children with Disabilities (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 541:	Guiding Behavior in the Preschool Classroom (3 credits)
EC 502:	Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) (3 credits)	EC 531:	Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth-Age 4) (3 credits)
EC 579:	Foundations of Emergent Literacy (3 credits)	EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)
EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)	EC 699:	Applied Professional Experience (3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 37			

**Specialization: Preschool Education
Certification: State Approved – Florida** (Major Code A526)

About the Specialization

The M.S. in Education with a specialization in Preschool Education is a state-approved program in Florida for add-on certification for teachers. It prepares educators to work with children from birth to age four (infants, toddlers and young preschoolers). This specialization provides educators with the necessary knowledge base, skills, and dispositions required to plan and provide developmentally-based learning experiences for very young children. Course content is research based and integrates current research and best practices in early childhood education based on the standards from the National Association for the Education of Young Children.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 518:	Developmentally Appropriate Curriculum in Multicultural Settings (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	EP 5270:	Assessing the Needs of Young Children with Disabilities (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 541:	Guiding Behavior in the Preschool Classroom (3 credits)
EC 502:	Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) (3 credits)	EC 531:	Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth-Age 4) (3 credits)
EC 579:	Foundations of Emergent Literacy (3 credits)	EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)
EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)	EC 699:	Applied Professional Experience in Early Childhood Education (3 credits)
TSOL 510:	Classroom TESOL, Theories and Strategies for Teachers (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 40			

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Preschool Education (Birth-Age 4)

- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
Subject Area Exam (SAE) in Preschool Education (Birth-Age 4)

Specialization: Science Education

Noncertification Track (Major Code F656)

About the Specialization

The M.S. in Education with a specialization in Science Education focuses on preparing educators regarding Science Content Standards as specified by the National Science Teachers Association. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. Course content is research-based and infuses best practices in education and strategies for teaching science.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 602:	Teaching Comprehensive Ocean Science (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	SCI 603:	Teaching Inquiry-Based Life Science (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SCI 604:	Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
SCI 523:	Methods in Science Education (3 credits)	SCI 699:	Applied Professional Experience in Science Education (3 credits)
SCI 600:	Foundations of Physical Science for Teachers (3 credits)	Elective	(3 credits)
SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)	Elective	(3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 37			

Specialization: Science Education

Certification: State Approved – Florida (Major Code A656)

About the Specialization

The M.S. in Education with a specialization in Science Education leading to certification for teachers in Florida focuses on the teaching of Science Content Standards for grades 5-9 as specified by the National Science Teachers Association. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. Course content is research-based and infuses best practices in education and strategies for teaching science, while aligning directly with the Florida Department of Education's certification requirements for Middle Grade General Science in grades 5-9.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 602:	Teaching Comprehensive Ocean Science (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SCI 603:	Teaching Inquiry-Based Life Science (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	SCI 604:	Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
SCI 523:	Methods in Science Education (3 credits)	SCI 699:	Applied Professional Experience in Science Education (3 credits)
SCI 600:	Foundations of Physical Science for Teachers (3 credits)	Elective	(3 credits)
SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)	Elective	(3 credits)
		EDU 620:	Teacher Education Simulation (0.5 credit)
Total Credits Required for Degree Completion 37			

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Middle School General Science
- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
 Subject Area Exam (SAE) in Middle School General Science

**Specialization: Social Studies Education
 Noncertification Track** (Major Code F657)

About the Specialization

The M.S. in Education with a specialization in Secondary Social Studies Education focuses on preparing educators in the areas of history, geography, economics, and government for secondary school students. This specialization provides educators with the skills to develop curriculum and instruct students using a variety of learning techniques. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SST 623:	American History I in the Middle and Secondary Curriculum (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SST 625:	American History II in the Middle and Secondary Curriculum (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	SST 627:	World History I in 5-12 Curriculum (3 credits)
SST 524:	Methods for Teaching Social Studies (3 credits)	SST 629:	World History II in 5-12 Curriculum (3 credits)
SST 612:	Economics in the Middle and Secondary Curriculum (3 credits)	SST 630:	Contemporary Social Problems and Issues (3 credits)
SST 614:	Geography in the Middle and Secondary Curriculum (3 credits)	SST 699:	Applied Professional Experience in Social Studies Education (3 credits)
SST 616:	Sociological Perspectives in Our Multicultural Society (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
SST 622:	Consent of the Governed: American Government (3 credits)	Total Credits Required for Degree Completion 37	

Specialization: Middle Grades Social Studies Education (Major Code A583)
Secondary Social Studies Education (Major Code A657)

Certification: State Approved – Florida

About the Specialization

The M.S. in Education with a specialization in Secondary Social Studies Education is a state-approved program in Florida for add-on certification for teachers. It focuses on preparing educators in the areas of history, geography, economics, and government for secondary school students. This specialization provides educators with the skills to develop curriculum and instruct students using a variety of learning techniques. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

1. **Valid Teaching Certificate:** Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
 - General Knowledge Test (GKT), **or**
 - GRE score of 300 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SST 614:	Geography in the Middle and Secondary Curriculum (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SST 616:	Sociological Perspectives in Our Multicultural Society (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)	SST 622:	Consent of the Governed: American Government (3 credits)
SST 524:	Methods for Teaching Social Studies (3 credits)	SST 623:	American History I in the Middle and Secondary Curriculum (3 credits)
SST 612:	Economics in the Middle and Secondary Curriculum (3 credits)	SST 625:	American History II in the Middle and Secondary Curriculum (3 credits)

SST 627:	World History I in 5-12 Curriculum (3 credits)	SST 699:	Applied Professional Experience in Social Studies Education (3 credits)
SST 629:	World History II in 5-12 Curriculum (3 credits)	EDU 620:	Teacher Education Simulation (0.5 credit)
SST 630:	Contemporary Social Problems and Issues (3 credits)	Total Credits Required for Degree Completion 37	

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

- Professional Education Test (PED)
- General Knowledge Test (GKT)
- Subject Area Exam (SAE) in Social Studies 5-9 or Social Studies 6-12
- Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:

Subject Area Exam (SAE) in Social Studies 5-9 or Social Studies 6-12

Master of Science in Teacher Leadership

(Major Code F601)

The M.S. in Education with a specialization in Teacher Leadership is designed to provide experienced P-12 practitioners with advanced knowledge in the art and science of engaging and applying research and evidence-based practices, mentoring, collaborations and decision making essential for leading systematic change aimed at improving student outcomes. Strong teacher leaders are a critical factor to high-performing schools and educational programs; they help lead in coordinating school and program reforms, and inspire colleagues, students, and all stakeholders. Experiences in this specialization provide educators with the skills and competencies vital to help close achievement gaps, facilitate learning for students, and promote equitable practices to meet the needs of diverse learners.

Program Learning Outcomes

Successful candidates of the Masters of Science in Teacher Leadership will be able to:

- foster a collaborative culture within the organization to support educator development and student learning;
- assess and engage research to improve professional practice and student learning;
- promote professional learning for continuous improvement of self and colleagues;
- facilitate improvements in instruction and student learning in a diverse and global context;
- promote use of assessments and data for student, school, and district improvement;
- improve outreach and collaboration with families and community; and
- advocate for students, families, and the profession.

Additional Admission Requirements

- Valid Teaching Certificate/License
- Applicants must have a minimum of 3 years of experience teaching.

Program of Study

EDU 5000:	Orientation to Graduate Teacher Education (0 credit)	TLDR 671:	Seminar on Global Classroom Improvement Practices (3 credits)
TLDR 653:	Teacher as Leader: Collaborative Practices for Promoting Student, Classroom, and School Improvement (3 credits)	TLDR 673:	Leading Student Learning in Culturally Diverse Contexts: Challenges and Opportunities (3 credits)
TLDR 665:	Research and Evidence-based Practices: Promoting Classroom Change (3 credits)	TLDR 675:	Family and Community Collaborations: Advocacy and Leadership Practices (3 credits)
TLDR 667:	Current Trends in Assessment and Data Driven Improvement Planning (3 credits)	*Specialization Area:	Select 3 courses: Literacy and Reading, Special Needs, TESOL, Early Childhood Education, STEM (9 credits)
		TLDR 697:	The Reflective Teacher Leader Capstone Project (3 credits)
Total Credits for Degree Completion 30			

***Note: Students may select three FCE Master of Science courses (9 credits) from any of the following areas: Literacy and Reading, Special Needs (ESE), TESOL, Early Childhood Education (including Prekindergarten/Primary Education and Preschool Education), and STEM. Please refer to the Master's Program and Master's Degree Course Descriptions sections of the catalog for course selection.**

**Specialization: Teaching and Learning
Noncertification Track** (Major Code F750)

About the Specialization

The M.S. in Education with a specialization in Teaching and Learning focuses on preparing educators to conduct an effective learning environment in the classroom. This specialization provides educators with skills for classroom management, assessment, and curriculum development, as well as in-depth study of the effects of psychology, culture, and society on learning. Course content is research-based and infuses best practices in education.

Nova Southeastern University's Abraham S. Fischler College of Education will no longer accept new applicants for this program as of the Fall 2015 semester. All enrolled students will be offered a customized plan to complete degree requirements.

Program of Study

Core Courses (18 credits)

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)	EDU 503: Classroom Management and Organization (3 credits)
EDU 600: Accomplished Practices Seminar (0.5 credit)	CUR 526: Educational Research for Practitioners (3 credits)
RED 550: Foundations of Reading for Content Area Teachers (3 credits)	CUR 591: Assessment and Evaluation (3 credits)
EDU 502: Psychological Foundations in Education (3 credits)	EDU 620: Teacher Education Simulation (0.5 credit)
	APR 650: Educational Field Based Project (3 credits)

Students taking any of the Florida State-Approved Endorsement tracks: Gifted Education, Reading Education, or TESOL must also complete the following course:

CUR 506: Curriculum and Instruction (3 credits)

Select one of the Endorsement Areas (15 credits) or Directed Content Course Sequences (18 credits)

• **Gifted Education Endorsement (15 credits)**

EDU 550: Introduction to Nature and Needs of the Gifted (3 credits)
EDU 551: Educational Procedures for the Gifted (3 credits)
EDU 555: Seminar for Guidance of the Gifted Children (3 credits)
EP 5282: Educating Special Populations of Gifted Students (3 credits)
EP 5281: Developing Creativity in Gifted Students (3 credits)

• **TESOL Endorsement (15 credits)**

TSOL 569: Methodology of TESOL (3 credits)
TSOL 515: Curriculum Development for TESOL (3 credits)
TSOL 562: Cultural and Cross-Cultural Studies (3 credits)
TSOL 567: Applied Linguistics (3 credits)
TSOL 547: Testing and Evaluation in TESOL (3 credits)

• **Reading Education Endorsement (15 credits)**

RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 554: Assessment in Reading (3 credits)
RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits)

• **Computer Science Education Directed Content Course Sequence (18 credits)**

CSE 501: Computing Resources for Teachers (3 credits)
CSE 505: Computer Applications for Teachers (3 credits)
CSE 510: Instructional Applications of Technology: Introduction to Programming Concepts (3 credits)
CSE 517: Web Applications for Computer Science Education (3 credits)
CSE 525: Introduction to Structured Programming for Computer Science Educators (3 credits)
CSE 515: Methods of Teaching Computer Science K-12 (3 credits)

• **English Education Directed Content Course Sequence (18 credits)**

ENG 600: Recent Directions in Oral Communications (3 credits)
ENG 615: Recent Directions in Expository Writing (3 credits)
ENG 635: Recent Directions in Adolescent Literature (3 credits)
ENG 645: Recent Directions in Literary Analysis (3 credits)
ENG 665: Many Voices in Contemporary World Literature (3 credits)
ENG 521: Methods of Teaching Middle School and Secondary English (3 credits)

- **Mathematics Education Directed Content Course Sequence (18 credits)**

MAT 504:	Algebra in Secondary Schools (3 credits)
MAT 506:	Strategies for Teaching Calculus (3 credits)
MAT 507:	Linear and Abstract Algebra for Teachers (3 credits)
MAT 508:	Conquering the Teaching of Calculus (3 credits)
MAT 509:	Learning and Teaching Geometry in the K-12 Classrooms (3 credits)
MAT 522:	Methods of Teaching Middle and Secondary Mathematics (3 credits)

- **Social Studies Education Directed Content Course Sequence (18 credits)**

SST 616:	Sociological Perspectives in our Multicultural Society (3 credits)
SST 622:	Consent of the Governed: American Government (3 credits)
SST 623:	American History I in the Middle and Secondary Curriculum (3 credits)
SST 627:	World History I in 5-12 Curriculum (3 credits)
SST 630:	Contemporary Social Problems and Issues (3 credits)
SST 524:	Methods for Teaching Social Studies (3 credits)

- **Science Education Directed Content Course Sequence (18 credits)**

SCI 600:	Foundations of Physical Science for Teachers (3 credits)
SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)
SCI 603:	Teaching Inquiry-Based Life Science (3 credits)
SCI 604:	Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
SCI 523:	Methods in Science Education (3 credits)

- **Spanish Language Education Directed Content Course Sequence (18 credits)**

LANG 530:	Advanced Spanish Grammar (3 credits)
LANG 531:	Advanced Spanish Composition (3 credits)
LANG 550:	Spanish Linguistics for Teachers (3 credits)
LANG 561:	Representative Spanish Authors II (3 credits)
LANG 556:	Peoples and Cultures of Latin America (3 credits)
LANG 581:	Foreign Language Methods (3 credits)

Total Credits Required for Degree Completion 37

Specialization: Urban Education Noncertification Track (Major Code F550)

About the Specialization

The M.S. in Education with a specialization in Urban Education is designed for certified/licensed educators interested in working in urban schools or school systems. The program covers methods of curriculum development and instruction proven effective in urban areas, while providing instructional strategies for teaching concepts in mathematics, science, social studies, and literacy. Course content is research based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)
EDU 600:	Accomplished Practices Seminar (0.5 credit)
CUR 506:	Curriculum and Instruction (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)

Specialization Area Coursework

URBE 500:	Public Education in an Urban Setting (3 credits)
URBE 501:	Classroom Management in Urban Schools (3 credits)
URBE 502:	Instructional Methods in Mathematics in Urban Schools (3 credits)
URBE 503:	Instructional Methods in Science in Urban Schools (3 credits)
URBE 504:	Instructional Methods in Literacy in Urban Schools (3 credits)
URBE 505:	Parental and Community Involvement in Urban Schools (3 credits)

URBE 506:	Standards, Curriculum, and Assessment in Urban Schools (3 credits)
-----------	--

Elective Coursework – Select two courses (6 credits)

TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)
URBE 507:	Integration of Technology in Urban Schools (3 credits)
URBE 508:	Instructional Methods for the Social Studies in Urban Schools (3 credits)

Capstone

EDU 620:	Teacher Education Simulation (0.5 credit)
URBE 699:	Applied Professional Experience in Urban Education (3 credits)

Total Credits Required for Degree Completion 40

Master of Science (M.S.) in Education Endorsement Programs

Autism Endorsement

(Florida State Approved) (Major Code A555)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EP 660:	Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
EP 650:	Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)	EP 665:	Language, Communication Development & Augmentative Communication in Autism Spectrum Disorder (3 credits)
EP 655:	Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)		
Total Credits Required for Endorsement Area 12			

Autism Endorsement

(Nevada State Approved) (Major Code A555)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EP 660:	Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
EP 650:	Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)	EP 665:	Language, Communication Development & Augmentative Communication in Autism Spectrum Disorder (3 credits)
EP 655:	Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)	ESE 610:	Speech and Language Development and Disabilities (3 credits)
Total Credits Required for Endorsement Area 15			

Gifted Education Endorsement

(Florida State Approved) (Major Code A527)

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

Prekindergarten Disabilities Endorsement

(Florida State Approved) (Major Code A556)

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

**Refer to Course Descriptions for prerequisites*

Educational Specialist (Ed.S.) Degree Programs

Brain-Based Teaching Program with a Concentration in Teacher Leadership

(Concentration Code F811)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDUB 708:	Research and Design in Education (3 credits)
EDUB 730:	The Neurobiology of BrainSMART Instructional Leadership (6 credits)	EDUB 714:	Families, Schools, and Communities: Ethics and Educational Practices in a Diverse Society (3 credits)
EDUB 731:	Best Practices in Thinking for Leading (6 credits)	EDUB 719:	Current Research in Human Development (3 credits)
EDUB 732:	Differentiated Instructional Leadership (6 credits)	EDUB 729:	Evaluation and Assessment Practices (3 credits)
EDUB 702:	Curriculum Trends and Innovations (3 credits)	EDUB 799:	Teacher Leadership Institute: Leading Brain-Based Change (3 credits)

Total Credits Required for Degree Completion 36

Specialization: Early Literacy and Reading Education

Noncertification Track (Major Code F547)

About the Specialization

The Ed.S. with a specialization in Early Literacy and Reading Education focuses on preparing educators in the areas of language acquisition and literacy development for children from birth to age eight. Course content is research-based and aligns directly with the professional practice standards set forth by the National Association for the Education of Young Children.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 702:	Curriculum Trends and Innovations (3 credits)
EDU 708:	Research Design in Education (3 credits)	EDU 714:	Families, Schools, and Communities (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	EDU 729:	Evaluation and Assessment Practices (3 credits)
LTRC 704:	Research in Language and Literacy Development: Social and Cultural (3 credits)	LTRC 722:	Research in Oral and Written Language Development (3 credits)
LTRC 711:	Assessment in the Literacy and Reading Classroom (3 credits)	LTRC 735:	Advanced Seminar in Children's Literature (3 credits)
LTRC 712:	Play, Culture, and Emergent Literacy (3 credits)	RED 587:	Supervised Reading Practicum (3 credits)
LTRC 716:	Curricular Approaches and Prescriptive Instruction in Early Literacy Programs (3 credits)	Or	
		APR 750:	Educational Field-Based Project (3 credits)

Total Credits Required for Degree Completion 36

Specialization: Elementary Education

Noncertification Track (Major Code F511)

About the Specialization

The Ed.S. with a specialization in Elementary Education focuses on training educators in the area of kindergarten through grade six instruction. This specialization provides educators with advanced knowledge for teaching critical thinking, creativity, and multiple subject areas in the elementary classroom. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 729:	Evaluation and Assessment Practices (3 credits)
EDU 708:	Research Design in Education (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
EDU 702:	Curriculum Trends and Innovations (3 credits)	ELE 712:	Mathematical Reasoning and Problem Solving in the Elementary Classroom (3 credits)
EDU 714:	Families, Schools, and Communities (3 credits)	ELE 715:	Critical Thinking in the Elementary Classroom (3 credits)
EDU 719:	Current Research in Human Development (3 credits)		

ELE 714:	Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 credits)	ELE 713:	Scientific Inquiry and Discovery in the Elementary Classroom (3 credits)
ELE 711:	Literacy: Theory and Practice in the Elementary Classroom (3 credits)	ELE 716:	Creative Thinking in the Elementary Classroom (3 credits)
Total Credits Required for Degree Completion 36			

Specialization: Gifted Education
Noncertification Track (Major Code F527)

About the Specialization

The Ed.S. with a specialization in Gifted Education focuses on preparing educators to develop and administer gifted education programs. This specialization provides educators with the skills to design curriculum, evaluate programs, and instruct gifted students, with an emphasis on developing critical thinking skills. Course content is research-based and infuses best practices in education.

Program of Study

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

Specialization: Mathematics Education
Noncertification Track (Major Code F653)

About the Specialization

The Ed.S. with a specialization in Mathematics Education focuses on training educators to develop and administer mathematics programs in k-12 schools, as well as in the areas of middle and secondary school mathematics. This specialization provides educators with skills for assessment, curriculum development, and teaching subject areas such as geometry, algebra, and calculus. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	MAT 701:	Creative Geometry for the Classroom (3 credits)
EDU 708:	Research Design in Education (3 credits)	EDU 702:	Curriculum Trends and Innovation (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	EDU 714:	Families, Schools, and Communities (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	MAT 700:	Incorporating Calculus Ideas (3 credits)
MAT 704:	Algebra for Teachers (3 credits)	MAT 702:	Probability and Statistics for the Educational Specialist (3 credits)
MAT 705:	Advanced Problem-Solving Strategies for Teachers (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
MAT 680:	The K-12 Mathematics Curriculum: Teaching, Learning, Assessment and Diversity (3 credits)	Total Credits Required for Degree Completion 36	

Specialization: Science Education
Noncertification Track (Major Code F656)

About the Specialization

The Ed.S. with a specialization in Science Education focuses on training educators in the areas of advanced secondary school sciences. This specialization provides educators with knowledge of multiple science areas, such as quantum physics, molecular biology, and meteorology and climatology, as well as skills to instruct students in this content area through a variety of learning techniques. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 731:	Teaching Molecular Biology (3 credits)
EDU 708:	Research Design in Education (3 credits)	SCI 732:	Trends in Planetary Science Education (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	SCI 733:	Teaching New Concepts in Deep Sea Exploration (3 credits)
EDU 714:	Families, Schools, and Communities (3 credits)	SCI 734:	Population Education and the Environment (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	SCI 735:	Teaching Meteorology and Climatology (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
SCI 730:	Descriptive Quantum Physics for Teachers (3 credits)		
			Total Credits Required for Degree Completion 36

Doctor of Education (Ed.D.) Degree Programs

Concentration Area: Early Childhood Education

(Major Code F400)

This concentration is aimed at the formation of expert early childhood practitioners prepared to advance scholarship, teaching and professional practices for young children in a culturally and diverse society. The impact of highly prepared early educators on the successful delivery of developmentally-based programs and services for children from birth to age eight is critical in the planning and delivery of services for young children. Experiences in this doctoral concentration are designed to prepare early childhood educators that will be able to make decisions and provide leadership on behalf of young children and their families.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Early Childhood Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, their participation in course activities, readings, assignments, projects, field and research-based experiences.

Graduates will be able to:

1. Demonstrate the ability to use knowledge of social and historical foundations, theories, and developmental principles to inform appropriate practices in early childhood from a local, national and global perspective.
2. Evidence knowledge of current and continuing issues impacting young children and their families.
3. Generate solutions to address situations or issues of relevance impacting early childhood education.
4. Engage in the investigation and analysis of issues that impact services, programs and policy efforts pertaining early childhood education.
5. Research early childhood practices, issues, and policy from the perspective of culture and diversity.
6. Demonstrate the ability to make decisions based on ethical principles in early childhood.

Program of Study

General Program Requirements 36 credits

Concentration Area Courses (21 credits)

ECED 8716:	Developmental Research: Cross-Cultural Perspectives in Child Development (3 credits)	ECED 8714:	Philosophical Positions and Paradigms in Early Childhood Curricular Theory (3 credits)
ECED 8711:	Research Perspectives in Pedagogical Practices for Young Children (3 credits)	Please choose two of the following courses:	
ECED 8712:	Seminar on Critical Issues in Early Childhood Education in the Global Village (3 credits)	ECED 8715:	Child Advocacy and Leadership in Early Education: Social Concerns in the Global Context (3 credits)
ECED 8713:	Advanced Seminar on Families, Children and Communities (3 credits)	ECED 8720:	Social World of Young Children: Issues Challenges and Practices (3 credits)
		ECED 8724:	Culturally Diverse Children: Advanced Seminar on Developmental Practices and Programming (3 credits)

Electives (12 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

<p>Concentration Area: Elementary and Middle Grades Science, Technology, Engineering and Math (STEM) Education (Major Code F694)</p>

The primary purpose of this seminal degree is to prepare educational professionals to assume emerging roles in STEM education. STEM education experts are needed to create and advance programs that effectively inspire and prepare all students, in particular underrepresented populations, to pursue careers in Science, Technology, Engineering, and Mathematics (STEM). Graduates of the Elementary and Middle Grades STEM Education Major will be equipped with the expertise necessary to fill emerging career paths in STEM education in order to transform U.S. schools in both public and private educational settings (e.g., teacher leaders, school leaders, consultants, government and private sector experts, entrepreneurs). Course content is designed to foster the development of logical, critical, and reflective skills in the areas of STEM. Major areas of study include curriculum design, implementation and transformation to a STEM school, leadership in STEM schools, and STEM program evaluation.

Concentration Learning Outcomes

Graduates of the Ed.D. program with a concentration in Elementary and Middle Grades STEM Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, collaboration in problem-based projects, completion of class assignments and class presentation. Graduates will be able to:

1. Apply knowledge of effective leadership strategies to successfully transform PK-8 STEM school departments, schools or districts. (Knowledge)
2. Assess developmentally appropriate PK-8 curriculum that successfully integrates the STEM disciplines and emphasizes problem-based learning. (Knowledge)
3. Evaluate current national and global STEM research to identify effective practices that positively impact the STEM education of all PK-8 learners, especially the underrepresented populations including women and minorities. (Research)
4. Apply current scholarly research to develop solutions for problems that may arise during the transformation and implementation of a STEM program in a PK-8 school environment. (Problem Solving)
5. Apply program evaluation methods to determine PK-8 STEM school needs and effect positive change through data driven decision making. (Problem Solving)
6. Develop strategies through synthesis of current national and global STEM research to successfully mine existing talent from the underrepresented groups including women and minorities. (Research)
7. Disseminate effective STEM practices through positive leadership that facilitates the selection and delivery of quality professional development in order to support the transformation of PK-8 STEM pedagogy. (Communication)

Program of Study

General Program Requirements 36 credits

Concentration Area Required Courses (18 credits)

Core Courses (9 credits)

- STEM 8000: Integrated STEM Curriculum Design (3 credits)
- STEM 8010: Trends and Issues in STEM Curriculum Within the Global Context (3 credits)
- STEM 8020: STEM Program Evaluation (3 credits)

Select three of the required STEM courses (9 credits)

- STEM 8030: Developmental Approaches and Concept Formation Through STEM Curriculum for PK to Grade 3 (3 credits)
- STEM 8040: Developmental Approaches and Concept Formation Through STEM Curriculum for Grades 4 to 8 (3 credits)
- STEM 8050: Leadership of STEM Schools (3 credits)
- STEM 8060: Teacher Leaders in STEM Schools (3 credits)
- STEM 8200: Professional Development and Performance Assessment in STEM Based Schools (3 credits)

Electives (15-18 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Concentration Area: Special Education

(Major Code F879)

The FCE programs in Exceptional Student Education/Special Education prepare professionals to assume positions as teachers, professors, administrators, and disability service providers. The Doctor of Education (EdD) program, with a concentration in Special Education, addresses the academic and professional needs of both school-based and agency-based personnel who currently hold or aspire to attain positions of leadership in organizations that serve individuals with disabilities and their families. The program entails advanced coursework, seminars, research activities, and applied field experiences that provide the knowledge and skills necessary to effectively perform leadership positions in academic settings (PreK-higher education), direct service agencies, advocacy and policy organizations, and research institutes.

Courses emphasize the application of critical and reflective thinking skills in both theoretical and practical learning settings and opportunities. Therefore, course content is fluid, timely and responsive to regulatory changes in the field as a means to ensure the delivery of a current, relevant, and culturally competent program of study.

In collaboration with a full time faculty member, each student is offered the opportunity to develop a customized program of study that: (a) recognizes and respects prior learning and work experiences, and (b) enables each student to direct studies toward specific personal, professional career goals and objectives.

Each program of study requires the inclusion of core doctoral courses and research/dissertation courses (36 credits). For the remaining 33 credits, students must complete a minimum of 21 hours in the field of special education; courses may be selected from the general special education options, autism course options, and/or options within the Applied Behavior Analysis sequence. The remaining 12 credits may be taken in special education/disability services, autism, or ABA or students may opt to add courses from other disciplines (e.g., Organizational Leadership).

Concentration Learning Outcomes

The FCE, in concert with the mission of NSU, has established a conceptual framework/overarching goals for doctoral programs offered within the school.

These overarching goals include:

1. Solve diverse problems using information and skills acquired in the program to create solutions. (Problem Solving)
2. Make informed decisions based on ethical and legal principles. (Ethics)
3. Conduct independent research investigation that contributes to the general body of knowledge in a specific field or profession. (Research)
4. Demonstrate knowledge learned in the program by applying it to real life settings. (Knowledge)
5. Formulate scholarly arguments supported by academic resources. (Communication)

In addition to the general goals projected for all FCE doctoral students, there are seven broad goals or outcomes anticipated for students who successfully complete the EdD in Special Education.

Graduates will be able to:

1. Implement collaborative teaming approaches for the purpose of decision making related to the application of current research, curriculum development and interagency collaboration with school and agency staff, individuals with disabilities, and family members to improve outcomes attained by individuals with disabilities.
2. Employ analytical skills to identify and resolve problems in the delivery of special education and related services while promoting accountability and school renewal.
3. Employ analytical skills to identify and resolve problems in the effective and ethical delivery of direct services provided by human services agencies; e.g., training in self-determination, independent living, supported employment, advocacy, and associated life skills.
4. Apply the laws, regulations, and policies from the federal, state, and district levels that relate to individuals with disabilities and their families in educational, employment, and other community settings, as well as with regard to advocacy concerns.
5. Synthesize research from peer-reviewed journals to formulate a conceptual and theoretical framework to identify and address challenges that affect individuals with disabilities, to generate potential solutions to challenges, and to understand and influence disability related policies and practices.
6. Utilize current research for the purpose of substantiating ideas posited during academic discourse/discussions in both course participation activities and in subsequent professional settings.
7. Supervise the organization and administration of programs in special education, direct service agencies and/or other organizations that serve individuals with disabilities and their families.

Program of Study Options

At the present, there are 11 general courses available within the concentration from which each student may select program components. In addition, students may opt to concentrate on autism and or applied behavior analysis as part of the Special Education (SPED) doctoral program of study. Students may choose to take the majority, or all, of their coursework within the SPED field, or may augment their programs with courses from other doctoral level programs offered at FCE.

General Program Requirements 33
Concentration Area Courses (21 credits)

Select minimum of 21 credits

EDD 8401:	Special Education Law and Policy (3 credits)
EDD 8402:	Families, the Law, and Exceptionalities (3 credits)
EDD 8404:	Organization and Administration of Special Education Programs (3 credits)
EDD 8411:	Issues in Special Education Administration (3 credits)
EDD 7042:	Advanced Applications in Technology in Communication and Science Disorders (3 credits)
EDD 8403:	Conferencing with Parents and Families of Individuals with Disabilities (3 credits)
EDD 8405:	Collaboration and Consultation (3 credits)
EDD 8406:	Transition, Career Development, and Independent Living (3 credits)
EDD 8407:	Assessment & Evaluation of Special Needs: Cognitive Domains (3 credits)
EDD 8408:	Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 credits)
EDD 8409:	Multicultural Issues in Special Education (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)
EDD 8124:	Theories of Learning (3 credits)
EDD 7999:	Advanced Topics (1-6 credits)
EDD 8999:	Advanced Topics (1-6 credits)

Autism Course Options

EDD 8801:	Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder (3 credits)
EDD 8802:	Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)
EDD 8803:	Advanced Topics in Assessment of Students with Autism Spectrum Disorder (3 credits)
EDD 8804:	Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)
EDD 8805:	Seminar in Professional Issues in Leading Programs for Students with Autism Spectrum Disorder (3 credits)
EDD 8806:	Special Topics Across the Lifespan for Individuals with Autism Spectrum Disorder (3 credits)

***Applied Behavior Analysis (ABA) Course Options**

EDD 9650:	Behavioral Principles and Concepts (3 credits)
EDD 9655:	Functional Behavior Assessment (3 credits)
EDD 9660:	Application of Applied Behavior Analysis (ABA) in Education and Human Services (3 credits)
EDD 9665:	Leadership and Ethical Issues in Applied Behavior Analysis (3 credits)
**ARC 8919:	Single Subject Research (3 credits)

****For ABA course options, ARC 8919 serves as the research elective**

*** Students who successfully complete the ABA sequence are qualified to sit for the National Certification Exam.**

Electives (12 credits)

Students fulfill this requirement by completing doctoral level courses offered in any approved concentration, minor area, research or other doctoral level courses.

Or

Minor (15 credits)

Students may elect to pursue a minor by completing a minimum of 15 credit hours of doctoral level courses offered in any approved minor area.

Total Credits for Degree Completion 69 or 72

Doctor of Education Minor Programs

Applied Behavior Analysis

(Major Code F891)

ARC 8919:	Single Subject Research (3 credits)		
EDD 9650:	Behavioral Principles and Concepts (3 credits)	EDD 9665:	Leadership and Ethical Issues in Applied Behavior Analysis (3 credits)
EDD 9655:	Functional Behavior Assessment (3 credits)	EDD 9670:	Ethical and Professional Conduct in Applied Behavior Analysis (3 credits)
EDD 9660:	Applications of ABA in Education and Human Services (3 credits)		Total Credits for Minor Completion 18

Autism Choose any five of the following courses

(Major Code F882)

EDD 8801:	Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder (3 credits)	EDD 8804:	Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)
EDD 8802:	Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)	EDD 8805:	Seminar in Professional Issues in Leading Programs for Students with Autism Spectrum Disorder (3 credits)
EDD 8803:	Advanced Topics in Assessment of Students with Autism Spectrum Disorder (3 credits)	EDD 8806:	Special Topics Across the Life Span for Individuals with Autism Spectrum Disorder (3 credits)
			Total Credits for Minor Completion 15

Urban Education

(Major Code F887)

EDD 8490:	Culture of Urban Schools (3 credits)	EDD 8493:	Historical Context of Contemporary Urban Schools (3 credits)
EDD 8491:	Economics of Urban Education (3 credits)	EDD 8494:	Teaching, Learning, and Curriculum in Urban Contexts (3 credits)
EDD 8492:	Educational Policy and the Politics of Urban Education (3 credits)		Total Credits for Minor Completion 15

International Programs

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings, as long as they meet the established admission requirements for that specific program of study.

Maestría en Educación

ILALE ofrece Maestría en Educación en las siguientes áreas (estos programas no llevan a certificación estatal):

- Currículo, Instrucción y Tecnología
- Liderazgo
- Enseñanza del Inglés como Segundo Idioma
- Enseñanza del Inglés como Lengua Extranjera
- Liderazgo y Gerencia de Centros y Proyectos Educativos
- Ciencias Naturales
- Matemáticas
- Educación Especial

Programas de Estudio

Se trata de una gran cantidad de programas con mucha variedad y grandes posibilidades. En la mayoría de los casos cualquier estudiante puede encontrar una respuesta a sus necesidades. NSU y la FCE ofrecen maestrías que van desde 36 a 46 créditos, en una diversidad de temas y gran cantidad de concentraciones. Las maestrías se pueden ofrecer en español e inglés.

Maestría en Currículo, Instrucción y Tecnología

(Major Code F676)

El programa prepara a los participantes que están interesados en ser líderes en el área de la tecnología que está disponible a los educadores, tanto en sus escuelas como distritos. Estarán en condiciones de desarrollar evaluaciones, currículos y métodos didácticos adaptados a las nuevas condiciones. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para Estudios de Postgrado	0
CIT 502	Investigación Educativa	3
CAE 502	La Internet para Educadores	3
CAE 500	Introducción al Uso de la Tecnología en la Instrucción	3
CAE504	Autoría en la Web: Introducción al Diseño de Portales	3
CIT 500	Teoría del Aprendizaje	3
CIT 501	Currículo e Instrucción	3
CIT 503	Evaluación del Aprendizaje	3
ETEC 602	Tecnología y Currículo Escolar	3
CAE 510	Web 2.0, Aplicación de Herramientas Electrónicas	3
CIT 609	Tópicos Especiales en Diseño Curricular I	3
CAE 6100	Asistencia Técnica para Personas con Necesidades Especiales	3
CIT 610	Tópicos Especiales en Diseño Curricular II	3
APR 681-685	Seminarios Prácticos I - V	0
Total de créditos		36

Maestría en Liderazgo

(Major Code F987)

Este programa se ofrece para profesionales que buscan ejercer liderazgo en instituciones de diversa índole. En el lenguaje actual se colocaría en el ámbito del desarrollo gerencial y de la gerencia estratégica. El programa hace énfasis en el liderazgo y su desarrollo así como en el mejoramiento de las organizaciones. Es un campo atractivo para los profesionales de la Educación y la Salud, así como para gerentes de empresas y de instituciones sin fines de lucro.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
MSL 680	Teoría y Práctica del Liderazgo	3
MSL 681	Liderando el Cambio	3
MSL 682	Ética en el Ejercicio del Liderazgo	3
MSL 683	Investigación para Líderes	3
MLS 684	Sistemas de Organización	3
MLS 685	Liderando Comunidades de Aprendizaje	3
MLS 686	Liderazgo Estratégico	3
MLS 687	Tendencias Actuales en el Liderazgo de las Organizaciones	3
MLS 688	El Liderazgo en la Edad de la Información	3
MLS 689	Tópicos Especiales en Liderazgo	4
MLS 690	Perspectivas Internacionales en Liderazgo	3
EDD 9100L	Seminario sobre Liderazgo*	6
APR 681-685	Seminarios Prácticos	0
Total de créditos		40

Este curso se ofrece para aquellos grupos que vayan a continuar hacia un doctorado. De lo contrario el programa consiste en 40 créditos.

Maestría en Enseñanza del Inglés como Segundo Idioma (TESOL)

(Major Code F660)

Esta maestría en ciencias con una especialización en la enseñanza del inglés como segundo idioma (TESOL, por sus siglas en inglés) está destinada a formar a los educadores que buscan ser más efectivos al enseñar el inglés a personas que hablan otros idiomas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
TSOL 500	Fundamentos de la Educación Bilingüe	3
TSOL 515	Desarrollo Curricular en TESOL	3
TSOL 547	Pruebas y Evaluación en TESOL	3
CUR 526	Investigación para Profesionales de la Educación	3
TSOL 562	Estudios de Cultura y de Relaciones Interculturales	3
TSOL 567	Lingüística Aplicada	3
TSOL 569	Metodología de la Enseñanza del Inglés a Personas que Hablan Otros Idiomas	3
TSOL 575	Temas Críticos en TESOL	3
TSOL 580	Aulas de Dual Lenguaje Enseñando Matemáticas, Ciencia y Estudios Sociales a Estudiantes de Otras Idiomas	3
ESE 610	Desarrollo e Impedimentos en el Lenguaje y el Habla	3
TEFL 535	La Enseñanza del Inglés a Adolescentes y Adultos	3
TEFL 563	Inglés Internacional: Desarrollo y Uso Histórico :	3
APR 681-685	Seminarios Prácticos I - V	0
Total de créditos		36

Maestría en Enseñanza del Inglés como Lengua Extranjera (TEFL)

(Major Code F907)

Esta maestría en ciencias con una especialización en la enseñanza del inglés como idioma extranjero (TEFL, por sus siglas en inglés) está destinada a formar a los educadores que buscan ser más efectivos al enseñar el inglés a personas que hablan otros idiomas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
TEFL 515	Currículo y Desarrollo de Materiales	3
TEFL 530	El Uso de la Tecnología en TEFL	3
TEFL 547	Exámenes y Evaluaciones en TEFL	3
TSOL 569	Metodología de la Enseñanza del Inglés a Personas que Hablan Otros Idiomas	3
CUR 526	Investigación para Profesionales de la Educación	3
TEFL 580	La Adquisición y Aprendizaje de un Idioma Extranjero	3
INED 500	Educación Internacional Comparada	3
TEFL 525	La Enseñanza del Inglés para Niños.	3
TEFL 535	La Enseñanza del Inglés para Adolescentes y Adultos.	3
TSOL 567	Lingüística Aplicada	3
TEFL 563	Inglés Internacional: Desarrollo y Uso Histórico :	3
TEFL 562	Socio-lingüística Aplicada para Profesionales de la Educación	3
APR 681-685	Seminarios Prácticos I - V	0
Total de créditos		36

Maestría en Liderazgo y Gerencia de Centros y Proyectos Educativos

(Major Code F504)

Este programa de maestría está diseñado para los educadores que quieren prepararse mejor para dirigir centros y proyectos educativos, ejerciendo un liderazgo efectivo en sus respectivas instituciones o programas. En este caso la oferta curricular toma en cuenta las necesidades propias de las actividades en el sector educativo, incluyendo elementos gerenciales y administrativos, así como los propios de la enseñanza. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDL 550	Herramientas Electrónicas para Líderes Educativos	3
CUR 526	Investigación para Profesionales de la Educación	3
EDL 500	Liderazgo Educativo en Planificación, Comunicación y Supervisión de Escuelas o Distritos	3
EDU 501	Escuela y Sociedad	3
CUR 506	Currículo e Instrucción	3
EDU 503	Gerencia y Organización del Salón de clases	3
EDL 505	Finanzas y Presupuesto a Nivel de Escuelas y Distritos	3
EDL 510	Liderazgo y Gerencia Escolar	3
EDL 520	Legislación Escolar para Administradores	3
EDL 525	Selección y Desarrollo del Personal	3
EDL 530	Organización y Planificación en la Dirección de las Escuelas	3
CIT 609	Tópicos Especiales en Diseño Curricular	3
APR 681-685	Seminarios Prácticos I - V	0
Total de créditos		36

Maestría en la Enseñanza de las Ciencias

(Major Code F656)

La Maestría en Educación con Especialización en Ciencias se enfoca en preparar estudiantes según las normas del Contenido Científico como lo especifica la Asociación Nacional de Maestros de Ciencias. Esta Especialidad proporciona conocimientos en múltiples áreas de la ciencia desarrollando habilidades para enseñar a través de diversas técnicas de enseñanza. El contenido del programa está basado en la investigación académica y proporciona oportunidades para desarrollar métodos de docencia y estrategias para la enseñanza.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
EDU 501	Escuela y Sociedad	3
CUR 506	Currículo e Instrucción	3
EDU 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para Profesionales de la Educación	3
SCI 523	Métodos para Enseñar Ciencia en la Secundaria	3
SCI 600	Fundamentos de Física	3
SCI 601	Ciencia espacial Basada en la Investigación	3
SCI 602	Enseñanza de la Oceanografía	3
SCI 603	Enseñanza de la Biología	3
SCI 604	Enseñanza de la Química Basada en el Estudio de la Materia y la Energía	3
SCI 605	Estudio Interdisciplinario de la Ecología	3
APR 681-685	Seminarios Prácticos I - V	0
Total de créditos		36

Maestría en la Enseñanza de las Matemáticas

(Major Code 653)

La Maestría en Educación con Especialización en Matemáticas está enfocada en preparar a los estudiantes en la enseñanza de las matemáticas en los diferentes niveles. Esta especialización provee a los estudiantes las destrezas necesarias para preparar evaluaciones, desarrollar currículos, aplicar nuevos conceptos didácticos en áreas tales como la geometría, álgebra, y cálculo así como estrategias para desarrollar en los participantes la habilidad de resolver problemas. Las clases son impartidas en forma presencial, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
EDU 501	Escuela y Sociedad	3
CUR 506	Currículo e Instrucción	3
EDU 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para Profesionales de la Educación	3
MAT 506	Estrategias para enseñar Cálculo	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 504	Algebra en Escuelas Secundarias	3
MAT 507	Algebra Lineal y Abstracta	3
MAT 511	La Enseñanza de la Probabilidades y las Estadísticas en K - 12	3
MAT 508	La Enseñanza del Cálculo	3
MAT 522	Metodología para la Enseñanza de la Matemática en la Intermedia y la Secundaria	3
APR 681 - 685	Seminario Prácticos I - VI	0
Total de créditos		36

Maestría en Educación Especial

(Major Code F515)

La Maestría en Educación con Especialización en Educación Especial (ESE) prepara a profesionales como maestros, profesores, administradores y proveedores de servicios especiales. El contenido del programa está basado en la investigación académica y proporciona oportunidades para desarrollar métodos de docencia y estrategias para la enseñanza.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para los Profesionales de la Educación	3
ESE 600	Excepcionalidades en los Niños y Jóvenes	3
ESE 610	Desarrollo y Problemas en el Desarrollo del Habla	3
ESE 620	Manejo de la Conducta con Alumnos Excepcionales	3
ESE 630	Evaluación Educativa y Sicológica de los Alumnos Excepcionales	3
ESE 640	Destrezas de Transición y Servicios para los Alumnos Excepcionales	3
ESE 650	Estrategias Educativas para Alumnos Excepcionales	3
ESE 660	Currículo y Materiales Educativos para los Alumnos Excepcionales	3
ESE 670	Educación Inclusiva y Alumnos Excepcionales	3
ESE 680	La Enseñanza de las Destrezas Sociales y Personales para los Alumnos Excepcionales	3
ESE 690	Consulta y Colaboración en la Educación de los Alumnos Excepcionales	
APR 681-685	Seminarios Prácticos I - V	0
Total de créditos		36

Maestría Internacional de Preparación Docente (ITEP)

El Programa Internacional de Preparación Docente (ITEP), ofrece una Maestría en una de cuatro áreas de la enseñanza: Ciencias, Matemáticas, Educación Especial o Español. El currículo está diseñado para que los profesionales hispanos incrementen su capacidad docente en el campo de la especialización, y adquieran las técnicas instructivas y el conocimiento necesario para enseñar en una de estas cuatro áreas.

Maestría en Educación con Especialización en Ciencias

(Major Code F656)

La Maestría en Educación con Especialización en Ciencias se enfoca en preparar estudiantes según las normas del Contenido Científico como lo especifica la Asociación Nacional de Maestros de Ciencias. Esta Especialidad proporciona conocimientos en múltiples áreas de la ciencia desarrollando habilidades para enseñar a través de diversas técnicas de enseñanza. El contenido del programa está basado en la investigación académica y proporciona oportunidades para desarrollar métodos de docencia y estrategias para la enseñanza. Las clases son impartidas en forma presencial, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
EDU 600	Seminario práctico *(Requisito previo: CUR 526)	.5
SCI 523	Métodos para Enseñar Ciencia en la Secundaria	3
SCI 600	Fundamentos de Física	3
SCI 601	Ciencia Espacial Basada en la Investigación	3
SCI 602	Enseñanza de la Oceanografía	3
SCI 603	Enseñanza de la Biología	3
SCI 604	Enseñanza de la Química Basada en el Estudio de la Materia y la Energía	3
SCI 605	Estudio Interdisciplinario de la Ecología	3
SCI 699	Experiencia Aplicada de la Enseñanza de Ciencia	3
EDU 620	Simulaciones de formación docente *(Requisitos previos: EDU 600 y 12 créditos en la especialización)	.5
Total de créditos		39

Code	Course	Credits
EDU 5000	Orientation to the Graduate Teacher Education Program	0
EDU 502	Psychological Foundations in Education	3
ITEP 510	Language and Content for ESL I	.5
EDU 508	Instructional and Assessment Strategies	3
ITEP 520	Language and Content for ESL II	.5
EDU 503	Classroom Management and Organization	3
ITEP 530	Language and Content for ESL III	.5
CUR 526	Educational Research for Educators	3
ITEP 540	Language and Content for ESL IV	.5
EDU 600	Accomplished Practices Seminar *(Prerequisite: CUR 526)	.5
SCI 523	Methods in Science Education	3
SCI 600	Foundations of Physical Science for Teachers	3
SCI 601	Inquiry Based Space Science for Teachers	3
SCI 602	Teaching Comprehensive Ocean Science	3
SCI 603	Teaching Inquiry Based Life Science	3
SCI 604	Teaching Chemistry: An Activity-Based Study of Matter and Energy	3
SCI 605	Interdisciplinary Earth Science for Teachers	3
SCI 699	Applied Professional Experience in Science Education	3
EDU 620	Teacher Education Simulation *(Prerequisites: EDU 600 and 12 credits in the area of specialization)	.5
Total credits		39

Maestría en la Enseñanza de las Matemáticas

(Major Code F653)

La Maestría en Educación con Especialización en Matemáticas está enfocada en preparar a los estudiantes en la enseñanza de las matemáticas en los diferentes niveles. Esta especialización provee a los estudiantes las destrezas necesarias para preparar evaluaciones, desarrollar currículos, aplicar nuevos conceptos didácticos en áreas tales como la geometría, álgebra, y cálculo así como estrategias para desarrollar en los participantes la habilidad de resolver problemas. Las clases son impartidas en forma presencial, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
EDU 600	Seminario práctico *(Requisito previo: CUR 526)	.5
MAT 506	Estrategias para enseñar Cálculo	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 509	Enseñanza – Aprendizaje de la Geometría en K - 12	3
MAT 507	Algebra Lineal y Abstracta	3
MAT 511	La Enseñanza de la Probabilidades y las Estadísticas en K - 12	3
MAT 508	La Enseñanza del Cálculo	3
MAT 522	Metodología para la Enseñanza de la Matemática en la Intermedia y la Secundaria	3
MAT 510	Experiencia Aplicada de la Enseñanza de Matemática	3
EDU 620	Simulaciones de formación docente *(Requisitos previos: EDU 600 y 12 créditos en la especialización)	.5
Total de créditos		39

Code	Course	Credits
EDU 5000	Orientation to the Graduate Teacher Education Program	0
EDU 502	Psychological Foundations in Education	3
ITEP 510	Language and Content for ESL I	.5
EDU 508	Instructional and Assessment Strategies	3
ITEP 520	Language and Content for ESL II	.5
EDU 503	Classroom Management and Organization	3
ITEP 530	Language and Content for ESL III	.5
CUR 526	Educational Research for Educators	3
ITEP 540	Language and Content for ESL IV	.5
EDU 600	Accomplished Practices Seminar *(Prerequisite: CUR 526)	.5
MAT 506	Strategies for Teaching Calculus	3
MAT 513	Problem Solving Strategies in Mathematics Classrooms	3
MAT 509	Learning and Teaching geometry in the K-12 Classrooms	3
MAT 507	Linear and Abstract Algebra for Teachers	3
MAT 511	Teaching Probability and Statistics in the K - 12 Classroom	3
MAT 508	Conquering the Teaching of Calculus	3
MAT 522	Methods of Teaching Middle and Secondary Mathematics	3
MAT 510	Learning and Teaching Geometry in the K-12 Classroom	3
EDU 620	Teacher Education Simulation *(Prerequisites: EDU 600 and 12 credits in the area of specialization)	.5
Total credits		39

Maestría en Educación con Especialización en Estudiantes Excepcionales

(Major Code F515)

La Maestría en Educación con Especialización en Educación Especial (ESE) prepara a profesionales como maestros, profesores, administradores y proveedores de servicios especiales. El contenido del programa está basado en la investigación académica y proporciona oportunidades para desarrollar métodos de docencia y estrategias para la enseñanza. Las clases son impartidas en forma presencial, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
EDU 600	Seminario práctico *(Requisito previo: CUR 526)	.5
ESE 600	Excepcionalidades en los Niños y Jóvenes	3
ESE 610	Desarrollo y Problemas en el Desarrollo del Habla	3
ESE 620	Manejo de la Conducta con Alumnos Excepcionales	3
ESE 630	Evaluación Educativa y Sicológica de los Alumnos Excepcionales	3
ESE 640	Destrezas de Transición y Servicios para los Alumnos Excepcionales	3
ESE 650	Estrategias Educativas para Alumnos Excepcionales	3
ESE 660	Currículo y Materiales Educativos para los Alumnos Excepcionales	3
ESE 670	Educación Inclusiva y Alumnos Excepcionales	3
ESE 680	La Enseñanza de las Destrezas Sociales y Personales para los Alumnos Excepcionales	3
ESE 690	Consulta y Colaboración en la Educación de los Alumnos Excepcionales	3
ESE 699	Experiencia Aplicada de la Enseñanza de Educación Especial	3
EDU 620	Simulaciones de formación docente *(Requisitos previos: EDU 600 y 12 créditos en la especialización)	.5
Total de créditos		48

Code	Course	Credits
EDU 5000	Orientation to the Graduate Teacher Education Program	0
EDU 502	Psychological Foundations in Education	3
ITEP 510	Language and Content for ESL I	.5
EDU 508	Instructional and Assessment Strategies	3
ITEP 520	Language and Content for ESL II	.5
EDU 503	Classroom Management and Organization	3
ITEP 530	Language and Content for ESL III	.5
CUR 526	Educational Research for Educators	3
ITEP 540	Language and Content for ESL IV	.5
EDU 600	Accomplished Practices Seminar *(Prerequisite: CUR 526)	.5
ESE 600	Survey of Exceptionalities of Children and Youth	3
ESE 610	Speech and Language Development and Disabilities	3
ESE 620	Behavior Management of Exceptional Students	3
ESE 630	Educational and Psychological Assessment of Exceptional Students	3
ESE 640	Transition Skills and Services for Exceptional Students	3
ESE 650	Instructional Strategies for Exceptional Students	3
ESE 660	Curriculum and Instructional Materials for Exceptional Students	3
ESE 670	Inclusive Education for Exceptional Students	3
ESE 680	Teaching Social and Personal Skills to Exceptional Students	3
ESE 690	Consultation and Collaboration in Exceptional Student Education	3
ESE 699	Applied Professional Experience in Exceptional Student Education	3
EDU 620	Teacher Education Simulation *(Prerequisites: EDU 600 and 12 credits in the area of specialization)	.5
Total credits		48

Maestría en Educación con Especialización en Español

(Major Code F520)

Este programa está diseñado para candidatos con un avanzado conocimiento del español. Posteriormente, los participantes desarrollarán sus habilidades en las cuatro disciplinas (escuchar, hablar, leer y escribir) mientras estudian metodologías innovadoras para la enseñanza, la cultura, la literatura, y la lingüística. Se ha realizado un gran esfuerzo para incluir habilidades apropiadas para la enseñanza en todos los niveles de K-12. Se explorarán las estrategias apropiadas para la enseñanza del español como lengua extranjera así como para el español en hispanohablantes. El contenido del curso está basado en la investigación y proporciona oportunidades para desarrollar métodos de docencia y estrategias para la enseñanza. El programa de Enseñanza del Español se lleva a cabo completamente en español, por tanto, es necesario tener un conocimiento avanzado para lograr el éxito. Las clases son impartidas en forma presencial, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
EDU 600	Seminario práctico *(Requisito previo: CUR 526)	.5
LANG 530	Gramática Avanzada	3
LANG 581	Métodos de Segundo Idioma	3
LANG 545	Gentes y Culturas de España	3
LANG 560	Autores Representativos I	3
LANG 561	Autores Representativos II	3
LANG 550	Lingüística	3
LANG 551	Español para Hispanoparlantes	3
LANG 699	Experiencia Aplicada de la Enseñanza del Español	3
EDU 620	Simulaciones de formación docente *(Requisitos previos: EDU 600 y 12 créditos en la especialización)	.5
Total de créditos		39

Code	Course	Credits
EDU 5000	Orientation to the Graduate Teacher Education Program	0
EDU 502	Psychological Foundations in Education	3
ITEP 510	Language and Content for ESL I	.5
EDU 508	Instructional and Assessment Strategies	3
ITEP 520	Language and Content for ESL II	.5
EDU 503	Classroom Management and Organization	3
ITEP 530	Language and Content for ESL III	.5
CUR 526	Educational Research for Educators	3
ITEP 540	Language and Content for ESL IV	.5
EDU 600	Accomplished Practices Seminar *(Prerequisite: CUR 526)	.5
LANG 530	Advanced Spanish Grammar	3
LANG 581	Foreign Language Methods	3
LANG 545	Peoples and Cultures of Spain	3
LANG 560	Representative Spanish Authors I	3
LANG 561	Representative Spanish Authors II	3
LANG 550	Spanish Linguistics for Teachers	3
LANG 551	Teaching Spanish to Heritage Speakers	3
LANG 699	Applied Professional Experience in Spanish Language Education	3
EDU 620	Teacher Education Simulation *(Prerequisites: EDU 600 and 12 credits in the area of specialization)	.5
Total credits		39

Doctorado en Educación

El Doctorado en Educación de la Escuela de Educación Abraham S. Fischler de Nova Southeastern University prepara a los alumnos para ser líderes en el campo de la educación. El programa fomenta una aplicación profunda de los conocimientos adquiridos además de destrezas en las áreas de investigación, colaboración, comunicación, y desarrollo profesional. Todos los participantes en el programa de Doctorado deben completar los requerimientos curriculares generales que suman 36 créditos. Deben además seleccionar un área de concentración, y el correspondiente número de asignaturas electivas para un total de otros 33 créditos. La suma de los créditos que son requeridos como mínimo para la graduación es de 69.

Conferencia de Verano

Nova Southeastern University (NSU) y la Abraham S. Fischler College of Education (FCE) celebran una conferencia anual en la Florida en el mes de julio. Todos los alumnos de doctorado están invitados a participar en dos conferencias de verano, la primera siendo el primer verano después de haber empezado el programa.

ILALE ofrece Doctorado en Educación en las siguientes áreas de concentración:

Liderazgo Educativo
Educación Superior
Liderazgo, Currículo e Instrucción
Tecnología Educativa y Educación a Distancia
Liderazgo en la Organización

Programa de Estudio

Este programa es muy rico y adaptable a las necesidades de cualquier medio. Tiene una gran cantidad de concentraciones y puede ser dimensionado de acuerdo a las necesidades de cada país. Actualmente el doctorado se puede ofrecer en español e inglés. Todos los participantes en el programa de Doctorado en Educación deben completar los requerimientos curriculares generales que totalizan 36 créditos. Deben además seleccionar un área de concentración, y el correspondiente número de asignaturas electivas para un total de otros 33 créditos. La suma de los créditos que son requeridos como mínimo para la graduación es de 69.

Requerimientos Generales

Seminarios Generales

Códigos	Cursos	Créditos
DSO 8000	Orientación a Estudios Doctorales	0
EDD 9100L	Liderazgo	6
EDD 9200	Temas de Actualidad en la Educación	6
EDD 9300	Métodos de Investigación	6
LDR 8501 -LDR 8509	Seminarios Doctorales (I – IX)	0

Cursos de Investigación

Códigos	Cursos	Créditos
ARC 8912	Métodos Estadísticos de Investigación	3
ARC 8916	Métodos Cualitativos de Investigación	3

Disertación Aplicada

Códigos	Cursos	Créditos
ARC 8966	Seminario de la Disertación Aplicada I: Presentación del Concepto	2
ARC 8967	Seminario de la Disertación Aplicada II: La Propuesta Formal	5
ARC 8968	Seminario de Disertación Aplicada III: Documento Final	5

Servicios Continuos

Códigos	Cursos	Créditos
IDS 8092	Servicios Continuos, Cuarto Año	0
IDS 8093	Servicios Continuos, Quinto a Séptimo Año	0

La matrícula en los Servicios Continuos es la única manera de mantener los servicios del Tutor y el Lector de Tesis.

Créditos de Concentraciones

Liderazgo Educativo

(Major Code F987)

Códigos	Cursos	Créditos
EDD 8010	Currículo y Desarrollo de Programas	3
EDD 8431	Finanzas Escolares	3
EDD 8432	Políticas Escolares	3
EDD 8434	Legislación Escolar	3
EDD 8442	Ética y Responsabilidad Social	3
EDD 8460	El Director y los Líderes de la Escuela	3
EDD 8472	Desarrollo de los Recursos Humanos	3
Total de créditos		21

Educación Superior

(Major Code F874)

Códigos	Cursos	Créditos
EDD 8002	Sobreviviendo los Cambios: Política, Poder, Dinero y el Marco Legal	3
EDD 8007	Gobierno y Gerencia en la Educación Superior	3
EDD 8010	Currículo y Desarrollo de Programas	3
EDD 8030	Planeamiento Estratégico	3
EDD 8031	Las Finanzas en las Instituciones de Educación Superior	3
EDD 8061	Atención a los Estudiantes: La Dinámica de los Servicios Estudiantiles	3
EDD 9810	Temas Contemporáneos en la Educación Superior	3
Total de créditos		21

Liderazgo, Currículo e Instrucción

(Major Code F540)

Códigos	Cursos	Créditos
EDD 8110	Introducción a la Evaluación	3
EDD 8111	Comunidades de Aprendizaje	3
EDD 8112	Diseño Curricular Basado en la Evaluación	3
EDD 8113	Liderazgo Didáctico	3
EDD 8114	Desarrollo Profesional	3
EDD 8511	Liderazgo en el Cambio	3
Total de créditos		18

Tecnología Educativa y Educación a Distancia

(Major Code F877)

Códigos	Cursos	Créditos
EDD 7005	Tecnología Educativa	3
EDD 7007	Principios de Educación a Distancia	3
EDD 8001	Diseños Didácticos	3
EDD 8006	Diseño y Análisis de Sistemas	3
EDD 8008	Principios de Didáctica en la Tecnología Educativa	3
EDD 8012	Gerencia y Evaluación de Programas de Tecnología Educativa y a Distancia.	3
EDD 8122	La Práctica Profesional en Programas de Tecnología y Educación a Distancia	3
EDD 8124	Teorías del Aprendizaje	3
Total de créditos		24

Liderazgo en la Organización

(Major Code F878)

Códigos	Cursos	Créditos
EDD 8125	El Liderazgo en la Teoría y la Práctica	3
EDD 8442	Ética y Responsabilidad Social	3
EDD 8472	Desarrollo de los Recursos Humanos	3
EDD 8510	Liderando una Organización que Aprende	3
EDD 8511	Liderazgo en el Cambio	3
EDD 8030	Planeamiento Estratégico	3
Total de créditos		18

Speech-Language Pathology

Please see admissions and graduation requirements in the Student Information section and additional specific program admissions and graduation requirements listed in the specialization and concentration sections of this catalog.

Master of Science in Speech-Language Pathology (MS-SLP)

(Major Code F537 or A537 or Nevada Department of Education Approved Program)

The master's and doctoral programs provide students with the knowledge and skills needed to become a clinician in the field or, as a practicing professional expand their competency within the discipline. Scientifically and clinically based curricula support the student in learning in areas such as: early and school-age language disorders, clinical procedures, language disorders in adults, augmentative and alternative communication, voice and swallowing disorders, and professional trends and issues. Master's students are prepared for entry into professional practice and doctoral students are prepared for opportunities in higher education, clinical practice, and leadership roles.

The Master of Science in Speech-Language Pathology (MS-SLP) Program focuses on training speech-language pathologists to provide a full range of services to individuals with communication disorders in a variety of professional settings. In addition, the program is Department of Education approved in Florida and Nevada, training speech-language pathologists to provide a full range of services to individuals with communication disorders in a school or classroom setting. This program provides scientifically-based academic and clinical curricula to foster critical thinking and application of best practices. Course content is research-based and aligns directly with speech-language pathology certification requirements for Florida Department of Education, licensure awarded by the Florida Department of Health, speech-language pathology certification requirements for Nevada Department of Education, and the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA). This program is also accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of ASHA.

Program Learning Outcomes

The MS-SLP graduate entering the profession will be able to the following:

1. Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
2. Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.
3. Develop and implement a plan of intervention with a variety of clinical populations across the age span.
4. Evaluate and critically apply current research to determine and enhance clinical efficacy.
5. Recognize and apply the knowledge of cultural diversity across professional activities.
6. Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.
7. Collaborate and/or counsel effectively with clients, family members, care givers, and other professionals.
8. Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.
9. Demonstrate skills for lifelong learning, professional development, and self-assessment.
10. Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.

Professional Accreditation

The master's degree in Speech-Language Pathology, offered through the FCE, is approved by the Florida Department of Education, the Nevada Department of Education, and is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of American Speech-Language-Hearing Association (ASHA).

Instructional Delivery System

The master's program operates year-round and is divided into three terms, fall, winter, and summer. Coursework for the MS-SLP is available online (for eligible* students) and at many of our regional campuses throughout Florida. The online delivery option allows students to receive and submit coursework and interact with participants and professors via the internet. The site-based delivery option allows students to take classes in the evenings or weekends in locations near their homes. The distance delivery option allows busy professionals to complete their degree without leaving their jobs or traveling long distances. At times, certain courses are not available through the site-based/distance delivery option; rather, a hybrid-based delivery option will be available, whereby students will take a portion of the course via a site-based, face-to-face format over a weekend, with the remainder of the course completed online. Occasionally, some classes are delivered in week-long formats in Intersessions scheduled within one term a year. Clinical labs and externships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full-time participation to two externship experiences. Occasionally, some classes are delivered in week-long formats in Intersessions scheduled within one term a year.

(* To be eligible for the online delivery option, a student must live beyond a reasonable driving distance to one of our campuses.)

New Student Orientation

New students must attend a mandatory 3-day orientation meeting on campus. Students are responsible for any expenses that may be incurred in order to attend. During the meeting, students will be oriented to Nova Southeastern University, the FCE, and MS-SLP, meet some of the faculty, and participate in speech and hearing screenings. Prior to the orientation meeting, students will review the MS-SLP website (<http://fischlerschool.nova.edu/slp>) and are responsible for familiarizing themselves with departmental policies and procedures.

Background Check

Students enrolled in MS-SLP will have a criminal background check completed during the new student orientation in preparation for clinical placements.

Student Insurance

All students are required to have:

- liability insurance for the duration of enrollment in MS-SLP (including prerequisite courses). Each student will be charged \$10 per term for coverage under the program insurance plan. Insurance will be renewed annually by the program.
- health insurance coverage under their own health insurance plan for the duration of enrollment in MS-SLP (including prerequisite courses).

Clinical Practicum

Clinical practicum hours are obtained in the campus-based Speech-Language Pathology Clinic and in affiliate off-campus practicum sites. Clinical hours may only be counted toward ASHA certification requirements when the student earns a passing grade for each clinical assignment. Only clinical practicum hours earned while the student is enrolled in the university program, and under the supervision of an ASHA certified and state-licensed, if applicable, Speech-Language Pathologist (SLP) or Audiologist may be counted toward the degree and certification.

Admission Requirements

The following are specific admission requirements for entry into MS-SLP. Please see General Student Information for additional admission information.

- a. Completed admissions application packet, including nonrefundable application fee made payable to Nova Southeastern University
- b. Official transcripts indicating conferral of a bachelor's or graduate degree from a regionally accredited institution [minimum 3.0 Cumulative Grade Point Average (CGPA) required]
- c. Official transcripts from all previously attended postsecondary institutions
- d. Two written essays (forms in the application packet)
- e. Three letters of recommendation by three different individuals (e.g., instructors, supervisors, etc.) who can attest to the applicant's ability to succeed in a master's degree program (forms in the application packet)
- f. Application interview (for qualifying applicants)
- g. Once admitted, all students must complete a mandatory orientation and receive a certificate of completion

Prerequisite Courses

Prerequisite courses will be accepted as part of the applicant's bachelor's degree coursework if the applicant earned a grade of B [Quality Grade Points (QGP) of 3.0] or higher in each required prerequisite course. Prerequisite courses will only be accepted if successfully completed within the past 10 years of the date of application to the program. If the applicant did not complete the required prerequisites as part of their undergraduate program, courses may be taken as post-baccalaureate work.

International Students

International students living in the United States must present verification of student visa or residency status. Due to the unavailability of ASHA-certified supervisors, students who live outside of the United States will not be eligible for admission to MS-SLP. Furthermore, students accepted to MS-SLP may not relocate outside of the United States before the completion of the degree.

Program Requirements Regarding the SLP Praxis Examination and Capstone

1. Students must take Capstone SLP 6200 with the first Externship semester. Exemptions from this program requirement may only be given by program administration.
2. Students must pass Capstone before taking the Praxis. Students taking the Praxis without having successfully completed Capstone will receive a Professional Warning. In addition, they will be required to fulfill the Capstone course requirement.
3. Students must pass Capstone in order to graduate.
4. Students must register for the Praxis using the process described in the Capstone course and must take the Praxis at the first opportunity following successful completion of that class.
5. Students who do not pass Capstone must repeat it successful in order to be eligible to take the Praxis and graduate. This may delay graduation.
6. Students who are required to take the Praxis-prior to their scheduled time as a condition of employment must provide official documentation of that requirement to program administration at least two semesters prior to Externship I.

Transfer of Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog, and must have been taken within 5 years prior to admission. Approval of transfer credit will be granted only after the student has submitted a written request for consideration with the program director or his/her designee. The student

must provide catalog course descriptions and may be required to provide course syllabi. Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, and Council on Academic Accreditation (CAA) accredited programs on the graduate level, will be considered for transfer credit into the master's program. No more than nine semester hours of credit may be transferred into the master's degree program. In order to be considered for transfer credit, a grade of B or better must have been recorded for each course. **No clinical course credits will be allowed to transfer.**

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

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

MS-SLP Program Fees

Students enrolled in the MS-SLP program are subject to the following additional fees:

Students in the master's program in Speech-Language Pathology will be charged a \$200 lab (two hundred dollars) fee for the following clinical courses: SLP 6005, SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP 6120, SLP 6130, and SLP 6140. This fee is non-refundable if a student withdraws on or after the first day of the term.

Students participating in clinical experiences outside of Dade, Broward, and Palm Beach counties will be charged an additional fee. For students within the state of Florida, a \$400 (four hundred dollars) fee will be charged for SLP 6101 and SLP 6110. A \$750 (seven hundred fifty dollars) fee will be charged for students participating in SLP 6101 and SLP 6110 outside of the state of Florida. This fee is non-refundable if a student withdraws on or after the first day of the term.

The site visit in SLP 6102, SLP 6120, SLP 6130 or SLP 6140 is completed virtually and no additional fees are charged to the student.

A lab fee of \$100 (one hundred dollars) will be charged for SLP 6055 – Dysphagia.

Deposit Policy

Applications are brought before the MS-SLP Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of \$500 (five hundred dollars) will be required as confirmation of acceptance.

Deposit due dates will be stated in the letter of acceptance to the program. After one year of acceptance date, students who have not enrolled will be withdrawn and must reapply for admission and will be governed by the policies in place at that time.

Program Completion Timeline

The master's program may be completed in eight semesters but must be completed within 6 (six) years from the time graduate courses have begun. Students who are unable to complete all degree or program requirements within the established time frame will be dismissed from the program.

Note: Full-time graduate study is six (6) credits per semester for the master's program in Speech-Language Pathology. Clinical credits are each equivalent to full-time status.

Graduation Requirements

The following is required in order to complete the M.S. in Speech-Language Pathology:

- Satisfactory completion of all required courses
- Successful completion of the required clinical experiences totaling a minimum of four hundred (400) accrued hours
- Successful completion of the required Capstone course
- Successful completion of the required portfolio
- Maintained cumulative grade point average of 3.0 or higher
- Successful demonstration of *2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology* (Standard IV: Knowledge Outcomes), required by ASHA
- Completion of the Praxis adopted by ASHA for purposes of certification in speech-language pathology
- Completed application for degree and satisfaction of all FCE and Nova Southeastern University financial obligations.

All students must submit a Degree Application <http://www.nova.edu/registrar/instructions.html>

Certificate of Clinical Competence

This program is designed to prepare students to meet the standards for ASHA certification. A comprehensive list of ASHA certification standards is available at <http://asha.org/certification>.

Academic Probation and Dismissal –M.S. in Speech-Language Pathology Students

Students will be placed on academic probation for any one of the following:

- Cumulative GPA falling below a 3.0.
- Grade of F in any academic course.
- Grade of C or below in any two academic courses.
- Grade of C or below in a clinical course.

Any course in which a grade of C or below is earned must be repeated through the program in Speech-Language Pathology. Students must repay for the course. Students must successfully repeat the course before moving on to other courses that have the repeated course as a prerequisite.

Students will be placed on professional probation for the following:

- A second unprofessional or unethical conduct violation notice, as defined by the NSU Code of Student Conduct and Academic Responsibility, the Code of Ethics of the American Speech-Language-Hearing Association (<http://www.asha.org>), and/or the manual for externship and clinical policies and procedures.

Students will be subject to dismissal from the program for the following:

- Students previously placed on academic probation, should they be placed on probation a second time (i.e., academic or professional).
- Students previously placed on professional probation, should they be placed on probation a second time (i.e., academic or professional).
- Students who earn a third grade of C or below in any course, regardless of successfully repeated courses.
- Students who earn a second grade of C or below in any repeated academic or clinical course (i.e., second attempt), regardless of successfully repeated courses.
- Students admitted on a “conditional” basis who earn less than a B in any course during their first two terms of enrollment (i.e., first six [6] semester hours of course work).

Notification of probation or dismissal may occur during the succeeding term of registration, whereby students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Appeal and Grievance Procedures

Master of Science in Speech-Language Pathology (MS-SLP) Students

Students who have been dismissed from the program have the right to petition for reinstatement. An appeal to overturn the dismissal must be submitted in writing within 15 days of receipt of the certified mail advising the student of dismissal*. The appeal is to be addressed to the Chair of the Student Professional and Academic Review Committee (SPARC) and should include the student's rationale for reinstatement. SPARC, which is composed of departmental faculty, will review the appeal and render a decision. The student will be notified by the chair of SPARC by certified and regular mail.

Should the student wish to pursue the appeal for reinstatement, the student may address a second written appeal to the Chair of the Programs in Speech-Language Pathology. This letter must be received within 15 days of the receipt of decision from SPARC. The Program Chair will render a decision and the student will be notified of the decision by certified and regular mail.

If the appeal is denied, students who wish to pursue their petition for reinstatement may file a ***grievance*** through the Office of Student Judicial Affairs (OSJA) within 15 days of receipt of the decision by the Program Chair as a third and final step. The grievance will undergo a review by Committee with a written notification of the decision provided.

*Appeals must be completed and fully executed by the student for consideration. Appeals written and/or submitted by a third party, or representation by a third party, will not effectuate a review by SPARC.

Grades

See FCE Policy 3.04 (section A.1.). Students may appeal a final course grade through the Office of Student Judicial Affairs (OSJA). The requisite forms and procedure can be obtained through the OSJA website at <http://www.fischlerschool.nova.edu/judicial-affairs/osja>, or requested via e-mail at osja@nova.edu. Appeals must be properly completed and on file in OSJA within forty-five (45) days from the end date of the course for consideration.

Note: The responsibility for course examinations, assignments, and grades resides with the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to ***formal appeal*** unless there is compelling evidence of discrimination, arbitrary or capricious action, and/or procedural irregularities.

Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) Complaint Policy

The Nova Southeastern University Master of Science program in Speech-Language Pathology (MS-SLP) has been awarded accreditation by CAA. Students enrolled in a program that is accredited by CAA are eligible to apply for ASHA Certificate of Clinical Competence (CCC). Should a student enrolled in the program wish to file a grievance against the program, the following conditions must be met:

- Grievances must be against an accredited educational program, or program in candidacy status in speech-language pathology and/or audiology

- Grievances must relate to the standards for accreditation of educational programs in audiology and speech-language pathology
- Grievances must include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to CAA.

All grievances must be signed and submitted in writing to:

Chair, Council on Academic Accreditation
in Audiology and Speech-Language Pathology (CAA)
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, Maryland 20850-3289

Program of Study

Prerequisite Courses

SLP 5001:	Anatomy & Physiology of the Speech & Hearing Mechanisms (3 credits)
SLP 5002:	Phonetics (3 credits)
SLP 5003:	Neuroanatomy (3 credits)
SLP 5004:	Hearing and Speech Science (3 credits)
SLP 5005:	Speech and Language Development (3 credits)
SLP 5007:	Directed Observation (1 credit)
SLP 5008:	Evaluation of Speech and Language Disorders (3 credits)
SLP 5010:	Treatment of Speech and Language Disorders (3 credits)
SLP 5300:	Audiology (3 credits)
SLP 5400:	Rehabilitation for the Hearing Impaired (3 credits)

Core Courses (41 credits)

SLP 6000:	Diagnosis of Language and Speech Disorders (3 credits)
SLP 6011:	Language and Learning Disorders in School-Aged Children and Adolescents (3 credits)
SLP 6012:	Communication Disorders in Infancy through Preschool Age (3 credits)
SLP 6015:	Clinical Processes (3 credits)
SLP 6020:	Language Disorders in Adults (3 credits)
SLP 6025:	Augmentative and Alternative Communication (3 credits)
SLP 6030:	Voice Disorders (3 credits)
SLP 6040:	Fluency Disorders (3 credits)
SLP 6050:	Motor Speech Disorders (3 credits)
SLP 6055:	Dysphagia (3 credits)
SLP 6060:	Articulation and Phonological Disorders (3 credits)
SLP 6070:	Research Methods (3 credits)
SLP 6075:	Seminar in Professional Issues in Speech-Language Pathology (3 credits)
SLP 6091:	Multicultural and Counseling Issues (3 credits)

Required attendance at the South Florida Main Campus*

SLP 6078:	Technological Applications in CSD* (0 credit)
-----------	---

Elective Courses *Six elective credits must be selected.*

SLP 6013:	Autism Assessment: A Communication-Based Perspective (3 credits)
SLP 6014:	Autism Spectrum Disorders (3 credits)
SLP 6021:	Cognitive Communication Disorders (3 credits)
SLP 6037:	Craniofacial Anomalies (3 credits)
SLP 6045:	Augmentative and Alternative Communication in Educational Settings (3 credits)
SLP 6057:	Medical Aspects of Communication Disorders (3 credits)
SLP 6080:	Directed Research (1-6 credits)
SLP 6201/6202:	Special Topics (1-6 credits)
SLP 6203:	Organization and Management of School-Based Speech-Language Pathology Programs (3 credits)
SLP 6400:	(Central) Auditory Processing Disorders for the Speech-Language Pathologist (3 credits)

Labs and Externships (Required)

SLP 6005:	Diagnostics Lab Practicum (1 credit)
SLP 6101:	Clinical Lab 1 Practicum (1 credit)
SLP 6102:	Clinical Lab 2 Practicum (1 credit)
SLP 6110:	Externship: Adult (1 credit)
SLP 6200:	Capstone (0 credit)

(Choose **ONE** of the following pediatric externships)

SLP 6120: Externship: School (1 credit)

Or

SLP 6130: Externship: Pediatric Non-School (1 credit)

Or

SLP 6140: Approved Program School Externship (1 credit)

Total Credits for Degree Completion 52

Additional Florida Department of Education Approved Program Requirements for SLP

- Successful completion of three education course (may be part of undergraduate degree program, or may be taken concurrently with masters in SLP course work)
 - o ESE 600: Survey of Exceptionalities of Children and Youth, or equivalent
 - o SLP 6203: Organization and Management of School-Based Speech-Language Pathology Programs, or equivalent
 - o RED 550: Foundations of Reading for Content Area Teachers, or equivalent
- Florida Teaching Certification Examinations in
 - o Subject Area Examination in Speech and Language Handicapped, K–12
 - o Professional Education Test
- Successful completion of School Externship – SLP 6140: Approved Program School Externship
- Completion of the Praxis Exam in Speech-Language Pathology (5330/0330)

Doctor of Speech-Language Pathology (SLP.D.)

(Major Code F837)

The doctor of speech-language pathology (SLP.D.) is designed to foster the continued academic education of speech-language pathologists pursuing an advanced doctoral degree. This program fosters the development of knowledge, leadership, and problem-solving skills through the curriculum which incorporates current research, ethical decision-making, and models of best practice. Doctoral students are encouraged to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation.

Doctor of Speech-Language Pathology Mission Statement

The mission of the doctoral program in Speech-Language Pathology (SLP.D.) is to foster the continued academic education of speech-language pathologists pursuing an advanced doctoral degree. Within the curriculum, the faculty incorporates current research, ethical decision-making, and models of best practice to foster knowledge, leadership, problem-solving skills and research. Doctoral students are encouraged to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation process. The program fulfills a commitment to society by providing practicing clinicians a variety of forums to keep their knowledge base current by allowing a flexible schedule for obtaining doctoral education and providing an environment that nurtures the development of current practitioners and future leaders.

Program Learning Outcomes

The SLP.D. graduate entering the profession will be able to do the following:

1. Demonstrate knowledge learned in the program by applying it to real settings (Knowledge)
2. Conduct an independent research investigation that contributes to the general body of knowledge in a specific field or profession. (Research)
3. Solve diverse problems using information and skills acquired in the program to create solutions. (Problem Solving)
4. Make informed decisions based on ethical and legal principles. (Ethics)
5. Formulate scholarly arguments supported by academic resources. (Communication)
6. Engagement in lifelong learning and self-assessment. (Lifelong Learning)

Instructional Delivery System

The Cohort Concept

The SLP.D. program is an online program that represents an innovative, practical, and realistic approach to professional doctoral studies. A new cohort is developed once a year that consists of 15 to 20 speech-language pathology professionals who live and work in a variety of settings. The cohort follows a program of study for matriculation through the courses. The cohort is intended to serve as both an administrative and educational vehicle for the program. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue.

The online format is provided to each cohort which includes formal instruction as delivered through hybrid (live/online), online and one live summer course. The hybrid instructors teach from the Ft. Lauderdale main campus. For these hybrid classes students are provided with software which allows them to hear and view (instructor / class) online. Students participate in faculty-directed independent reading and writing assignments between class meetings.

During the first summer in the program, all students are required to attend a weekend long SLP.D. class in addition to the Conference on Global Leadership (Florida location). As part of the summer conference students will enroll in a three credit research course.

Admission Requirements

The following are specific admission requirements for entry into the doctoral program in Speech-Language Pathology. Please refer to the *General Student Information* section of this catalog for additional admission information.

- a. Completed admission application packet, including \$50 nonrefundable application fee made payable to Nova Southeastern University
- b. Official transcripts indicating conferral of a master's degree by a regionally accredited institution (minimum 3.2 grade point average required)
- c. Official transcripts from all previously attended postsecondary institutions
- d. A complete copy of a resume or current vitae
- e. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program
- f. Valid documentation of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and a copy of current state SLP licensure
- g. Written responses to questions/essays provided in the application
- h. Oral interview

- i. A test score report showing that the applicant received a raw score of 37 (scaled score 391–396) on the Miller Analogies Test (MAT) or GRE scores of 1000 (combined Verbal and Quantitative scales only) **for tests taken prior to August 1, 2012**, or GRE scores of 300 (combined Verbal and Quantitative scales only) **for tests taken on or after August 1, 2012**. The test must have been taken within the past five years. If the score falls below the minimum requirement, the applicant must submit a rationale, in essay format, providing an explanation of why scores do not reflect the applicant's academic potential.

Transfer of Credit

A maximum of nine semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past 5 years, will be considered toward meeting the doctoral programs' degree requirements. Grades for courses transferred must be at the grade of A or B or equivalent. Acceptance of transfer credit is not guaranteed.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Speech-Language Pathology Program. Current doctoral candidates should request and receive prior written approval from the executive director (chair) of the speech-language program before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

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

Doctoral Program Completion Timeline

Doctoral students are allotted seven (7) years from the initial term of enrollment in which to complete all program/degree requirements (excludes DSO 8000). Students unable to complete all program/degree requirements within this seven (7) year timeframe will be subject to dismissal. For exceptions and further information, please refer to the Doctoral Program Completion Timeline Policy (FCE Policy 1.02) in the Student Handbook section of the catalog.

Doctoral Studies Orientation (DSO)

The purpose of the Doctoral Studies Orientation (DSO 8000) is to provide an overview critical to beginning the SLP.D. program. This noncredit course is a requirement for all doctoral students. Students should register for and complete the online DSO in the first semester along with the first "credit-bearing" course. For additional information, please visit the DSO Web site at <http://www.fischlerschool.nova.edu/doctoral-studies-orientation/dso-home>

Summer Conference

During the first year in the program students who have completed at least one term of study are required to attend a one-week, FCE Conference on Global Leadership, Learning, and Research as part of required coursework.

Students who have attended the mandatory summer conference are encouraged to attend an additional conference to enhance their educational experience.

For additional information, please visit the summer conference website at <http://www.schoolofed.nova.edu/summer/>.

Applied Dissertation

The applied dissertation is a detailed, accurate, and cohesive account of a scholarly investigation designed to answer a research question directed toward the improvement of practice in education and human services. Research is distinguished by a theory-to-practice model encompassing a diversity of disciplines. Each student is assigned a faculty committee to facilitate and supervise the process.

SLP.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office, for more information about procedures, resources, and guidelines. There are three benchmarks in the completion of the applied dissertation: (1) the concept paper, (2) the dissertation proposal and Institutional Review Board (IRB) approval, and (3) the dissertation.

Doctoral students are reminded (a) if enrolled in Applied Dissertation Services for the current term in which the dissertation report was graded, the degree will be awarded at the end of the term, and (b) students must be enrolled in Applied Dissertation Services during the final format review process, and (c) that the format reviewers, and/or the dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the ARC and subsequent binding.

Graduation Requirements

Please refer to Graduation in the *General Student Information* section of the catalog to find all degree completion requirements. Any specific program completion requirements can be located within your concentration or contact your Department Program Office.

To complete the Doctorate in Speech-Language Pathology program a student must:

- successfully complete DSO 8000: Doctoral Studies Orientation,
- attend the mandatory summer conference,
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete an applied dissertation,
- submit a degree application form and payment of diploma fee, and
- fulfill all financial obligations to the university.

All students must submit a *Degree Application* <http://www.nova.edu/registrar/instructions.html>

Important Note: Once a degree is conferred, it cannot be retroactively changed to another degree plan for any reason. Before choosing a degree program, applicants are strongly encouraged to contact their state department of education, teacher certification/licensure office for specific certification requirements for the state where they intend to teach.

Program of Study

DSO 8000: Doctoral Studies Orientation (0 credit)
ARC 9300: Research Evaluation and Development
(Summer Conference) (3 credits)

Core Courses

SLPD 7000: Technology and Instrumentation in
Communication Sciences (1 credit)
SLPD 7030: Gerontology (2 credits)
SLPD 7040: Supervision (3 credits)
SLPD 7060: Genetics (2 credits)
SLPD 7070: Pharmacology (2 credits)
SLPD 7075: Counseling (2 credits)
SLPD 7080: Business Management and Leadership
(2 credits)
SLPD 7200: Neuroscience/Neuropsychology and
Communication Disorders (3 credits)
SLPD 7210: Advanced Seminar in Pediatric
Development (3 credits)
SLPD 7220: Advanced Seminar in Voice and
Swallowing (3 credits)
SLPD 7250: Advanced Seminar in Augmentative
and Alternative Communication (AAC)
(3 credits)

Research Courses (12 credits)

EDD 9300: Methods of Inquiry (6 credits)
ARC 8912: Statistical Methods (3 credits)
Choose one of the following
ARC 8913: Program Evaluation (3 credits)
ARC 8915: Survey Research (3 credits)
ARC 8919: Single Subject Research (3 credits)

Benchmark Courses

ARC 8966: Applied Dissertation Service 1: Concept
Paper (2 credits)
ARC 8967: Applied Dissertation Service 2:
Dissertation
Proposal (5 credits)
ARC 8968: Applied Dissertation Service 3: Final
Report (5 credits)
ADS 8091: Applied Dissertation Continuing
Services (1 credit)

Total Credits for Degree Completion 53

Speech-Language Pathology Course Descriptions

SLP 5001 Anatomy and Physiology of the Speech and Hearing Mechanisms (3 Cr)

This course is an introduction to the anatomy and physiology of the auditory and vocal mechanisms. The Structure and function of the skeletal, neurological, and muscular systems involved in respiration, phonation, resonance, articulation, and audition are reviewed. The normal anatomy and functioning of these systems is contrasted with disordered or damaged systems. **Prerequisite/s: None**

SLP 5002 Phonetics (3 Cr)

This class will cover the study of the history, theory and application of phonetics. Students review sampling and transcription techniques and applications to clinical practice. **Prerequisite/s: None**

SLP 5003 Neuroanatomy (3 Cr)

This course provides an introduction to the gross structure of the brain and spinal cord and functional relationship of their parts with emphasis on the auditory and vestibular peripheral and central nervous systems. **Prerequisite/s: None**

SLP 5004 Hearing & Speech Science (3 Cr)

This course covers the nature of sound, sound transmission, and units of measurement necessary to understand the physiologic, acoustic, and perceptual parameters of hearing and speech production. A basic review of instrumentation and technology available and utilized in speech, hearing, and language research, intervention and assessment is provided. **Prerequisite/s: None**

SLP 5005 Speech and Language Development (3 Cr)

Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of development and cultural variations in speech and language. **Prerequisite/s: None**

SLP 5007 Directed Observation (1 Cr)

Students must observe twenty-five clinical clock hours of evaluation and treatment by an ASHA certified and state licensed SLP as an orientation to the clinical aspect of speech-language pathology. Observation hours must be completed at university-affiliated sites and must precede clinical assignments. **Prerequisite/s: none**

SLP 5008 Evaluation of Speech and Language Disorders (3 Cr)

Principles of screening and evaluation of clients typically seen in a clinic, school, hospital or nursing home settings, including administration of specific evaluation instruments are discussed for the purpose and diagnosis of speech and language disorders. **Prerequisite/s: SLP 5002 or CSAD 3010 and SLP 5005 or CSAD 3030**

SLP 5010 Treatment of Speech and Language Disorders (3 Cr)

This course provides an overview of treatment strategies and professional terminology used in the management of communication disorders. There is a rudimentary focus on various intervention approaches for populations ranging from childhood to adult. Basic information is delivered on the Code of Ethics from the American Speech-Language and Hearing Association. **Prerequisite/s: SLP 5002 or CSAD 3010 and SLP 5005 or CSAD 3030**

SLP 5300 Audiology (3 Cr)

This course provides information regarding the normal anatomy and physiology of the auditory and vestibular system, including neural pathways, the brainstem and auditory cortex. Instruction in test administration and interpretation of standard and specialized tests of auditory function are covered. Pathologies of the hearing and balance mechanism are discussed, with emphasis on interpretation of audiological results. Information about the evaluation and treatment of hearing disorders is provided. Adult and pediatric test procedures and outcomes are discussed, and common etiologies for different types of hearing loss are addressed for both groups, including central auditory processing disorders. Adult and pediatric audiogram and letter report interpretation will be covered. **Prerequisite/s: SLP 5001 or CSAD 3020 AND SLP 5004 or CSAD 3050**

SLP 5400 Rehabilitation for the Hearing Impaired (3 Cr)

Prevention and remediation of communication problems resulting from hearing impairment in populations from birth to geriatrics. **Prerequisite/s: SLP 5005 or CSAD 3030, SLP 5010 or CSAD 4030, and SLP 5300 or CSAD 4050**

SLP 6000 Diagnosis of Language and Speech Disorders (3 Cr)

The course will provide procedures and techniques to assess speech and language status. The overall aim of the course is to build on the student's understanding of the assessment process in communication disorders. Students are to develop the ability to interpret assessment information and to formulate appropriate diagnosis of the patients/clients we serve. A noncredit lab is included. **Prerequisite/s: SLP 5008 or CSAD 4010**

SLP 6005 Diagnostics II Practicum (1 Cr)

Emphasis on analysis and interpretation of data and the impact on differential diagnosis. Lab class meetings are required. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, SLP 6020 and SLP 6060**

SLP 6011 Language and Learning Disorders in School-Aged Children and Adolescents (3 Cr)

This course addresses the etiology, diagnosis, and treatment of language-learning delay/disorders (including developmental and acquired disorders), affecting school-age children through adolescence. Emphasis will be placed on a communication process model of evaluation and intervention with the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. The importance of the functional interrelationships among linguistic, cognitive, and affective functions and the social contexts within which they occur will be stressed. A variety of assessment and treatment procedures for use with this diverse clinical population will be discussed. Presentation of the paradigm shift from a traditional deficit model to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions will be covered. **Prerequisite/s: SLP 6012.**

SLP 6012 Communication Disorders: Infancy-Preschool (3 Cr)

Identification, assessment, and intervention principles and procedures for young children who display or are at-risk for socio-

communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships. **Prerequisite/s: SLP 5005 or CSAD 3030**

SLP 6013 Autism Assessment (3 Cr)

This course will provide information about critical issues in assessing communication and language in children and adults with autism spectrum disorders. This course will focus on implementing effective evidence based assessment strategies in order to develop appropriate communication goals and strategies for individuals with autism spectrum disorders. Lectures, case reports, videotaped demonstrations, and hands-on learning activities will be completed. **Prerequisite/s: SLP 6000 and SLP 6011**

SLP 6014 Autism Disorder (3 Cr)

This course will provide information and discussions about critical issues in teaching communication and language to children and adults with autism spectrum disorders. This course will focus on implementing effective assessment and intervention strategies as well as developing appropriate communication programs for individuals with autism spectrum disorders. Lectures, case reports, videotaped demonstrations, and hands-on learning activities will be completed. **Prerequisite/s: SLP 6011, SLP 6025, and SLP 6070**

SLP 6015 Clinical Processes (3 Cr)

Clinical Processes will provide a base of knowledge and fundamental skills needed for beginning supervised clinical practice. This course will review the basic aspects of delivery of treatment services for communication disorders, including communication skills, interpersonal skills, behavioral management skills, intervention strategies and processes, data management, and clinical writing skills. Emphasis will be placed on basic clinical intervention processes common to a variety of disorder areas. **Prerequisite/s: SLP 6011, SLP 6020, and SLP 6060**

SLP 6020 Language Disorders in Adults (3 Cr)

This course provides a knowledge base for evaluation and treatment of disorders of language of adults including aphasia, closed-head injury, and dementia. **Prerequisite/s: SLP 5003 or CSAD 3040 and SLP 6070.**

SLP 6021 Cognitive Communication Disorders (3 Cr)

This course provides a knowledge base for adult and pediatric acquired and developmental cognitive communication disorders. Topics include attention, memory, reasoning/problem solving, executive function, learning, processing, and language. The diagnosis and treatment of these deficits in patients at many levels of recovery will be discussed. **Prerequisite/s: SLP 6011 and SLP 6020**

SLP 6023 Advanced AAC Technology (1 Cr)

This course will explore the characteristics of computer-based voice-output communication software, computer-based self-authoring software and devices that will enhance this software. An overview of augmentative communication assessment for selection of the appropriate software and intervention principles will be presented. Students will be able to make appropriate software selection for a client considering the features of each computer-based software program. **Prerequisite/s: None**

SLP 6025 Augmentative and Alternative Communication (3 Cr)

This course will review the basic aspects of the field of augmentative communication, including aided and unaided symbols, strategies, and techniques. An overview of augmentative communication assessment and intervention principles and procedures will be presented. This course will address the needs of individuals with little or no functional speech across the life span, including etiologies such as severe aphasia, autism, cerebral palsy, dual sensory impairment, intellectual disability, progressive neurological diseases, and traumatic brain injury. **Prerequisite/s: SLP 6012 and SLP 6020**

SLP 6026 AAC Assessment (1 Cr)

This course will provide information about evaluation procedures for the individual with severe communication disorders. The course will focus on the in-depth study of AAC assessment strategies across multiple domains. Lectures, videos and hands-on learning activities will be explored during the course. **Prerequisite/s: None**

SLP 6029 Augmentative and Alternative Communication in the Curriculum (1 Cr)

This course reviews intervention principles, issues, and strategies for school-aged children using augmentative and alternative communication. Participants will gain experience developing goals and intervention programs that foster the development of social and academic skills along with expressive communication. Strategies for specific areas of AAC learning will be reviewed, including vocabulary development, symbol learning, access skills, and direct selection and scanning. Issues relevant to students in the primary grades, in later elementary school, in middle school, and in high school will be discussed. **Prerequisite/s: None**

SLP 6030 Voice Disorders (3 Cr)

Etiological factors, and procedures for diagnosis, treatment, and interdisciplinary management of individuals with functional and/or organic voice and resonance disorders, e.g., dysphonia secondary to nodules, hypernasality secondary to cleft palate. **Prerequisite/s: SLP 5001 or CSAD 3020, SLP 5003 or CSAD 3040, SLP 5004 or CSAD 3050, SLP 5008 or CSAD 4010, SLP 5010 or CSAD 4030 and SLP 6070**

SLP 6037 Craniofacial Anomalies (3 Cr)

Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence. **Prerequisite/s: SLP 6030**

SLP 6040 Fluency Disorders (2 Cr)

Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other non-fluent speech conditions will be studied. **Prerequisite/s: SLP 5010 or CSAD 4030**

SLP 6045 Augmentative and Alternative Communication in Educational Settings (3 Cr)

This course focuses on the implementation of augmentative and alternative communication (AAC) in educational settings. Learners will gain an understanding of the legal foundations of providing AAC devices and services in school settings. The course addresses

strategies for AAC services that can be used to provide access to the general education curriculum for students with significant communication challenges. Language assessment and intervention strategies for AAC communicators are discussed. Issues and strategies to teach reading and writing skills are presented along with strategies for facilitating the development of social skills and friendships. **Prerequisite/s:** SLP 6025

SLP 6050 Motor Speech Disorders (3 Cr)

Education and training in the assessment and management of motor speech disorders across the lifespan. Discussion of the nature, etiology, diagnosis, and management of motor speech disorders with emphasis on differential diagnosis and treatment. **Prerequisite/s:** SLP 5001 or CSAD 3020, SLP 5003 or CSAD 3040, SLP 6070 and SLP 6060

SLP 6055 Dysphagia (3 Cr)

This course provides information about normal anatomy and physiology of the swallow. Using an evidence-based model, information about the evaluation and treatment of swallowing disorders is provided. Common etiologies for dysphagia (e.g. neurogenic, and head and neck cancer) are addressed for the adult population. An overview of pediatric dysphagia is provided. Current issues and controversial topics are discussed in a framework of questions students should consider. Examples of ethical questions in the management of dysphagia are presented. Students are afforded the opportunity to view flexible endoscopic evaluation of swallowing (FEES). Video views of normal and abnormal swallows through video fluoroscopic evaluation are provided through a noncredit required lab. **Prerequisite/s:** SLP 6050

SLP 6057 Medical Aspects of Communication Disorders (3 Cr)

The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas, and report writing for the medical model of treatment will be a significant focus of this course. **Prerequisite/s:** SLP 6015

SLP 6060 Articulation and Phonological Disorders (3 Cr)

This course provides a knowledge base for normal and disordered speech sound development. Theories of assessment and intervention are discussed, and application, analysis and comparison is stressed for all theories and approaches presented. A variety of procedures for identification and remediation of articulatory and phonologic disorders are presented. Traditional therapeutic techniques and current diagnostic and intervention strategies are highlighted. **Prerequisite/s:** SLP 5002 or CSAD 3010

SLP 6070 Research Methods (3 Cr)

Exposure to critical analysis of the field's literature with respect to research design and statistical application. **Prerequisite/s:** None

SLP 6075 Seminar in Professional Issues (3 Cr)

The purpose of this course is to increase students' awareness and understanding of current professional issues pertaining to such matters as standards of ethics, scope of practice, legislative mandates affecting the professions, professional service delivery systems, healthcare reimbursement issues, state licensure, national certification, state teacher certification requirements, State Accomplished Practices for Educators, state education standards, job opportunities and interview strategies, participation in professional organizations, professional advocacy, and HIV/AIDS awareness. **Prerequisite/s:** SLP 6101

SLP 6078 Technological Applications in Communication Science and Disorders (0 Cr)

This course provides an overview of technological applications used by professionals in speech-language pathology with an introduction to computer applications in the field. This course also provides the technological foundation necessary for students to complete the online master's degree. **Prerequisite/s:** None

SLP 6080 Directed Research (1-6 Cr)

This course provides students with an opportunity to develop clinically relevant research skills and gain hands-on experiences with research practices. Students work collaboratively with selected faculty members to plan and conduct their research projects. The scope and depth of the project varies according to the number of credits for which the course is taken. Students must secure faculty permission in advance of registering for this course. **Prerequisite/s:** SLP 6070

SLP 6091 Multicultural and Counseling Issues (3 Cr)

This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be explored. **Prerequisite/s:** SLP 6101

SLP 6101 Clinical Lab I Practicum (1 Cr)

This course has dual components; students will provide treatment to assigned patients as well as attend weekly class meetings. Participation in a direct patient contact supervised clinical practicum will occur with supervised clinical practice performed in the treatment of speech, language, and hearing disorders. Development and application of appropriate treatment plans, collaborative supervisory meetings, self-analysis skills, research, and completion of written documentation is expected. Discussions on professional topics such as prevention, portfolio development, child/elder abuse neglect and case studies will be covered. **Prerequisite/s:** SLP 6015

SLP 6102 Clinic II Practicum (1 Cr)

In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Lab class meetings are required. **Prerequisite/s:** SLP 6101.

SLP 6110 Externship: Adult (1 Cr)

Pediatric externship requires a full time placement (based on a minimum of 32 hours/week for a 14 week semester) in a pediatric facility. The candidate will participate in all activities associated with a SLP position including assessment and treatment of children. Candidates will be supervised by an SLP who is ASHA certified and state licensed and by a University supervisor (site visitor). **Prerequisite/s:** SLP 6005 and SLP 6102

SLP 6120 Externship: School (1 Cr)

School externship requires a full time placement (based on a minimum of 32 hours/week for an entire semester) in a school setting. Candidates will participate in all activities associated with a school-based SLP position including assessment and treatment of students in a PK-12 school setting. Candidates will be supervised by an ASHA certified, state licensed school-based SLP and by a University supervisor. **Prerequisite/s: SLP 6005 and SLP 6102**

SLP 6130 Externship: Pediatric Non-School (1 Cr)

Pediatric externship requires a full time placement (based on a minimum of 32 hours/week for a 14 week semester) in a pediatric facility. The candidate will participate in all activities associated with a SLP position including assessment and treatment of children. Candidates will be supervised by an SLP who is ASHA certified and state licensed and by a University supervisor (site visitor). **Prerequisite/s: SLP 6005 and SLP 6102**

SLP 6140 Approved Program School Externship (1 Cr)

School externship requires a full time placement (minimum of 32 hours/week for a 14 week semester) in a school setting with which NSU has a current legal affiliation. The school externship must be taken by candidates seeking Department of Education certification in speech-language pathology (SLP). Candidates will participate in all activities associated with a school-based SLP position including assessment and treatment of students in a PK-12 school setting. Candidates will be supervised by school-based clinical faculty (SLP) who are ASHA certified and state licensed and by a University supervisor (site visitor). **Prerequisite/s: SLP 6005 and SLP 6102**

SLP 6200 Capstone

CAPSTONE is an online course to assist students in reviewing major content areas in the field of speech-language pathology in preparation for the Praxis national examination. It addresses major topic areas covering normal and disordered processes, professional issues, research methodologies, and other content important to the profession. Students review online course materials, participate in discussion boards, and contribute to synchronous chats. **STUDENTS MUST TAKE THIS CLASS WITH THEIR FIRST EXTERNSHIP EXPERIENCE. Prerequisite/s: None**

SLP 6201 AND SLP 6202 Special Topics (1-3 Cr)

Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective may be taken for credit, CEU, or recertification). **Prerequisite/s: None**

SLP 6203 Organization and Management of School-Based Speech-Language Pathology Programs (3 Cr)

This course will address the challenges facing school-based speech-language pathologists. Topics will include: legislative mandates; current issues in education and the impact of these issues on the traditional roles of school-based speech-language pathologists; organization and management of school speech-language programs; active participation on the educational team; service delivery models for diverse populations; use of technology in schools; treatment outcomes and accountability measures; marketing services in the schools and the community; creative program ideas. **Prerequisite/s: SLP 6000, SLP 6011, and SLP 6060.**

SLP 6400 (Central) Auditory Processing Disorders for the Speech-Language Pathologist (1 Cr)

The course will provide an overview of the characteristics of Auditory Processing Disorders, evaluation tools used for diagnosing the disorder, differential diagnosis considerations, effects of Auditory Processing Disorders on language skills and academic achievement, and treatment approaches shown to be effective through clinical research. **Prerequisite/s: SLP 6011**

SLPD 7000: Technology and Instrumentation in Communication Sciences (1 Cr)

This course will provide students with information and skills that can improve their understanding and utilization of technology for research, scholarship, teaching, and clinical service delivery in the field of speech-language pathology. Doctoral students will receive hands-on experience in the use, application, and configuration of software for distance learning technologies for management of clients, business matters and/or demonstrate a systematic approach for synthesizing research. **Prerequisite/s: None**

SLPD 7030: Gerontology (2 Cr)

This course will provide students with an overview of gerontology. The older adult population often present with complex, interacting issues. Thus, a holistic approach to patient care will be considered, encompassing biological, social, psychological, and cultural aspects related to aging. Analysis of day-to-day functioning of the aging patient will be covered. An emphasis will be placed on differentiation between normal aging processes and pathological changes related to speech pathology and communication disorders. Learning will take place via class lectures and discussions experimental exercises, written case studies, student presentations and panel discussions. Discussion of ethical issues related to aging will augment the learning process. **Pre-Requisite/s: None**

SLPD 7040: Supervision (3 Cr)

The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed. **Prerequisite/s: None**

SLPD 7060: Genetics (2 Cr)

This course will provide students with a summary of genetics and the opportunity investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on a normal and abnormal or interrupted development at various stages and outcomes. **Prerequisite/s: None**

SLPD 7070: Pharmacology (2 Cr)

The goal of this course is to introduce the student to the advanced science and clinical pharmacology that impacts the practice of speech language pathology. The clinical use and understanding of the pharmacodynamics, pharmacokinetics, and the potential positive and negative outcomes of medications will be emphasized. Lectures, videos and hands-on learning activities will be explored during the course. Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech language pathology and audiology will be presented. **Prerequisite/s: None**

SLPD 7075: Counseling (2 Cr)

Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Cultural impact on the counseling process will also be addressed. Doctoral candidates will experiment with different approaches to interacting with clients and their families by participating in role-play situations. These role-situations will be conducted for use with clients demonstrating a variety of audiologic, speech, and/or language problems. **Prerequisite/s: None**

SLPD 7080: Business Management and Leadership (2 Cr)

Doctoral candidates will learn business management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader of change agent in terms of their own potential for growth and future leadership positions. **Prerequisite/s: None**

SLPD 7210: Advanced Seminar Pediatric Development (3 Cr)

Doctoral candidates will explore current and classical theories and application of cognitive, cultural, psychological and social development of children and adolescents. Application of current thinking as well as therapeutic, teaching and care giving practices stemming from these ideas will be stressed. **Prerequisite/s: None**

SLPD 7200: Neuroscience/Neuropsychology and Communication Sciences (3 Cr)

Neurological foundations of speech-language and cognitive disorders will be presented. The emphasis will be a study of neuropathological conditions and the speech-language disorders that result from these conditions. **Prerequisite/s: None**

SLPD 7220: Advanced Seminar in Voice & Swallowing (3 Cr)

Advanced Seminar in Voice and Swallowing is a doctoral level course exploring best practices in voice and swallowing disorders. This course is not designed to develop voice and swallowing clinicians nor is it designed to impart the full breadth of information available in the areas of voice and swallowing disorders. Rather, this course is designed to enhance the student's comprehension of the specialty areas of voice and swallowing disorders that were taught to them at the master's level, expand their knowledge base of best practices in voice and swallowing disorders, and develop a working sense of the scope of practice in voice and swallowing. **Prerequisite/s: None**

SLPD 7250: Advance Seminar in Augmentative and Alternative Communication (AAC) (3 Cr)

This study area provides a discussion of the critical issues in augmentative and alternative communication and assistive technology, with a focus on self-determination, family-centered practices, and AAC outcomes. Students will gain experience with non-electronic communication displays, various input devices, and low-tech communication devices, as well as high technology voice output communication aids. Current issues in ethics, funding, and the impact of culture on AAC are presented. A discussion of recent trends and future needs as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included. **Prerequisite/s: None**

**Abraham S. Fischler
College of Education
Course Descriptions**

FCE Course Descriptions

ADS 8091 Applied Dissertation Services (1 Cr)

Dissertation services for continuing doctoral students previously enrolled in ADS 8090 who did not complete the applied dissertation. ADS 8091 is also for currently enrolled students who are entering the 37th month of the doctoral program. Students are responsible for registering for ADS 8091. Service fees will apply. **Prerequisite/s: None**

APR 650 Educational Field-Based Project (3 Cr)

The Field-Based Project is intended to engage the students in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves the student in (a) submission of a structured proposal, (b) active intervention, (c) evaluation of the implemented activities and outcomes, and d) completion of a final report. **Prerequisite/s: 24 credits (33 for ESE), including EDU 5000, CUR 526, and EDU 601.**

APR 750 Educational Field-Based Project (3 Cr)

The Field-Based Project is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. This process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation a final report/product. **Prerequisite/s: EDU 5000 and EDU 708.**

ARC 8911 Research Design and Methods (3 Cr)

The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection, organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base. **Prerequisite/s: EDD 9300**

ARC 8912 Statistical Methods (3 Cr)

Statistical Methods is a course in applied statistics that will introduce concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background required for doctoral-level research while emphasizing the application of statistics. **Prerequisite/s: EDD 9300**

ARC 8913 Program Evaluation (3 Cr)

This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. **Prerequisite/s: EDD 9300.**

ARC 8914 Educational Assessment (3 Cr)

Course emphasis will be on equipping students with the necessary conceptual and technical understandings of the process of assessing individuals, as well as developing skills for formulating, conducting, and reporting educational assessments. Students will have the opportunity to conduct scholarly and professional reviews of assessment instruments and a variety of assessment studies. Students will also learn to integrate classroom assessment into instructional planning to improve student learning. Secondary foci of the course are writing instructional objectives, developing test items of various types, constructing rating scales and rubrics, and interpreting student performance. Statistical and psychometric concepts in assessment will be covered. This course will also explore the use of test and other assessment results in making instructional and placement decisions. Attributes of assessment practices, such as reliability and validity, will be discussed. **Prerequisite/s: EDD 9300.**

ARC 8915 Survey Research (3 Cr)

The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research. **Prerequisite/s: EDD 9300.**

ARC 8916 Qualitative Research (3 Cr)

The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate. **Prerequisite/s: EDD 9300.**

ARC 8917 Advanced Program Evaluation (3 Cr)

This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include the development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data-collection procedures, including conventional (e.g., systematic surveys) and unconventional (e.g., trained observer ratings) will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data, and provide guidance on the application of cost effectiveness and cost-benefit techniques in program evaluation. **Prerequisite/s: EDD 9300 and ARC 8913.**

ARC 8918 Advanced Statistical Methods (3 Cr)

This course is designed to provide students with an in-depth knowledge and application of sophisticated statistical procedures used in education and human services. Areas that will be covered will include factorial analysis of variance (ANOVA), univariate ANOVA post hoc tests, analysis of covariance (ANCOVA), repeated measures analysis, simple linear and multiple regression and power analysis. In addition, the course will encompass a review of select multivariate statistical techniques. This course will emphasize the application of these statistical procedures to real world situations that students may encounter in their research or work setting. **Prerequisite/s: EDD 9300 and ARC 8912.**

ARC 8919 Single Subject Research (3 Cr)

This course covers basic concepts and methods employed in single-subject research. Participants will learn about single-subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment. Important factors in designing and critically reviewing single-subject research will be presented, along with options for analyzing data from single-subject research studies. Ethical issues in single-subject research will also be reviewed. **Prerequisite/s: None**

ARC 8920 Mixed Methods Research (3 Cr)

Mixed Methods is a course in research design that will introduce the concepts and methods of mixed methods approaches (i.e., incorporating both quantitative and qualitative methods) to research. The course is designed to provide students with the foundation and conceptual understanding of utilizing mixed methods in doctoral-level research. **Prerequisite/s: EDD 9300, and ARC 8912 or ARC 8916.**

ARC 8966 Applied Dissertation Service 1: Concept Paper (2 Cr)

The content of Applied Dissertation Service 1 (Concept Paper) focuses on developing a preliminary literature review and formulating research questions of the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Department Program Office's faculty and staff. This service will culminate in the completion of the first corresponding benchmark: the concept paper. Credit for this service will be assigned following approval of the concept paper.

Prerequisite/s: None

ARC 8967 Applied Dissertation Service 2: Dissertation Proposal (5 Cr)

The content of Applied Dissertation Service 2 (Dissertation Proposal) emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This service focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark: the applied dissertation proposal. Credit for this service will be assigned following approval of the proposal. **Prerequisite/s: ARC 8966**

ARC 8968 Applied Dissertation Service 3: Final Report (5 Cr)

Applied Dissertation Service 3 (Final Report) involves data collection and implementation, the applied dissertation (i.e., final report), and the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This service will culminate in the completion of the third corresponding benchmark: the applied dissertation. Credits for this service will be assigned following approval of the applied dissertation.

Prerequisite/s: ARC 8967

ARC 8970 Research Dissertation Practicum (4 Cr)

The content of Research Dissertation Practicum emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This service focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark: the dissertation prospectus. Credit will be assigned following approval of the proposal. **Prerequisite/s: None**

ARC 8980 Research Dissertation I (8 Cr)

Research Dissertation I involves data collection and implementation of the dissertation project. Credit will be awarded once the dissertation research has been implemented and the study executed. **Prerequisite/s: None**

ARC 8981 Research Dissertation II (8 Cr)

Research Dissertation II writing the final dissertation report and moving through the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. Credits for this service will be assigned following approval of the dissertation. **Prerequisite/s: None**

ARC 9300 Research Evaluation and Development (3 Cr)

Focuses on research design, implementation, and analysis and its place in leading educational change. The course requires a one week face-to-face component at the annual summer conference with both national and international research leaders and members of the student's dissertation committees. The course also includes both pre-and post-conference activities and assessment. **Prerequisite/s: EDD 9200**

ARO 8666 Applied Dissertation Concept Paper – ITDE (2 Cr)

The content of applied dissertation concept paper focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Department Program Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for the seminar will be assigned following approval of the concept paper. **Prerequisite/s: None**

ARO 8667 Applied Dissertation Proposal – ITDE (5 Cr)

The content of applied dissertation proposal emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal. **Prerequisite/s: ITDE 8666**

ARO 8668 Applied Dissertation Report – ITDE (5 Cr)

Applied Dissertation Report involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report). **Prerequisite/s: ITDE 8667**

ATH 500 Leadership in Athletic Administration (3 Cr)

This course will give students a greater sensitivity, understanding, and appreciation for the responsibilities, duties, and techniques required to function effectively as an educational leader and administrator within the total area of management and administration of sports and fitness organizations. It is further expected that students will acquire a deeper understanding and respect for the need and appropriate application of measurement and evaluation techniques in the decision-making process. **Prerequisite/s: None**

ATH 510 Socio-Cultural and Ethical Foundations of Sport (3 Cr)

This course will enable students to have an understanding of the socio-cultural environment in which sport exists, the socio-cultural and ethical dilemmas confronted in sport, the social stratification and mobility opportunities provided through sport, the commercialization and mass media exploitation in sport, and the barriers to sport participation, including ethical and gender issues. Philosophical, political, societal, moral, race, class, and sexuality issues within sport will be addressed. **Prerequisite/s: None**

ATH 520 Essentials of Sports Law (3 Cr)

This course will demonstrate that athletic administrators need to be aware of the legal implications of their actions. This course will introduce the student to the U.S. legal system and focus on the areas of tort, contract, agency, professional sport law issues and constitutional law as they apply to sports. It will also provide the student with a foundation of comprehensive information that is relevant to practitioners in the sport industry, and will allow the student to better understand the law in general. **Prerequisite/s: None**

ATH 530 Marketing in Athletic Administration (3 Cr)

This course will expose the student to fundamental concepts of marketing, emphasizing how those concepts are applied to the domestic sports industry as well as to the international market. The course will focus on the unique aspects of sport, such as its particular product and life cycle profiles, the sport consumer and the various marketing tools and strategies that can be utilized to successfully bring the product to market, specifically the classic marketing mix, targeting, segmentation, program implementation and control. **Prerequisite/s: None**

ATH 540 Economics and Finance in Athletic Administration (3 Cr)

This course will teach the student to analyze the financial implications and operating procedures of the athletic industry, including where revenue is obtained, how it is spent, and how to effectively utilize remaining resources to help foster future growth. Finance is the key for any decision making process, and a thorough knowledge of financial concepts, systems, statements, budgets, forecasts and planning is the key to making athletic administrative decisions. **Prerequisite/s: None**

ATH 550 Event Planning and Public Relations in Athletic Administration (3 Cr)

This course provides the student with the history and evolution of event management; explores the myriad of types of events that are offered in the marketplace; evaluates an event based on information gained; and presents an event that the student will produce, including all that is involved in running a successful event from inception to completion. This course will teach the student how to effectively communicate goodwill and promote a favorable relationship with a variety of administrators, personnel, the community, and the media. **Prerequisite/s: None**

ATH 560 Field Experience Advising (1 Cr)

This course is a prerequisite for Field Experience in Athletic Administration I and II and Applied Research in Athletic Administration I and II. The purpose of this course is to offer individual advising about careers in athletics so that a student can successfully glean skills and techniques from the field experience. Students will learn how to create a professional résumé and cover letter to prepare them for future professional experiences. Students who are able to complete an applied field experience will be responsible for locating the site for their applied field experience, obtaining approval from the instructor, and applying for the applied field experience. These students will take ATH 670 Applied Field Experience I in the following term. Students are encouraged to complete an applied field experience; however, students who are unable to complete an applied field experience will propose an applied research project and take ATH 671 Applied Research in Athletic Administration I in the following term. **Prerequisite/s: None**

ATH 670 Applied Field Experience in Athletic Administration I (3 Cr)

This is part I of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will commence the applied field experience and glean the skills necessary to function effectively in the applied field experience. In addition, this course will teach students about the purpose of an electronic portfolio, how to map out the electronic portfolio in advance, and how to create an electronic portfolio plan. **Prerequisite/s: ATH 0560**

ATH 671 Applied Research in Athletic Administration I (3 Cr)

This is part I of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete an applied research project. In addition, this course will teach students about the purpose of an electronic portfolio, how to map out the electronic portfolio in advance, and how to create an electronic portfolio plan. **Prerequisite/s: ATH 0560**

ATH 675 Applied Field Experience in Athletic Administration II (3 Cr)

This is part II of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete the applied field experience that they commenced in ATH 670 and will finalize and present the electronic portfolio. **Prerequisite/s: ATH 0670**

ATH 676 Applied Research in Athletic Administration II (3 Cr)

This is part II of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete an applied research project and will finalize and present the electronic portfolio. **Prerequisite/s: ATH 671**

CAE 500 Introduction to Media and Instruction (3 Cr)

This course introduces students to the principles of instructional design and learning theory, examines methods for planning, production and utilization of media in instruction and provides experience in the development of a lesson plan that incorporates the use of instructional media. **Prerequisite/s: None**

CAE 502 Internet for Educators (3 Cr)

This introductory course includes the fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore Internet terminology, Internet services, forms of Internet communication and retrieval of information. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access and use in the K-12 environment will be discussed. Target audience: classroom teachers and media specialists working with grades Kindergarten through 12. **Prerequisite/s: None**

CAE 503 Internet Resources for Educators: Applications for Instruction (3 Cr)

This intermediate course examines Internet resources and communication tools and how they may be used in the learning environment to build critical thinking and research skills. Students will learn to use the Web to locate, examine, and evaluate instructional resources to design instructional activities for education or training. Synchronous and asynchronous forms of Web communication will be explored along with issues of acceptable Internet use in the K-12 classroom. Projects and activities focus on the individual student's professional environment and curriculum needs. Target audience: classroom teachers and media specialists working with grades Kindergarten through 12. **Prerequisite/s: None**

CAE 504 Introduction to Web Authoring (3 Cr)

This introductory project-based course examines and demonstrates the elements of Web page development including page and site design, copyright issues, HTML coding, and World Wide Web related resources. Each participant will use problem-based learning experiences to create basic web pages culminating in a final WWW site. Students participating in CAE 504 should have Basic computer skills, experience using the Internet and WWW. **Prerequisite/s: None**

CAE 505 Web Authoring 2: Beyond Basic WWW Page Development (3 Cr)

Students will supplement the WWW page developed in Web Authoring I using more advanced authoring techniques such as tables, image maps, frames, forms, and JavaScript. Students will examine inquiry-based learning and complete projects that integrate Web Authoring inquiry-based pedagogy in web site design. **Prerequisite/s: CAE 504**

CAE 507 Video and Multimedia for Education (3 Cr)

This course introduces elements of audio, video and multimedia creation for individual computer based learning and distance delivery. Students will create educational multimedia materials for teaching and learning in a variety of formats using new technologies and software. **Prerequisite/s: None**

CAE 510 Web 2.0 Tools: Applications for Teaching and Learning (3 Cr)

This course provides students with the knowledge, skills, and tools to integrate Web 2.0 tools into classroom instruction. Students will research and learn to use popular free educational Web 2.0 tools and resources, create learning activities, and develop teaching and learning resources that can be used immediately in classrooms with students. **Prerequisite/s: None**

CAE 6100 Classroom and Clinical Applications of Assistive Technology (3 Cr)

The term assistive technology as defined by federal legislation is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capacities of individuals with disabilities." This course is a broad overview of assistive technologies commonly being introduced into school and clinical settings to empower and support persons with varied physical and learning disabilities. **Prerequisite/s: None**

CIMA 702 Curriculum and Instruction: Trends and Issues (3 Cr)

This course provides students the opportunity to explore and investigate current practices and emerging trends and issues in the field of curriculum and instruction. **Prerequisite/s: None**

CIMA 707 Reconceptualizing Curriculum (3 Cr)

This course provides students with the opportunity to research current best practices in curriculum design for traditional electronic and distance learning environments and the skills and knowledge to assess relevant products. **Prerequisite/s: None**

CIMA 712 Management for Curriculum and Instruction (3 Cr)

This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. **Prerequisite/s: None**

CIMA 717 Curricular Product Evaluation (3 Cr)

This course provides students with the skills & knowledge required to examine, review, evaluate & select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals. **Prerequisite/s: None**

CIT 500 Theories of Learning (3 Cr)

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

CIT 501 Curriculum and Instruction (3 Cr)

This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participants setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning and assessment of student learning outcomes are examined. **Prerequisite/s: None**

CIT 502 Research in Education: Process and Application (3 Cr)

Taken as the first course of each Master's program specialization, CIT 0502 begins a process that continues throughout the student's program of study, emphasizing research skills and development of an applied research project. Prerequisite to subsequent courses in all NGTE majors, CIT 502 is the first component of an integrated three-part process that continues with six to eight weeks of implementation

and culminates with a final report generated in CIT 0610. **Prerequisite/s: None**

CIT 503 Assessment of Learning (3 Cr)

This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment topics to be covered are design and development of assessment plans, teacher-made tests, standardized and commercial tests, and performance assessments. Program evaluation, the role of high-stakes testing and its relationship of learning, and assessment and decision-making will also be examined. **Prerequisite/s: None**

CIT 609 Special Topics in Curriculum Design 1 (3 Cr)

This course is an independent study of special topics and issues in curriculum planning, organization, and design. It is designed to have the student learn from a variety of online resources. This course is designed for students who have completed programs of study in NGTE and allows the student to pull together many elements from previous courses in the program. **Prerequisite/s: None**

CIT 610 Special Topics in Curriculum Design 2 (3 Cr)

This course is designed to provide analysis and synthesis of formal applied research in a selected work setting. Students will present and evaluate the results of a research project, analyze and evaluate the research methods used, and offer recommendations for integrating the project in the work setting and beyond. They will also complete tasks that demonstrate leadership, ensure improvement in educational activities, and/or enhance technology integration in the work setting.

Prerequisite/s: CIT 0502

CODE 600 Foundations of Distance Education (3 Cr)

This course examines the online education environment practically and conceptually from both instructor's and students' view. Students learn basic online education concepts, the roles of the teacher and student in online education, and components of online education environments. Forms of blended education and guidelines for transitioning from the traditional classroom to the online classroom are addressed. **Prerequisite/s: None**

CODE 610 Planning and Assessing Online Learning (3 Cr)

This course focuses on the procedures utilized by online instructors to assess learning. Emphasis is placed on both traditional and nontraditional approaches toward assessment. Candidates will gain knowledge about online learners and develop a series of performance assessments. This will include assessment practices of online course deliverables including, but not limited to, online quizzes, discussion board postings, and blogs. Students will examine a variety of issues through reading, online research, hands-on activities, and problem-based learning. **Prerequisite/s: CODE 600**

CODE 650 Distance Educator Seminar (3 Cr)

This course focuses on practical activities in distance education that will engage students through a supervised experience within a virtual school or organization involved with teaching and learning at a distance. The student will bring together the theoretical and practical knowledge and skills developed through coursework into practice such as observing teaching within online courses, conducting an interview with experienced educators within the field of distance education, evaluating an online course, and presenting a synchronous lesson from a distance. This course requires 30 contact hours of professional work as assigned by the instructor of this course.

Prerequisite/s: CODE 600, CODE 610, and CODE 630

CUR 506 Curriculum and Instruction (3 Cr)

This course provides a comprehensive analysis of the *process* of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instruction. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course will conclude with an in-depth study of a number of models of curriculum development. **Prerequisite/s: None**

CUR 526 Educational Research for Practitioners (3 Cr)

This course introduces students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. These skills include the use of electronic databases, synthesizing research for application in instruction and training, developing objectives to evaluate both progress and process, and collecting and analyzing data within an educational context. Students are required to design an action research project that is relevant to their specialization. **Co-requisite/s: EDU 5000**

CUR 591 Assessment and Evaluation (3 Cr)

The purpose of CUR 591 is to emphasize 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. **Prerequisite/s: None**

CUR 8110 Principles of Curriculum and Teaching (3Cr)

Candidates survey the historical, philosophical, psychological, and social foundations of the curriculum development process and the issues that influenced its development. **Prerequisite/s: None**

CUR 8210 Curriculum Development and Design (3Cr)

The course challenges students to contextualize different models of curriculum development in the historical and ideological contexts in which they emerged. Students will read primary and secondary sources on curriculum to explore different models of curriculum development, current trends and issues in curriculum, and to make connections between curriculum and the principles underlying the development of a curriculum. Students will also examine and critically analyze current curriculum development trends and develop an understanding and a critical perspective of curriculum issues. **Prerequisite/s: CUR 8110**

CUR 8310 Curriculum Assessment and Evaluation (3Cr)

Focuses on current theory and practice for assessing curriculum at various levels. Emphasizes models and strategies for systematically analyzing curriculum to determine the extent to which program and student learning outcomes have been achieved. Forms the basis for making judgments and planning for continuous improvement. **Prerequisite/s: CUR 8210**

CUR 8510 Social and Political Context of Curriculum (3Cr)

Examines the theories, research, and processes of curriculum decision-making. Examines the role of business, industry, and social and political forces on curriculum and their impact on curricular change. **Prerequisite/s: CUR 8110**

CUR 8610 Learning Theories (3Cr)

This course is a study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Addresses applications to curricular and instructional outcomes. **Prerequisite/s: None.**

CUR 9510 Curriculum: Theory and Research (3Cr)

Throughout this course, students will be challenged to consider what curriculum is, is not, and one's role in the process of curriculum making. Students will analyze relevant topics in curriculum such as traditional and contemporary theories of curriculum organization and development, teaching and learning, and the contexts in which these occur. Students will also apply essential curriculum theories to practical contexts. Through inquiry, students will read, analyze and apply various types of curriculum research to deepen their understanding of the field of curriculum and develop a position on the nature of curriculum theory, research, and practice that is grounded in the literature and in practice. **Prerequisite/s: CUR 8110**

CUR 9610 Teaching: Theory and Research (3Cr)

Emphasizes theories and current research in instruction and instructional design that facilitates the learning process, pedagogic creativity, and the role of thought process related to the advancement of instructional theory and practice. **Prerequisite/s: CUR 8110**

DSO 8000 Doctoral Studies Orientation (0 Cr)

The doctoral studies orientation seminar conducted online provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FCE. Students should register for and complete the online DSO modules in the first term along with the first "credit-bearing" course. **Prerequisite/s: None; Corequisite/s: EDD 9200**

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 development, including the physical, socioemotional, cognitive and creative domains. **Prerequisite/s: None**

EC 501 Language Acquisition and Development (3 Cr)

This comprehensive course provides students with a background in how children acquire communication and language skills. Understandings of the developmental rationale and progression needed to determine appropriate strategies that recognize, acknowledge and strengthen typical individual language patterns is emphasized. The components of the learning interrelationships of communication skills and language forms with applications for infants through school age children are presented. **Prerequisite/s: None**

EC 502 Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) (3 Cr)

This course covers appropriate practices, methods and curriculum development for programs for children ages birth through 5. Attention is given to planning, design, implementation and evaluation of programs. Criteria for the analysis and selection of materials are discussed. Field Experiences are integrated. **Prerequisite/s: None**

EC 503 Child Study and Assessment (3 Cr)

This course covers identification, screening and utilization of appropriate assessment strategies for use in educational programs for children ages three through eight. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing. Field experiences are integrated. **Prerequisite/s: None**

EC 508 Theory and Practice in Early Childhood Education (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. **Prerequisite/s: None**

EC 509 Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 Cr)

In this course students examine the developmental and linguistic characteristics and needs of young children as a foundation for the development of the reading process. Theories about language and literacy acquisition and development are explored as a basis for the design, planning and implementation of literacy and early reading classroom experiences. Five key areas for effective early reading behaviors are explored. Students engage in appropriate field experiences. **Prerequisite/s: None**

EC 511 Developmentally Appropriate Curriculum for Children Ages 3 through 8: Social Studies 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. **Prerequisite/s: None**

EC 512 Developmentally Appropriate Curriculum: Concept Development through Math and Science (3 Cr)

This course focuses on planning, implementing, and evaluating developmentally appropriate integrated methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences. **Prerequisite/s: None**

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. **Prerequisite/s: None**

EC 514 Family and School 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 the ethno cultural and economic variables. **Prerequisite/s: None**

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) of the family as a social institution and their impact on the developing child. Emphasis will be placed in exploring and discussing the different family configurations found in today's society. Current local and national issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values, and others will be discussed. **Prerequisite/s: None**

EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings (3 Cr)

This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized through the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course. **Prerequisite/s: None**

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 childhood illnesses. Legal responsibilities of educators as well as services and practices to promote a healthy environment will be examined. Appropriate field experiences are included. **Prerequisite/s: None**

EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children (3 Cr)

This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically different children. Guidelines for the design and implementation of appropriate activities for infants/toddlers, preschoolers, and primary-age children will be addressed throughout the course. **Prerequisite/s: None**

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 Cr)

This course examines the concept of integrated curriculum and the use of play as a developmentally appropriate teaching and curricular strategy for children ages three through six. Students plan and develop integrated activities suitable for young children with consideration to the needs of culturally and linguistically different children. Selected ESOL strategies and observation and assessment activities are discussed. Field experiences are integrated. **Prerequisite/s: None**

EC 526 Family Literacy (3 Cr)

Students explore methodologies to support parents and family members in literacy processes at home at school. Strategies for integrated curricular home/classroom activities are discussed. Selection and use of ESOL strategies, language and culturally appropriate materials for second language learners are discussed. Lesson planning and assessment issues are emphasized. Appropriate field experiences are integrated. **Prerequisite/s: None**

EC 531 Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development Birth through Age 4 (3 Cr)

In this course students will explore and implement appropriate strategies and practices to foster language and social development of the very young child. Guidelines for the selection and preparation of materials, use of learning centers, planning, and assessment issues are discussed throughout the course. **Prerequisite/s: None**

EC 541 Guiding Behavior in the Preschool Classroom (Birth – Age 4) (3 Cr)

Through this course students will examine and discuss the organization and implementation of developmentally appropriate physical and socio-emotional environments for infants, toddlers and preschoolers. NAEYC criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will be examined. Appropriate field experiences are provided. **Prerequisite/s: None**

EC 579 Foundations of Emergent Literacy: Infants and Toddlers (3 Cr)

This course examines the development of language and literacy during the infancy and toddler years. Stages of language learning and development, role of parents and teachers are discussed. Issues about second language learning at home and school will be examined. Developmentally appropriate techniques and ESL techniques for promoting language development are explored. Students engage in the development and organization of literacy materials and environments. Appropriate field experiences are integrated. **Prerequisite/s: None**

EC 586 Early Intervention Trends and Issues (3 Cr)

This course examines recent practices and trends in the field of early intervention. Students engage in the analysis of current issues such as assessment practices, policies, intervention models, services, ethics and cross-cultural issues. Field experiences are integrated into course activities. **Prerequisite/s: None**

EC 592 Emergent Literacy Practices with Children 3-5 Years Old (3 Cr)

This course engages students in the design and implementation of a developmentally appropriate integrated curriculum with emphasis on emergent literacy activities for young children ages 3-5. Curricular techniques, methods, organization of the environment, and selection of appropriate materials are examined. Adaptations for children with special needs and second language learners and parent involvement strategies are discussed. Field Experiences are integrated. **Prerequisite/s: None**

EC 601 Child Development Issues and Trends: The Preschool Years (Birth through Age 5) (3 Cr)

This course examines growth and development issues across the physical, social, cognitive, language and creative domains during the prenatal infancy, toddler hood, and preschool years. Discussion of current developmental and scientific research findings and trends is also covered. Cultural diversity issues related to early development are also addressed. Students will engage in appropriate field

experiences. **Prerequisite/s: None**

EC 602 Cognitive and Social Development: Cross-Cultural Perspectives (3 Cr)

This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences. **Prerequisite/s: None**

EC 620 Research Issues in Child Development (3 Cr)

This course provides an overview of the research process and of research issues related to each of the developmental areas (social-emotional, cognitive, language, physical). Students examine topics linked to the process of growth and development and to the education of children ages birth through eight. Appropriate field experiences are integrated. **Prerequisite/s: None**

EC 692 Early Childhood Education Internship (9 Cr)

This course for early childhood education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an early childhood classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as national and state level policies, school board rules, regulations, and policies; professional ethics; best practices; national and state standards; appropriate teaching strategies based on children's needs; current trends in education; essential teaching competencies; developmentally-appropriate student assessment; collaboration with families; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EC 620, EC 508, EC 503, EC 509, EC 511, EC 512, EC 513, EC 514, EC 517, EC 518, EC 519, EC 521, EC 522, EC 592, EP 5265, EP 600, TSOL 510, TSOL 520, CUR 526, EDU 5000, RED 570, RED 554, EDU 514.**

EC 699 Applied Professional Experience in Early Childhood Education (3 Cr)

This course will require students to participate and document applied professional experiences in an early childhood setting (Preschool-Grade 3). Students will maintain a reflective journal and create a course folder to demonstrate achievement of professional and content standards. **Prerequisite/s: 24 credits, including EC 620**

EC 5015 Teaching and Working with Five-Year Old Children: The Kindergarten Classroom (1 Cr)

This course provides an overview of appropriate pedagogical methods for the Kindergarten classroom. Students review the characteristics of five year-old children and discuss the teaching implications of the concept developmentally appropriate and culturally practices. Child-appropriate models, planning methods and selection of classroom resources are examined through hands-on activities. Field experiences are integrated. **Prerequisite/s: None**

EC 5275 Learning Center Management for the Early Childhood Classroom (Birth to age 8) (3 Cr)

In this course, students will be provided a framework for supporting students' active involvement using the classroom environment and learning centers. The design principles in designing the environmental space and equipment to support and guide students to becoming independent learners, problem solvers and decision-makers will be explained. Well-planned experiences foster the joy of learning by meeting each student's individual developmental level. Adapting the curriculum and instructional time for differing abilities and preferences enhances personalized understanding and knowledge of basic concepts. **Prerequisite/s: None**

EC 5280 Multicultural Children's Literature (3 Cr)

This course examines appropriate children literature representative of different cultural groups. Students will engage in the discussion of selected literary works from the different genres including riddles, songs, nursery rhymes, chants, and picture books. Lesson planning, design and selection of props and storytelling techniques will be discussed. **Prerequisite/s: EC 620**

ECAI 501 Education and Society (3 Cr)

This course investigates the impact of society on education. Synthesis and analysis of historical issues as they relate to current society will be addressed. Strategies for successful education within the current societal structure will be a focus. **Prerequisite/s: None**

ECSE 699 Applied Professional Experience in Early Childhood Special Education (3 Cr)

This course will require candidates to participate and document applied professional experiences in an early childhood special education setting (infant, toddler, preschool, or kindergarten). Candidates will maintain a reflective journal and complete a Teacher Work Sample to demonstrate achievement of professional and content standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, EDU 601, EP 5265, EP 5270, and EP 5275.**

ECED 8711 Research Perspectives in Pedagogical Practices for Young Children (3Cr)

This course examines current policies and practices for children from birth-age 8. Criteria for and issues on quality in early childhood services are examined from the perspective of local and international programs. Theoretical foundations for program development, curriculum assessment, and individual interventions are discussed. Students engage in the analysis and discussion of program policies and practices. Field experiences are integrated into the course. **Prerequisite/s: ECED 8716**

ECED 8712 Seminar in Critical Issues in Early Childhood Education in the Global Village (3Cr)

This course examines current issues and trends impacting the integral development of children within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, poverty issues, special needs families and services. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716**

ECED 8713 Advanced Seminar on Families, Children, and Communities (3Cr)

This course focuses on the role of families on child development from the perspective of diversity and culture. Role of culture and how it shapes families' views on child rearing practices are investigated. Students examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716**

ECED 8714 Philosophical Positions and Paradigms in Early Childhood Curricular Theory (3Cr)

This course examines recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum. Selected models and approaches appropriate for children from birth to age eight are investigated. Local, national, and global issues influencing early childhood curricular development are also discussed. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716**

ECED 8715 Child Advocacy and Leadership in Early Education: Social Concerns in the Global Context (3Cr)

This course will examine the role of child advocacy and leadership to support the cause for children and their families from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children. **Prerequisite/s: None**

ECED 8716 Developmental Research: Cross-Cultural Perspectives in Child Development (3Cr)

This course examines the role and influence of culture in the process of development during the early years (birth-age 8). Cross-cultural characteristics on the development of young children are examined. Influence of diversity elements during the early childhood years such as language, gender, ethnicity, special needs and others are discussed. Role of families, adults and communities in the developmental process are also examined. Field experiences are integrated into this course. **Prerequisite/s: None**

ECED 8720 Social World of Young Children: Issues, Challenges and Practices (3Cr)

This course investigates aspects and issues impacting the social and emotional development of the young child. Emphasis is on the role and influence of the family, culture and other societal elements. Students analyze selected issues and challenges affecting children as well as initiatives, programs and services from the perspective of current research at the national and international levels. **Prerequisite/s: ECED 8716**

ECED 8724 Culturally Diverse Children: Advanced Seminar on Developmental Practices and Programming (3Cr)

Students engage in the investigation of developmentally-based practices for young children with culturally diverse backgrounds (i.e., ethnic, cultural, special needs, linguistic, social and others) from a local, national and global perspective. Research findings on multicultural issues are pondered as well as policies, programs and practices for children who are linguistically and culturally diverse are examined. **Prerequisite/s: ECED 8716**

EDD 5998 Advanced Special Topics in Education (3-6 Cr)

This course provides opportunities for students to conduct an in-depth study of special topics of interest to their field that may not be typically examined in their program. Students select, provide a rationale and discuss a topic of interest with the course instructor. Students engage in the examination and investigation of the topic with the guidance of the instructor. Experiences and concepts learned are documented in a formal analysis and synthesis of learning paper. **Prerequisite/s: By permission of Associate Dean of Academic Affairs only.**

EDD 6000 Portfolio in Instructional Technology and Distance Education (3 Cr)

Portfolio of artifacts from ITDE MS program; Reflection and reaction to ITDE MS program learning outcomes; Collection of course materials, Development of a personal philosophy. **Prerequisite/s: None**

EDD 7000 Research in Instructional Technology and Distance Education (3 Cr)

This course will focus on research design, implementation, and analysis and its place in leading educational change in the fields of instructional technology and distance education with an emphasis on the overlap between these fields. Presents sources of important information about instructional technology and distance education. Emphasizes scholarship and an understanding of the role of the scientist and researcher to guide the practice of the field. **Prerequisite/s: None**

EDD 7005 Instructional Media (3 Cr)

An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media. **Prerequisite/s: None**

EDD 7007 Principles of Distance Education (3 Cr)

Historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; an exploration of the literature of the field, and an examination of effective techniques for teaching and learning within a distance education system. Because students learn about the field of distance education while learning how to be effective distance educators and distance learners, the course is foundational for the ITDE concentration as well as for graduate study at a distance. **Prerequisite/s: None**

EDD 7040 Clinical Supervision (3 Cr)

The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical applications. The impact of cultural diversity on supervision will be addressed. **Prerequisite/s: None**

EDD 7042 Advanced Applications in Technology in Communication Sciences and Disorders (3 Cr)

This course presents technological applications to support scholarship and advanced clinical practice in the field of speech-language pathology. Students will gain experience in utilizing information technology, and will learn a systematic approach for information synthesis. Software for data organization and analysis will be discussed along with bibliographic referencing tools. Students will gain insight into current thinking on technology for the development of professional presentations and distance education. Technological applications for clinical practice settings will also be explored. **Prerequisite/s: None**

EDD 7043 Regulatory, Legislative, and Educational Trends in Communication Sciences and Disorders (3 Cr)

This course will address the historical, ethical, and legal issues and trends in speech-language pathology. This course will increase student's understanding of current professional issues pertaining to such matters as standards of practice, ethics, scope of practice, legislative mandates affecting the professions, professional service delivery systems, healthcare reimbursement issues, licensure and

certification, participation in professional organizations, and professional advocacy. **Prerequisite/s: None**

EDD 7123 Digital Media for Instructional Technology and Distance Education (3 Cr)

Designing digital media for classroom and online instruction will be the first unit of this course, with primary emphasis on planning, designing, producing, and publishing digital media instruction. The second unit will deal with planning, producing, and teaching with digital audio. Unit three will present strategies for planning, producing and teaching with digital photography in a variety of instructional settings, and the final unit will present strategies for planning, producing, and teaching with digital video lessons that incorporate narration, still pictures, and live motion video into a single concept lesson. Topics covered will include basic terminology, file formats, scripting and storyboarding, equipment and software for digital media, and digital media for teaching and learning. **Prerequisite/s: EDD 7005**

EDD 7607 Concepts and Controversies in Aging (3 Cr)

This course will provide a focus on the major concepts and controversies currently being debated in the field of gerontology. Learners will explore concepts of aging, health care, and society; some of the social and economic outlooks for our aging society; and the life course perspective. Some of the controversies will include such topics as health care rationing, elder abuse and neglect, the right to die, changing notions of retirement, creativity and aging, old age and the quest for meaning. **Prerequisite/s: None**

EDD 7608 Humanities and Aging: An Exploration of Human Potential for Late Life Development (3 Cr)

This course will develop a greater sensitivity to and understanding of aging through a sampling of humanities subjects, e.g., literature, history, which pertain to the process of aging. Through literature, poetry, etc., students will gain the special perspective on being human that study of the humanities develops. In addition to readings in the humanities, the course will make use of autobiography and narrative descriptions of famous and ordinary older adults, as well as explore the growing use of reminiscence and life review in research and practice with older adults. The course will also call upon each participant to do some narrative and autobiographical writing. **Prerequisite/s: None**

EDD 7609 The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory (3 Cr)

This course will focus on the human development theories that provide the underpinning for a life-span and humanistic approach to aging. The humanistic approach is closely associated with the term 'conscious aging', which implies that in addition to the nature of aging as a biological and sociological phenomenon, there is a developmental path that includes the psychological and the spiritual. Students will engage in exploring this holistic perspective, as well as life-span theory. **Prerequisite/s: None**

EDD 7610 Social Gerontology: The Sociology of Aging (3 Cr)

This course will provide a sociological perspective on the aging process. Students will examine the impact of social and cultural conditions on older adults as individuals and as groups (cohorts). The class will focus particularly on social policy through the lens of race, gender, and class. This course will seek to provide the learner with an ability to critically analyze the institutions that provide care and services to older adults, i.e. long term care facilities, hospitals, senior centers, etc. In addition, students will gain insight and analysis of the major social policies affecting older adults. **Prerequisite/s: None**

EDD 7611 Aging and Ethnicity (3 Cr)

While all human beings age, human beings age differently. The focus of this course will be to illuminate the role of cultural diversity in the aging process. Providing services to older adults are significantly affected by providers' cultural competence. Cultural beliefs and values impact how older adults learn and have access to and/or process information. The quality of service may be greatly influenced by understanding or misunderstanding the ethnic beliefs and values of older adults. This course will teach learners how aging and ethnicity affects how we serve older adults. The course will also help learners become better acquainted with their own cultural beliefs and values, as they learn about the cultural beliefs and values of a wide variety of ethnicities. **Prerequisite/s: None**

EDD 7612 Biology of Human Aging (3 Cr)

This course will provide fundamental knowledge about the biology of human aging for those with little or no background in biology. While aging is a fact present in all human lives, there are common misconceptions as to what aging is, how we age, and why we age. There are also controversial and ethical issues associated with scientific explorations into extending our life spans. We will therefore be examining the impact of the science of aging on human life; the use of medical technology and its impact on mitigating aging. We will learn about the many theories of aging; examine healthy aging, and the diseases that most commonly affect us as we grow older. We will also look at the effects of aging on several body systems, and the effect of environment on aging within the context of how purpose and meaning are formed and challenged as human beings grow older. **Prerequisite/s: None**

EDD 7710 Principles and Theories of Adult Education (3 Cr)

This course examines the range of theoretical and practical approaches to the education of adults. Topics include adult motivation for learning; innovative instructional approaches for adults; the practice of andragogy and andragogical roots of the contemporary adult education movement; evolving opportunities in workplace learning, for-credit and non-credit adult learning options in universities and community colleges; and informal learning in adulthood. **Prerequisite/s: None**

EDD 7711 History and Philosophy of Adult Education (3 Cr)

This course provides a broad foundation for the study of adult education based on the historical, philosophical, and theoretical constructs that have influenced the practice of adult education and the adult education movement in the past and continuing into the 21st century. The course examines the historical context of adult education and explores the philosophical perspectives that have influenced and continue to develop current approaches to the education of adults. The course also examines theory building in adult education and the influences of research, reflection, and collaboration on theory construction, revision, and dissemination. **Prerequisite/s: None**

EDD 7712 Contextual Issues Affecting Adult and Continuing Education (3 Cr)

This course presents a comprehensive view of lifelong learning and its critical implications for learners and leaders in the field of adult and continuing education. The course addresses current contexts, emerging challenges, and evolving opportunities in the field of adult and continuing education from a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, prison education, and innovative higher education applications. In addition, participants will analyze emerging challenges including demographic, economic, political, ethical, and socio-cultural changes influencing the practice of adult education. **Prerequisite/s: None**

EDD 7713 Adult Development and Learning Styles (3 Cr)

This course will examine the developmental nuances of adult learning, with specific emphasis on the relationship between life stages and challenges and their influence on adult learning. Additional topics include current and evolving theories of adult cognition and learning, including learning styles; learning modalities and multiple intelligences; adult learners with physical and/or mental disabilities; and practical approaches to integrating technology into the instruction of adults. **Prerequisite/s: None**

EDD 7714 Adult and Continuing Education Program Planning (3 Cr)

This course examines adult education program planning, curricular and administrative opportunities and challenges, and innovative instructional techniques designed to promote access to adult learning. Topics include participation research, innovative approaches and techniques to marketing adult educational programs, and distance learning technologies as well as program planning for adults in a variety of settings. **Prerequisite/s: None**

EDD 7810 The Nature of Conflict in Society (3 Cr)

The course focuses on applying mediation in various conflicts that exist in today's society. Students explore the human and emotional aspects of conflict, and include the dynamics of family, intercultural and workplace conflict. **Prerequisite/s: EDD 7811**

EDD 7811 Theories and Principles of Conflict Resolution (3 Cr)

This course presents the major theories and contexts of conflict resolution. It provides an overview of the nature of conflict and problem-solving strategies applied to different conflict scenarios. Using a team approach, students will formulate an action plan based on a theoretical framework of conflict resolution. **Prerequisite/s: None**

EDD 7812 Strategies and Models of Mediation and Negotiation (3 Cr)

This course examines the nature, varieties, causes, and manifestation of organizational conflict. Students apply alternative resolution techniques and theories at the organizational level as facilitative leaders. **Prerequisite/s: EDD 7811**

EDD 7813 Managing Organizational Conflict (3 Cr)

This course provides the students with an opportunity to apply antecedent conflict resolution knowledge and skills focusing on a specific interpersonal, group, or systemic conflict situation. Using a research-based approach, the student analyzes the dynamics, the nature, and the strategies of transformation or resolution of the conflict. **Prerequisite/s: EDD 7811**

EDD 7814 Special Topics in Conflict Resolution (3 Cr)

This course provides the students with an opportunity to study in depth an area of conflict or violence. Included in the range of study topics are violence in the schools, family violence, violence in the work place, divorce and custody conflicts, cultural terrorism, victim-offender conflicts, etc. Violence intervention and prevention strategies developed for interpersonal, group and societal levels will be examined. **Prerequisite/s: EDD 7810, EDD 7811, EDD 7812, and EDD 7813**

EDD 7912 Curriculum Articulation (3 Cr)

This course will introduce students to collaboratively and systematically weigh key factors, such as: the mandates of national, state and local educational standards, professional licensing requirements, educational benchmarks, grade-level expectations, and course content when making decisions about curriculum and instruction across grade-level progression in both, the K-12 and higher education systems. The relationships between these factors will be discussed in order to demonstrate the significance of a well-designed articulation process that educational institutions must implement in order to assure the successful progression of students across their academic coursework. The course will focus on developing a practical approach to policy development in curriculum and instruction based on an integrated system that aligns curriculum, instruction, standards, assessment, content, and accountability across time. Topics such as grade-level content specifications, promotion requirements, and interdisciplinary approaches will be discussed. **Prerequisite/s: None**

EDD 7913 Curriculum Renewal (3 Cr)

This course will provide the foundation for decisions regarding curriculum renewal and student achievement. Various sources of input will be stressed as the basis for curricular decision making, the need to renew various aspects of curriculum based upon student achievement of the goals and objectives of the curriculum, the articulation of the curriculum, and the instruction strategies employed, and the stakeholders in the curriculum development process. A practical approach will emphasize drawing accurate inferences about what students know and are able to do as the basis for curriculum renewal and the scope and sequence of the curriculum in an educational program. **Prerequisite/s: None**

EDD 7914 Curriculum Teaching and Technology (3 Cr)

This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with emerging technologies; development of media, integration of technology into the curriculum; evaluating the use of technology using rubrics, distance education, course design and online teaching, diffusion of innovations, and production of media for teaching. **Prerequisite/s: None**

EDD 8000 Foundations of Graduate Studies in Education (3 Cr)

This course is a first-term, academic writing and preparatory experience for EDD students entering the Abraham S. Fischler College of Education. The course focus is on academic writing and the creation of academic works commonly found in Fischler doctoral programs; managing time effectively when adding a doctoral program to the student's existing schedule; developing a peer doctoral support network; accessing critical NSU resources; and mastering APA and Nova citation and reference style. **Prerequisite/s: None**

EDD 8001 Instructional Design (3 Cr)

This course is a practical experience in the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. Students will produce and formatively evaluate an instructional unit. **Prerequisite/s: None**

EDD 8002 Surviving Change: Politics, Power, Money, and the Law (3 Cr)

This course investigates the relationship between leadership roles and decision-making in the current and emerging contexts of politics, position power, legal, and economic factors, and the results of creating change through effective policy development in educational institutions with some emphasis on global factors. The student will learn to apply techniques and theories of policy development and will

engage in educational policy analysis. Local, state, and federal political systems are examined to determine the influence these systems have on current and future policies in education. **Prerequisite/s: None**

EDD 8006 System Analysis and Design (3 Cr)

An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system. **Prerequisite/s: None**

EDD 8007 Governance and Management in Higher Education (3 Cr)

Governing institutions of higher education presents a multiplicity of challenges for administrators and educational leaders. Each discipline or guild within an institution of higher education responds to its own professional demands, rules and guidelines and is also protected by those rules and guidelines. Encompassing all guilds into one working unit requires acute problem solving skills in the areas of policy, financial management, and distribution as well as fair evaluation. This course explores governance and management theories, research, and practices for effective leaders and managers. Practical experience is afforded through the development of a management style for a particular institution of higher education. Mission, vision and values for governance as well as planning, quality, assessment and evaluation for institutional effectiveness, innovation, accountability and methods of organizational change are explored. **Prerequisite/s: None**

EDD 8008 Principles of Instructional Technology (3 Cr)

An exploration of the historical, theoretical, and philosophical foundations of instructional technology and an examination of the literature and status of the field. **Prerequisite/s: None**

EDD 8010 Curriculum and Program Development (3 Cr)

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curriculum will be emphasized. **Prerequisite/s: None**

EDD 8012 Managing and Evaluating Instructional Technology and Distance Education (3 Cr)

Theories and methods of planning, operating, and evaluating instructional technology and distance education are studied and applied to case studies. This course explores the process for managing ITDE programs in educational and corporate settings, and emphasizes the principles of staff training, proposal development, and legal issues of the ITDE manager. **Prerequisite/s: None**

EDD 8020 Continuing Education for the Health Care Professions (3 Cr)

This course will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Fundamental principles of teaching and learning are covered, so that the health educator can learn to be effective while teaching colleagues in a continuing education setting, students in the classroom, and patients in clinical settings. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The purpose, benefits, and goals of health care education; the nature of the educational process; and the role of the health care practitioner as educator are examined. Online group interaction is emphasized. **Prerequisite/s: None**

EDD 8021 Contemporary Theories in Health Care Education and Promotion (3 Cr)

This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. **Prerequisite/s: None**

EDD 8022 Trends in Health Care Policy (3 Cr)

This course explores contemporary issues of health care organizations and institutions. The course will examine current trends and issues in health care policy and health care education. Students will be responsible for researching and presenting contemporary issues affecting today's health care and health care organizations. The course examines major trends in health care education and policy that determine the role and future of health care as well as health care educators. Topics include challenges in provision of health services; health care reform; managed health care systems; mortality trends; public health; political aspects of health care; elderly health care; health care safety; long term health care; disease trends; mental health concerns; health behavior; economics of health care; reproductive health; alternative medical therapies; and complementary medical approaches. Disease trends and determinants of health and illness will also be examined. **Prerequisite/s: None**

EDD 8023 Ethics and Professionalism in Health Care (3 Cr)

This course is designed to provide an understanding of essential ethical considerations in health care occupations and will examine prominent bioethical issues that confront today's health care professionals. The course has an applied focus for health care educators and practitioners and focuses on social and ethical developments in health care. Topics include professional relationships among health professionals and patients, critical thinking and ethical decision making skills, the systematic analysis of bioethics, relevant information on social developments and ethical issues in health care, and developments in standards of care. Included are analyses of practitioners' responsibilities and duties, professional codes of ethics, moral dilemmas in health care, casuistry, and the fundamental concepts of patient confidentiality, competency, informed consent, refusal of treatment, autonomy, passive and active euthanasia, and the legal and moral implications of patient care and professional practice. **Prerequisite/s: None**

EDD 8024 Health Care Communications (3 Cr)

This course examines major issues in healthcare communication. The course will address topics related to communication with patients/clients, among caregivers of various disciplines, images of healthcare in the media, the major forms of healthcare education including healthcare issues using technology and the Internet. Course participants will then examine best practices in healthcare

communication that yield positive outcomes in targeted populations for healthy behaviors, lifestyle changes, and healthcare compliance. **Prerequisite/s: None**

EDD 8025 Legal Aspects of Health Care Education (3 Cr)

This course investigates the legal aspects in health care that may affect the delivery of health care education. This course reviews the extent of the legal implications of working in health care settings, including such aspects as individual and corporate liability, negligence, malpractice, malfeasance, fraud, licensing, accreditation, informed consent, patients' rights, staffing privileges, wrongful discharge from employment, and emergent developments in the health care delivery system. Additionally, legal dimensions of medical information management, health financing, patients and employee rights, conditions of confidentiality and privacy, and ethical conduct are explored. This course provides an emphasis on teaching students and staff about the legal aspects in health care which are fundamental to practice. **Prerequisite/s: None**

EDD 8026 Health and Learning (3 Cr)

This course examines how health issues may affect learning in children in grades pre-K—12. This course reviews the extent that physical and mental health issues including such aspects as emotional/behavioral health, learning disorders, chronic health problems, classroom and community health, family health, and health promotion affect the learning process. This course provides an emphasis on recognizing signs of health related issues and provides suggestions for teachers of students with health related learning issues. Course participants will have the opportunity to examine issues directly related to their individual setting. **Prerequisite/s: None**

EDD 8030 Successful Strategic Action Plans (3 Cr)

This course studies strategic planning models, forecasting methods, trend analysis, systems thinking, and futuring. Participants will learn how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize the principles of problem-based learning. Students will have the opportunity to design a mock strategic plan from inception to evaluation by applying principles learned in this course. **Prerequisite/s: None**

EDD 8031 Financing Institutions of Higher Learning (3 Cr)

Finance in Higher Education Leadership (3 credits) is an introduction to institutional finance for academic administrators, health care professionals, military leaders and college or university faculty members. Students participating in the course are introduced to the budget process as an outcome to their institutions' strategic plans. Budget development at their own institutions plays a primary role in this course. Learners will analyze various income and expense parameters. Additional topics include allocation for services at cost centers within institutions, facility management, marketing, enrollment management and financial reporting systems. **Prerequisite/s: None**

EDD 8034 Foundations, Sponsored Research, and Collaborations in Institutional Development (3 Cr)

This course examines the history, development, and current status of institutional advancement programming in organizations. Current issues, challenges, and practices will be reviewed. Learners will be introduced to the functions contained within institutional advancement. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that they will review in their studies. The linkage of institutional advancement to internal organizational functions will be studied. **Prerequisite/s: None**

EDD 8061 Targeting Our Students: The Dynamics of Student Services (3 Cr)

This course will introduce student affairs components, its theoretical underpinnings, and how it operates within institutions of education. Student affairs can be comprised of the offices of academic advising, admissions, athletics, financial aid, student development, student life and safety, student health, and in certain instances, student centers and bookstore oversight. The course will demonstrate how these offices seek to insure each student's sense of belonging and personal growth. **Prerequisite/s: None**

EDD 8110 Assessment Literacy (3 Cr)

This course is designed to address the need for instructional leaders and professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding. **Prerequisite/s: None**

EDD 8111 Communities of Practice (3 Cr)

The purpose of this course will be to prepare leaders to design and develop communities of practice. In this setting, candidates will learn the keys to collaborative cultures. They will also experience tools for dialogue, assessment protocols, and open space technology. As a result of the experiences, the candidate will be expected to design a plan to build a community of practice. **Prerequisite/s: None**

EDD 8112 Assessment Centered Curricular Design (3 Cr)

This practical course departs from traditional curricular design by focusing purposeful task analysis: Given a task to be accomplished, how do we get there? Professionals will be challenged to design curriculum only after operationalizing their goals or standards in terms of assessment evidence. It begins with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies? – Before proceeding to plan teaching and learning experiences. This course moves very quickly from the theoretical into the preparation of a field study product. **Prerequisite/s: None**

EDD 8113 Instructional Leadership (3 Cr)

The purpose of this course is to prepare students to identify high quality instruction, to diagnose instructional problems, and to prescribe appropriate strategies to improve instructional performance. Students will be expected to evaluate instructional practices and to give quality feedback. Students will be expected to be a "critical friend" in a community of practice that is designed to build the knowledge base for best instructional practices. **Prerequisite/s: None**

EDD 8114 Professional Development (3 Cr)

The purpose of this course is to prepare leaders to lead professional development. Candidates will experience quality professional development and will utilize the knowledge of adult learning to design and evaluate professional development. Candidates will be expected to constructing professional development for entry- level professionals, mid-career professionals, and seasoned veterans as

they prepare to exit the profession. Candidates will be expected to also design an assessment plan that assures quality professional development programs. Students will explore different issues and models delivery methods for professional development including online applications. **Prerequisite/s: None**

EDD 8119 Contemporary Topics in Instructional Technology and Distance Education (3 Cr)

Policy issues related to technology implementation and utilization are studied in this course. The role of the distance education and technology leader is examined using video based case studies. Special emphasis is on the practice of ITDE, and how the field is defined in a changing educational and training environment. Research related to barriers to the integration and adoption of instructional technology and distance education is analyzed and applied to the workplace. New content will be added as contemporary topics are identified. **Prerequisite/s: None**

EDD 8120 Perspectives in Instructional Technology and Distance Education (3 Cr)

Instructional Technology and Distance Education are examined and compared to other professions. A special emphasis is made on the impact of media and technology on teaching and learning. In order to understand the dynamic nature of the field, the literature of ITDE is analyzed as a basis for increasing the impact of instructional technology on education and training. National expert's positions on the status of the field are closely examined using videos, audios, and discussions. The impact of instructional technologies on schools and training organizations is studied in this course. Case studies dealing with various perspectives for implementation of distance education initiatives are examined using videos, audios and interviews. **Prerequisite/s: None**

EDD 8121 Advanced Instructional Design (3 Cr)

This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. **Prerequisite/s: EDD 8001, EDD 8124.**

EDD 8122 Professional Practice in ITDE (3 Cr)

Students in this course will examine the roles and responsibilities of individuals in the fields of instructional technology and distance education from the perspectives of K-12 education, higher education, business and industry, the military, and consulting. Through readings, discussions, activities, and presentations, students will better understand the scope of the fields while positioning themselves for employment and advancement. **Prerequisite/s: EDD 7005, EDD 7007, EDD 8001 and EDD 8008**

EDD 8123 Advanced Applications in Instructional Technology and Distance Education (3 Cr)

This course deals with the examination of large scale distance education projects, including statewide technology and distance education initiatives. Special attention is directed towards the changed roles of students, teachers and the curriculum. Virtual schools and virtual training are studied. The study of leadership for online learning is included in this course. Technologies for distance education are examined with special emphasis on the use of video for virtual instruction. **Prerequisite/s: None**

EDD 8124 Theories of Learning (3 Cr)

This course provides a theoretical foundation for understanding how human learning occurs. Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Key elements of student development are also included. **Prerequisite/s: None**

EDD 8125 Leadership Development through Theory and Practice (3 Cr)

This course examines theories that provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders of the 21st century. Application of theory to practice will be stressed. **Prerequisite/s: None**

EDD 8260 Linking Leadership to Brain Research (3 Cr)

The purpose of this course is to help leaders think and act more effectively. New brain research indicates that there are two primary modes of brain function: one brain area specializes in managing routine tasks, while another area excels at managing novel tasks and situations. While both left and right hemispheres are involved in most processes, each hemisphere has particular strengths in solving different challenges. Six specific domains of more right brain processing that are key for surviving and thriving in the new millennium will be analyzed. Students will assess strategies for putting this research into practice. Students will explore the concept of brain maps; investigate the three major brain barriers to improving institutional performance; and create a symposium to engage other education leaders in a process to design schools that allow the right brain to flourish. **Prerequisite/s: None**

EDD 8261 The Frontal Lobe as CEO of the Brain (3 Cr)

In this course, students will use research on the frontal lobe of the brain to develop critical leadership skills including goal setting, problem solving, decision making, foresight and insight. Students will demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation through a variety of class activities and will conduct an evaluation and provide recommendations for how their own organizations can increase productivity. Students will be able to develop and utilize strategies for increasing the body-brain system's capacity for sustained focus and follow-through so that plans can be implemented. **Prerequisite/s: None**

EDD 8262 Leading Change and Transforming Performance with Neuroscience (3 Cr)

This course builds upon the knowledge gained in previous classes related to brain research and technology, thus, is designed to encourage each student to integrate prior learning into a new paradigm of leadership. In this course, the concept of "whole brain" thinking, teaching, and learning will be used as a framework to: (a) examine personal leadership styles; and (b) effect institutional change at the levels of self, teams, and the overall organization. Reference will be made to how people think to improve performance with a brain-based approach. However, through analyses of whole brain technologies, students will be challenged to question common assumptions regarding the role of a leader in schools, as well as the roles of all stakeholders (e.g., faculty, staff, and others) within the learning organization. Students will apply whole brain thinking to examine leadership in the contexts of both first-order change (i.e., fine tuning what exists; and second-order change, and transforming ways in which stakeholders think, act and produce results). **Prerequisite/s: None**

EDD 8263 Leading for Engagement (3 Cr)

Students will learn how to apply current research-based understandings of the brain's limbic system to increase levels of motivation and engagement and achieve higher levels of individual and organizational performance. Students will learn and apply key factors to improve engagement including clarity of expectations, necessary resources, recognition, respect, and opportunities to learn. Students will use the skills of authentic and resonant leadership with tools such as mindfulness, hope, compassion, and managing social distance with more skill to increase the level of engagement among those they lead as well as community stakeholders. Using these skills and strategies, leaders will energize staff and stakeholders to develop and implement an initiative that increases student motivation and attention, drawing out the talents of adults and children within the schools they lead. **Prerequisite/s: None**

EDD 8264 Leading for Learning Symposium (3 Cr)

Using cognitive strategies critical for the global knowledge economy, students will design and implement an initiative to help lead schools that teach the cognitive skills necessary for academic success. These include critical thinking and problem solving, leading by influence, cognitive agility, initiative, effective communication, analyzing information, and imagination. Students will apply, teach, and lead others in teaching these skills to complete the culminating project for the Brain-Based Leadership Minor. **Prerequisites: EDD 8260, EDD 8261, EDD 8262, and EDD 8263.**

EDD 8401 Special Education Law and Policy (3 Cr)

This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation with particular emphasis on school practices in special education. **Prerequisite/s: None**

EDD 8402 Families, the Law, and Exceptionalities (3 Cr)

This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. Various models will be reviewed including those that inform personal perceptions of individuals with disabilities and the relevance of these models on policy and service delivery. Additionally, disability laws, particularly the ADA (Americans with Disabilities Act), and the caselaw interpreting such laws will be examined; how such laws and cases support or fail to support the core principles of disability policy will also be discussed. Further, disability policy and the core principles comprising these policies will be analyzed through the development of guideposts. Finally, the impact of the self-determination and self-advocacy movements on disability policy and the delivery of services to the disabled will be discussed. **Prerequisite/s: None**

EDD 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Cr)

The purpose of this course is to provide students with the theoretical foundations and applied skills requisite for fostering collaborative partnerships with and among families, individuals with disabilities, professionals, and other stakeholders that will lead to outcomes of individual and mutual empowerment. Students will engage in study, simulations, and actual practice across a variety of conference formats and counseling situations. **Prerequisite/s: None**

EDD 8404 Organization and Administration of Special Education Programs (3 Cr)

The purpose of this course is to contribute to the development of special education leaders who are equipped to think and act more effectively for the benefit of individuals with disabilities, families, and the organizations that serve disability populations. Students will examine the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services, with particular emphasis on the role of the special education leader within such organizations. Students will research the development, implementation, and evaluation of effective program designs, and the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of federal legislation, as well as state and local regulatory policies and procedures, on the development and implementation of effective programs will be addressed. **Prerequisite/s: None**

EDD 8405 Collaboration and Consultation (3 Cr)

This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories, methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through course materials and related experiential activities. **Prerequisite/s: None**

EDD 8406 Transition, Career Development, and Independent Living (3 Cr)

The course will focus on the strategies and methodologies professional need to devise and implement intervention plans that assist individuals with disabilities and their families in planning for post-secondary life. Participants will examine the practices and procedures fundamental to successful transition, as well as the challenges, issues, and trends pertaining to the development of independent living, occupational and vocational skills, and interpersonal skills. **Prerequisite/s: None**

EDD 8407 Assessment and Evaluation of Special Needs: Cognitive Domains (3 Cr)

This course will emphasize the acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive and academic development. In addition, the course will cover the skills professionals need in order to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration and uses of cognitive and academic assessment instruments will be reviewed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placement, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring and interpretation of various cognitive and educational instruments will be provided. **Prerequisite/s: None**

EDD 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 Cr)

This course will emphasize the acquisition of the skills and knowledge needed to analyze and interpret measures of behavioral/emotional development and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration and uses of behavioral and clinical assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placements, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring and interpretation of various clinical and behavioral instruments will be provided. **Prerequisite/s: None**

EDD 8409 Multicultural Issues in Special Education (3 Cr)

In this course students will examine relationships among race, gender, culture, social class, and disability as well as fundamental information on individual, group and societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity will also be discussed. **Prerequisite/s: None**

EDD 8410 Technological Literacy for Leaders (3 Cr)

In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy. Technological literacy is instrumental. The content includes internet skills, resources, and communication strategies within the context of shaping, evaluating, and utilizing appropriate policies related to instructional technology. **Prerequisite/s: None**

EDD 8411 Issues in Special Education Administration (3 Cr)

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools. **Prerequisite/s: None**

EDD 8431 Advanced School Finance (3 Cr)

This course is devoted to the many financial aspects of the educational environment. A conceptual framework for understanding key concepts of revenue generation and distribution in school districts will be developed, and district and site-based budgeting will be practiced. Educational leaders must provide leadership in the debate about fiscal policies for education if American schools are to garner the financial support necessary to accomplish their stated missions. To succeed in offering the needed leadership, policymakers must possess sophisticated knowledge of the field and the capabilities to use this knowledge in shaping economic decisions in the public sector. The content in this course will include historical foundations of school finance; changes in policy and practices; major influential court decisions and current legal challenges; federal, state, and local funding practices; site-based budgeting; responsibilities of administrators in the funding and finance arena; budgeting cycles and influences; generation, distribution, and accountability issues, and other areas of current interest. **Prerequisite/s: None**

EDD 8432 Advanced School Policy (3 Cr)

This course is designed to provide present and future school leaders with a view of the global process of policy making. Emphasis will be placed on the process of creating, implementing, executing, and reviewing a proposal. Additionally, this course will explore the political and power based influences on policy development and/or revision. These concepts, which will be reflected in the assignments, allow students to acquire knowledge and skills for real world problem solving and critical examination of policy analysis. The transfer of learning will be delivered through case studies, field-base projects, interviews with key leaders, proposal development, and discussion topics. Students will leave the course with a clearer understanding of their role as educational leaders in real world situations. **Prerequisite/s: None**

EDD 8434 Advanced School Law (3 Cr)

This course will focus on the major areas of school-related litigation (such as First, Fourth, Fifth, Eighth, and Fourteenth Amendment Rights, Title VII, Title IX, IDEIA, 504/ADA, NCLB, and related technological issues) and the implications of court rulings for school leaders, teachers, and related changes in policy affecting the school environment. School leaders will examine current federal and state laws as they apply to school districts, school settings, personnel, and other entities. They also will learn to deal in legally defensible ways with school- and community-based situations without fear. This course will provide school leaders with the requisite knowledge, skills and dispositions to remain current with school related law and policy issues and equipped with substantial knowledge to positively and ethically impact the lives of the personnel for whom they are responsible. **Prerequisite/s: None**

EDD 8442 Ethics and Social Responsibility (3 Cr)

Leaders are regularly called upon to make ethical judgments. This course will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current ethical issues for professional learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. **Prerequisite/s: None**

EDD 8443 Leadership Communication (3 Cr)

This course will allow you to gain a deeper understanding of the unique nature of leadership communication. The course will be based on a communications model that suggests that all communication can be broken down into three basic components (i.e., the content of communication, the processes of communication, and the relationships between the sender and receiver of information). You will experience the particular communication processes leaders need to embrace and the special relationship issues that leaders need to consider. A variety of relevant issues will be addressed, including communication and cultural competence, diversity, organizational culture, technology (i.e., virtual leadership and the use of virtual teams), and collaborations and alliances. **Prerequisite/s: None**

EDD 8460 The Principal and School Leaders (3 Cr)

This course will focus on individuals who are planning to enter the field of K-12 school administration. The perspective of school-based administrators will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the school level; developing a school culture that promotes learning; establishing a safe learning environment; promoting family and community involvement; promoting high ethical standards and integrity; and an understanding of schools in the larger political, social, economic, legal and cultural context of society, promoting the integration of technology into the operation of the school, and diversity as they relate to school leadership. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure. **Prerequisite/s: None**

EDD 8461 The Superintendent and District Leaders (3 Cr)

This course will focus on individuals who are planning to enter the field of K-12 school administration at the central office of a district. The perspective of superintendents and district leaders will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout the district; promoting family and community involvement at all levels of the district; promoting high ethical standards and integrity; and an understanding of the district in the larger political, social, economic, legal, and cultural context of society will be explored. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure. **Prerequisite/s: None**

EDD 8462 Reflection and Vision for School Leaders (3 Cr)

This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the school-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a school-level vision; a positive school culture; the issues involved in the management of a school building; the collaboration between the school and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school. **Prerequisite/s: None**

EDD 8463 Reflection and Vision for District Leaders (3 Cr)

This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the district-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a district-level vision; a positive culture for a school district; the issues involved in the management of a school department; the collaboration between the school district and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school district. **Prerequisite/s: None**

EDD 8472 Human Resource Development (3 Cr)

This course provides the principles of human resources and administrative supervision techniques for educational institutions, administrative offices, public and private organizations, and associations. Topics include skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting and time management toward effective objectives and organizational goals. Focused areas include job performance, employee development, management of a diverse work force, employment law, harassment and health issues and disabilities and discrimination in the workplace. **Prerequisite/s: None**

EDD 8490 Culture of Urban Schools (3 Cr)

This course will analyze group relations, acculturation, and educational policy from different theoretical perspectives as they relate to the transmission of culture in educational settings especially in terms of values, roles, and the implication for equality of education opportunities and social status. The impact of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs and the evolving patterns of intergovernmental cooperation and conflict within metropolitan regions would be analyzed. Students will study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education. **Prerequisite/s: None**

EDD 8491 Economics of Urban Education (3 Cr)

This course will focus on the theories and principles of the economics of education; the economy in urban settings; and models, practices, and theories for developing partnerships between schools, universities, community based groups and agencies, and neighborhoods. The focus will be upon the analysis and underpinnings of the community and regional economic structure and development. Students will study administrative policies and planning related to the economics of urban education. **Prerequisite/s: None**

EDD 8492 Educational Policy and the Politics of Urban Education (3 Cr)

This course will focus on theories and empirical research about the social structure and political dynamics of urban areas. Students will study educational policies and politics and subsequent implementation as the intended and unintended consequences of many processes: ideological, social, judicial, scientific, economic, and ethical. Within the context of each issue, potential policy alternatives will be identified and actual policy and implementation decisions studied. **Prerequisite/s: None**

EDD 8493 Historical Context of Contemporary Urban Schools (3 Cr)

This course will utilize the leading thinkers and milestones as the basis for an analysis of urban development and urban life. Students would explore the emergence and transformation of urban educational institutions—public and private, inclusive and selective, fee-paying and free, religious and secular—out of the dynamic interplay of individual, group, and larger scale intellectual, social, political, and economic factors. The history of the impact of federal, state, local government policies, changing economic conditions, and judicial decisions that have shaped urban education in the post-Brown era in America on these relationships will be discussed. **Prerequisite/s: None**

EDD 8494 Teaching, Learning, and Curriculum in Urban Contexts (3 Cr)

This course will examine the relationships through which knowledge is constructed and communicated in urban schools. It would focus on pedagogy as a set of relationships among teachers and students mediated by culture, history, learning theories, assumptions about childhood and adulthood, and assumptions about knowledge and ignorance as they relate to urban education. **Prerequisite/s: None**

EDD 8498A Educational Leadership Internship for School Leaders (2 Cr)

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with national standards for educational leaders and individual state standards. **Prerequisite/s: EDD 8010, EDD 8431, EDD 8432, EDD 8434, EDD 8472, and EDD 8462**

EDD 8498B Educational Leadership Internship for School Leaders (2 Cr)

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with national standards for educational leaders and individual state standards. **Prerequisite/s: EDD 8010, EDD 8431, EDD 8432, EDD 8434, EDD 8472, and EDD 8498A**

EDD 8498C Educational Leadership Internship for School Leaders (2 Cr)

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with national standards for educational leaders and individual state standards. **Prerequisite/s: EDD 8010, EDD 8431, EDD 8432, EDD 8434, EDD 8472, and EDD 8498A**

EDD 8499A Educational Leadership Internship for District Leaders (2 Cr)

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with national standards for educational leaders and individual state standards. **Prerequisite/s:** EDD 8010, EDD 8431, EDD 8432, EDD 8434, EDD 8472, and EDD 8462

EDD 8499B Educational Leadership Internship for District Leaders (2 Cr)

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with national standards for educational leaders and individual state standards. **Prerequisite/s:** EDD 8010, EDD 8431, EDD 8432, EDD 8434, EDD 8472, and EDD 8499A

EDD 8499C Educational Leadership Internship for District Leaders (2 Cr)

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with national standards for educational leaders and individual state standards. **Prerequisite/s:** EDD 8010, EDD 8431, EDD 8432, EDD 8434, EDD 8472, and EDD 8499A

EDD 8510 Leading in a Learning Organization (3 Cr)

This course, which explores the organizational system and subsystems, provides students with the critical thinking skills needed to explain organizational issues. The role of the organizational culture consists of its structures, political processes, both governmental and nongovernmental, systems thinking, continuous learning, empowerment and teamwork, in addition to individual and cooperative efforts to resolve a myriad of problems that are important elements in the current system of worldwide governance. Emphasis is placed on conducting research of a learning organization, building a systems theory, creating an organizational handbook, role playing as a consultant, transformational leadership, vision, and reflection. **Prerequisite/s:** None

EDD 8511 Leading for Change (3 Cr)

This course emphasizes the need for leaders to understand the importance of change and the inevitability of change in organizational environments. Participants will learn that the ability to manage change is critical to the success of any leader and organization. Specific strategies for managing change will include: decision making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management, negotiation, empowerment, coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress. **Prerequisite/s:** None

EDD 8570 Principles and Theories of Organizational Development (3 Cr)

This course examines current and emerging philosophies and practices of organizational development (OD). Course participants will analyze, compare, and contrast specific quantitative, qualitative, and process-based approaches to OD in organizations. Further, participants will examine strategies and practical techniques related to consulting opportunities and challenges. Participants will then create an OD intervention proposal which describes the OD problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the OD intervention, and specific evaluative measures to assess the effectiveness of the OD intervention. **Prerequisite/s:** None

EDD 8571 Principles and Theories of Training and Development (3 Cr)

This course addresses the training theories and models necessary to develop an effective organizational workforce of the 21st century. Participants will examine principles and techniques needed to create effective employee training and development practices. Topics include analysis of performance deficiencies, approaches to employee performance enhancement, and approaches to evaluation of training and development strategies. **Prerequisite/s:** None

EDD 8572 Principles of Organizational Synergy in Human Resource Development (3 Cr)

This course examines the role of organizational leaders in promoting strategic human resource development based on organizational mission, vision, and values. Course participants will examine linkages between organizational mission strategies and organizational practices in employee training and organizational development and recommend strategic improvements to strengthen and enhance organizational synergy. Participants will conduct a leadership audit of Human Resource Development practices in a specific organization and recommend improvements based on current and emerging leadership practices in HRD. **Prerequisite/s:** None

EDD 8574 Strategies and Practices for Organization Outcomes Evaluation (3 Cr)

This course provides an in-depth examination of organizational return on investment in employee training and development. Participants will evaluate organizational training practices and calculate the extent to which Human Resource Development practices used by the organization have been effective in enhancing organizational performance. Participants will also create enhanced training plans based on determination and analysis of objective criteria related to organizational return on the training investment. Participants will design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development. **Prerequisite/s:** None

EDD 8601 Human Services Leadership: Administration, Management and Policy Development of Human Services Agencies and Programs (3 Cr)

This course focuses on leadership dynamics of administrators, managers and directors in the human services field. Emphasis is on analyzing and evaluating the wide variety of human service organizations at the community, state, national and international levels with a view to assess just how well they support consumer (i.e. patient) and family participation. Course study will include leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community settings and with collaborative community partnerships. Effective administrator/leader strategies, such as policy development and evaluation, influences of cultural and political diversity as well as socioeconomic differences, will be emphasized. **Prerequisite/s:** None

EDD 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)

The character and qualities of each human services organization are unique to the community in which it is placed and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. The incorporation of community members as human resources and the dynamics of community partnerships will be analyzed. **Prerequisite/s: None**

EDD 8604 Human Services and the Law (3 Cr)

A review of human resource laws, policies and practices is essential to effective leadership both within the human service organization as well as to those being served. Students will explore such legal topics as equal opportunity, sexual harassment, constitutional rights, fair labor practices, grievance, misrepresentation and violence in the workplace. Developing a positive work environment for employees and volunteers is critical to success. Strategic implications of effectively managing, recruiting, compensation, performance appraisal, training and development, and disciplinary action will be explored. Also discussed will be such topics as the influence of the internet and online services on human services work, diversity in the workplace, and social justice. **Prerequisite/s: EDD 8603**

EDD 8605 Human Services Organizational Theory and Behavior (3 Cr)

All contemporary organizations, including human service organizations operate within a specific organizational culture. As part of exploring the various aspects of organizational culture, this course will examine varying organizational theories as these relate to organizational behaviors within human service systems. The implications for leadership practice will be analyzed within the context of the current literature. **Prerequisite/s: None**

EDD 8606 Special Topics in Human Services (3 Cr)

This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging human service administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration. **Prerequisite/s: None**

EDD 8611 Best Practices in Programs for Young Children: Pedagogical Applications (3 Cr)

This course will focus on current policies and practices for children from birth through age eight. Criteria for and issues in early childhood services are examined from the perspective of both local and international programs. The theoretical foundations for program development, curriculum, assessment, and individual interventions are discussed. Participants engage in reviewing program policies and practices, and field experiences are integrated into the course. **Prerequisite/s: None**

EDD 8612 Critical Issues in Early Childhood Education in the Global Village (3 Cr)

This course examines current issues and trends impacting behavior, health and the development of children and youth within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, special needs, families and services. Field experiences are integrated into this course. **Prerequisite/s: None**

EDD 8613 Families, Children, and Communities in a Multicultural and Diverse Society (3 Cr)

This course focuses on the role of families on child development from the perspective of multicultures. The role of culture and how it shapes families' views on child rearing practices are investigated. Students will examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated. **Prerequisite/s: None**

EDD 8614 Current Trends and Issues in Curricular Theory in Early Childhood Education (3 Cr)

This course will examine recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum. Selected models and approaches appropriate for children from birth to age eight are investigated. Field experiences are integrated into this course. **Prerequisite/s: None**

EDD 8615 Child Advocacy: Social Concerns in the Global Context (3 Cr)

During this course, doctoral students will examine the role of child advocacy from the perspectives of local, national, and global communities. The rationale for advocacy efforts will be explored through selected case studies. Students will engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others) and in identifying and proposing ways to respond and resolve the problems affecting children. **Prerequisite/s: None**

EDD 8616 Cultural Perspectives on Child Development (3 Cr)

This course examines the role and influence of cross-cultural characteristics on the development of young children. The influence of diversity during the early childhood years as well as from families, adults, and communities will be studied as it affects young children. Field Experiences are integrated into the course. **Prerequisite/s: None**

EDD 8750 School Business Management (3 Cr)

This course examines current and emerging philosophies and practices of organizational development (OD). Course participants will analyze, compare, and contrast specific quantitative, qualitative, and process-based approaches to OD in organizations. Further, participants will examine strategies and practical techniques related to consulting opportunities and challenges. Participants will then create an OD intervention proposal which describes the OD problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the OD intervention, and specific evaluative measures to assess the effectiveness of the OD intervention. **Prerequisite/s: None**

EDD 8751 Operational Planning and Budgeting in Schools (3 Cr)

This course is a study of budgeting and accounting functions necessary for planning and administering school budgets. Course topics include budget calendar, sources of revenue, short-term and long-term projections (revenue, expenditures, enrollment, etc.), salary calculations, and budgeting presentations. Students will develop, analyze and critique their local budgets or data from other school district budgets. **Prerequisite/s: None**

EDD 8752 Accounting, Auditing and Reporting for School Districts (3 Cr)

This course develops the necessary skills for school district accounting, auditing and reporting functions. It is designed to familiarize candidates with the budgeting process—its purposes, utilization measurement, and legal requirements to ensure public trust. Students will become familiar with accounting, auditing, and reporting practices within the educational settings. Specific topics will include school fund accounting, budgeting integration, types of audits (internal, external, and performance audits), procurement of audit services, and, state and federal reporting codes. **Prerequisite/s: None**

EDD 8753 Facility Operations Management (3 Cr)

This course includes topics on physical plant planning, budgeting for capital outlay, accountability for capital resources, maintenance of physical plant, indoor air quality, and safety and crisis management. Effective and efficient facility management contributes to the educational environment in which instructional programs are delivered. Topics include developing facility plans, funding sources related to construction and the bond process, preventive school maintenance, environmental assessment and resource management. Students will obtain knowledge of the critical role of physical environment toward the support of instruction and effective administration within the largest single investment for a school district. **Prerequisite/s: None**

EDD 8754 Maintenance and Operation of Ancillary Services in School Systems (3 Cr)

This course is designed to introduce the student to several support areas of education: technology, risk management, food service, transportation, security and human resources. The scope of responsibilities of these areas will be discussed along with the potential fiscal impact on the educational program. Funding sources, expenditures, and recent trends will be examined and discussed.

Prerequisite/s: None

EDD 8755 Advanced Budgeting, Planning and Evaluation in Schools (3 Cr)

This course is designed to help students to obtain the competencies required for the Association of School Business Officials' Meritorious Budget Award (MBA) program. Budget developers will learn to apply the MBA criteria to their own school district's budget. Topics include executive summaries, budget organization, financial presentation, related budget information, glossaries, and appropriate appendices. Students will achieve the criteria to become budget review. **Prerequisite/s: None**

EDD 8760: Governance in Charter Schools (3 Cr)

This course is designed to provide educational leaders in charter schools an understanding with the knowledge and skills necessary to work effectively with a charter school board, local school board and other groups that are critical to the success of a school district as well as the legal framework of charter school education at the national, state, and local levels. A study of the impact of, and relationship between, constitutional law, statutory law, administrative law, and judicial law that influence the operation of quality charter schools will be a major focus of the course. **Prerequisite/s: None**

EDD 8761: Charter Schools and Democracy: Parental Choice (3 Cr)

This course is designed to provide educational leaders in charter schools an understanding of the history of public and independent education in the United States: specifically pertaining to parental choice. Charter schools grew out of the demand for better choices for families regardless of income. Quality charter schools have become a lightning rod for school choice proponents and opponents, but these schools have also become a permanent part of the educational landscape relationship between, constitutional law, statutory law, administrative law, and judicial law that influence the operation of quality charter schools will be a major focus of the course.

Prerequisite/s: None

EDD 8801 Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder (3 Cr)

This course will include the use of actual assessment tools to perform a functional analysis of behavior upon which hypotheses regarding the function of challenging behaviors will be made. Intervention techniques which focus on the development of functional communication will be researched and implemented. Applied behavior analysis will form the basis of assessment and intervention strategies for individuals with autism and other developmental disabilities. **Prerequisite/s: None**

EDD 8802 Seminar in the Nature of Students with Autism Spectrum Disorder (3 Cr)

This course will include an in-depth coverage of the multiple etiological factors of autism and the current research in the bio-medical field. Literature, which links theory with research and practice, in the areas of symptomatology, interventions, and outcomes, will be examined. The effects of autism on family systems will be explored through both stories of family members and the research literature.

Prerequisite/s: None

EDD 8803 Advanced Topics in Assessment of Students with Autism Spectrum Disorder (3 Cr)

This course will focus on diagnostic frameworks, the instruments and tests, which form the basis of diagnosing children with autism spectrum disorders. The diagnostic process in older adolescents and adults will also be covered. The use of assessment in program planning will be covered through both discipline specific and transdisciplinary procedures. The research behind the development of instruments specific to autism will be discussed. **Prerequisite/s: None**

EDD 8804 Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 Cr)

The number of interventions used with individuals with autism spectrum disorders continues to increase. The theoretical foundation and research base behind the interventions will be covered in depth. The literature that links assessment to intervention will be used to form the base of intervention planning for individuals with autism. Helping families make decisions based upon their child's symptom presentation will be a focus of this course. **Prerequisite/s: None**

EDD 8805 Seminar in Professional Issues in Leading Programs for Students with Autism Spectrum Disorder (3 Cr)

This course is designed to prepare individuals in leadership positions of programs for students with autism. Topical content will include essential elements for educational programs, planning and implementing professional development activities, strategic planning for school districts and agencies, legal issues in the education of student with autism, dealing with resistant staff, and resolving conflicts with parents. **Prerequisite/s: None**

EDD 8806 Special Topics Across the Life Span for Individuals with Autism Spectrum Disorder (3 Cr)

This course will include topics that either affect individuals with autism and their families at particular points in the life span, including diagnosis, early intervention, transition from school to adulthood, and adulthood. Other special topics will include treatment of dually

diagnosed individuals with autism and mental health diagnoses, and autism and sensory impairment. Consideration of extremely cognitively impaired and gifted individuals with autism will also be included. **Prerequisite/s: None**

EDD 8999 Advanced Topics (1-6 Cr)

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. **Prerequisite/s: None**

EDD 9001 Advanced Perspectives on Literacy Issues (3 Cr)

Students will critically analyze current perspectives on literacy issues. These include social, cultural, political, economic, scientific and technological developments. Students will demonstrate understanding of ways in which these issues define curriculum, instruction, and assessment. **Prerequisite/s: None**

EDD 9002 Reading Theory: Research and Practice (3 Cr)

This course introduces students to a myriad of literacy practices and teaching ideas that are the hallmarks of effective teachers. The course also emphasizes the latest research, scientifically-based evidence and theory that support the practices. **Prerequisite/s: None**

EDD 9003 Advanced Seminar in Foundations of Reading Education (3 Cr)

Students will comprehensively examine historical and current theories and practices of reading instruction. They will analyze and evaluate perspectives for instruction and policy based on contemporary theory and research. **Prerequisite/s: None**

EDD 9004 Teaching Reading in Multicultural Classrooms (3 Cr)

Students will examine critical issues, problems, and perspectives involved in teaching reading in multicultural and other diverse mainstream classrooms. They will be able to define problems and propose and incorporate solutions when teaching to a heterogeneous audience. **Prerequisite/s: None**

EDD 9005 Literacy Across the Curriculum (3 Cr)

At the conclusion of this course, students will be able to demonstrate understanding of the reading process and culture's effects on learning. They will explore student engagement and motivation and develop literacy strategies for subject-specific instruction to diverse learners. **Prerequisite/s: None**

EDD 9006 Reading Intervention: Research and Practice (3 Cr)

In this course, students will understand the importance of early (birth through eight) learning environments and how they affect later performance. They will be able to identify instructional practices and appropriate assessments that fit within the guidelines of Response to Intervention. This will enable them to catch struggling readers early and address their weaknesses before they enter the upper grades. **Prerequisite/s: None**

EDD 9007 Research and Practice in Literature for K-12 Classrooms (3 Cr)

Students will be engaged in extensive review of current and classic literature and will be able to select and evaluate children's literature. Students will also develop practical activities for the classroom that are aligned to IRA and NCATE standards. They will also explore sensitive and contemporary issues. **Prerequisite/s: None**

EDD 9008 Literacy Assessment in K-Grade 4 (3 Cr)

This course sensitizes students to the need to make assessment a natural part of the instructional cycle. Students will also become knowledgeable about both formal and informal assessment tools and when and how to use them. **Prerequisite/s: None**

EDD 9100 Leadership (3 Cr)

This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. **Prerequisite/s: EDD 9200 and EDD 9300**

EDD 9200 Trends and Issues: Society, the Individual, and the Professions (6 Cr)

This course focuses on the study of significant, current trends and issues that impact society and the individual on both a national and global level. Emphasis is placed on critical review of trends and issues affecting (a) social process: culture socialization and change; (b) institutions: political, economic, educational and religious; and (c) social structures: social stratification, ethnic, race, and gender relations. Students will examine a variety of issues through reading, research, case study analysis, and problem-based learning. All course activities provide opportunities to learn, to develop informed opinions and formulate logical, coherent arguments. **Prerequisite/s: None**

EDD 9100S Leadership Simulation (3 Cr)

The purpose of this simulation-based leadership course is to transfer the skill sets necessary to collaborate with team members when faced with decision analysis. This simulated-city illustrates how any organizational structure, known as a system, operates with four sub-systems. Numerous times throughout the semester, participants will independently as well as cooperatively, determine the rationale for their decisions; report on the process of overcoming obstacles and differences; strategically plan responsibilities, agendas, and meetings; and periodically submit written reports to their constituents. This course reinforces real-world application as well as builds a formal dialogue between student-and-student and student-and-faculty. **Prerequisite/s: None / Co-requisite: EDD 9100**

EDD 9300 Methods of Inquiry (6 Cr)

The purpose of this core course is to train doctoral students in the use of the scientific approach in educational and human service research, to ensure informed decision-making grounded in empirical research. After receiving training on the utilization of library database applications and various research methodologies, students will develop the elements of a research proposal, based on a problem in the workplace or field of interest, a related annotated bibliography, and a description of the methodology appropriate to conduct the study. While in the course, students will be expected to complete the online CITI training modules, a requirement for research submitted for Institutional Review Board (IRB) approval. Upon completion of the course, students should maintain the tools necessary to complete their Concept Paper, the first of three benchmarks in the NSU/FCE dissertation process. **Prerequisite/s: None.**

EDD 9650 Behavioral Principles and Concepts (3 Cr)

This course will focus on the basic concepts underlying the application of applied behavior analysis. History of the development of Applied Behavior Analysis (ABA) as a science, its relationship to education and psychology, and an overview of the present applications of ABA provide an introduction to the application of ABA in a variety of settings. The majority of the course will focus on the basic underlying principles of ABA upon which all more advanced assessments and applications are based. **Prerequisite/s: None**

EDD 9655 Functional Behavior Assessment (3 Cr)

This course will build on the course on behavioral principles to introduce methods of assessment grounded in the science of Applied Behavior Analysis (ABA). The primary focus will be on choosing assessment strategies and matching assessment information to intervention strategies. Research on assessment of individuals and organizations will be included. Functional assessment technologies for assessing the purpose of challenging behaviors, methods for assessing effects of intervention, and methods of data collection in a variety of educational and human settings will be discussed. Methods of sharing assessment information with a variety of audiences will be covered. **Prerequisite/s: EDD 9650**

EDD 9660 Applications of Applied Behavior Analysis (ABA) in Education and Human Services (3 Cr)

This course is designed to demonstrate the application of behavioral principles in order to effect behavior change. The primary focus will be on behavioral intervention strategies and change procedures as they are applied to individuals, classrooms, schools, and organizations. Models of evidence-based practice using ABA will be highlighted. Selecting effective interventions based on multiple sources of assessment data will be emphasized. Methods of performance based training and collaboration with systems of support will be emphasized. **Prerequisite/s: EDD 9650**

EDD 9665 Leadership and Ethical Issues in Applied Behavior Analysis (3 Cr)

This course is the summative course of the series and will focus on case studies and applications of the previous knowledge of Applied Behavior Analysis (ABA). Specific focus will be on the role of the behavior analyst in a variety of applied settings including schools, clinics, and human services organizations. Methods for effective development of relationships with clients and other professionals will be highlighted with a focus on potential ethical issues. Students will identify potential ethical pitfalls and problems within their own workplace or in case studies and develop behavior analytic solutions to leading change in their own environments. **Prerequisite/s: EDD 9650**

EDD 9670 Ethical and Professional Conduct in Applied Behavior Analysis (3 Cr)

This course provides in-depth coverage of ethics and professional behavior in applied behavior analysis as set forth by BACB Guidelines for Responsible Conduct. The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. This course emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field. Participants will understand the rationale for demonstrating ethical behavior while implementing behavior intervention services and gain a comprehensive understanding of the BACB Guidelines for Responsible Conduct. In addition, students will be taught the BACB Professional Disciplinary and Ethical Standards. **Prerequisite/s: EDD 9650**

EDD 9810 Contemporary Challenges in Higher Education Leadership (3 Cr)

This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty members, and the challenges and opportunities of distance education. **Prerequisite/s: None**

EDD 9991 The American Community College (3 Cr)

This course will introduce the history and development of the community college, the mission and vision of those within the community college setting, and the success and obstacles associated with community college administration within the American system. Students will examine and describe the importance of governance in administration; supervision, and leadership within the community college system. Discussions will include strategies for change and new directions for community colleges in the twenty-first century. **Prerequisite/s: None**

EDD 9992 Community College Leadership and Change (3 Cr)

This course would provide and/or enhance the present knowledge, skills, and abilities of executive leadership within community college education. Students will examine leadership practices and styles of leadership focusing on community colleges and analyze the roles, responsibilities, styles, and differences of the present day leaders and administrators. Topics would include discussion on relationships with the community, governmental administrators, financing, and public policies within the community. **Prerequisite/s: None**

EDD 9993 Improvement of Instructional Strategies within the Community College (3 Cr)

This course focuses on the application of instructional strategies and technology within the community college system. Emphasis will focus on the discussion of curriculum development delivery systems, such as off-campus and online instructional strategies. Other topics include curriculum improvement, course planning and organization, diversity, teaching methods of onsite and on-line students, adult education, and innovative instructional technologies. **Prerequisite/s: None**

EDD 9995 Community College Workforce Education Programs (3 Cr)

This course provides the student with an opportunity to take an in-depth look at the mission and role of workforce education in its various forms within the community college. In addition to the various two-year degree programs, customized training programs, and partnerships of multiple forms, the course will provide an opportunity to explore other proactive measures that some institutions are engaging in to fully participate in job training and economic development within their community. **Prerequisite/s: None**

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. This course also provides an overview of the charter school movement. **Prerequisite/s: None**

EDL 506 Standards-Based Curriculum and Assessment (3 Cr)

This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares

students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement. **Prerequisite/s: None**

EDL 510 School Leadership (3 Cr)

Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, motivation, planning techniques, responses to external forces, and application of the Florida Principal Competencies. **Prerequisite/s: None**

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 United States Constitution and will include federal and state statutes and regulations (state and federal statutory and regulatory provisions) as well as tort and contract liability as they influence public education. Students will explore federal and state regulations that present specific processes and procedures to be implemented by school administrators in working with parents, students, and educators. **Prerequisite/s: None**

EDL 525 Human Resources: Process and Staff Development (3 Cr)

This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics. **Prerequisite/s: None**

EDL 530 Management of Schools (3 Cr)

Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships. **Prerequisite/s: None**

EDL 545 School Improvement Process (3 Cr)

Course description: This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students. The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement. **Prerequisite/s: None**

EDL 550 Electronic Tools for Educational Leaders (3 Cr)

This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course. **Prerequisite/s: None**

EDL 669 Educational Leadership Internship (3 Cr)

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of the educational leader. **Prerequisite/s: None**

EDL 700 Problem Solving and Visionary Leadership (3 Cr)

Effective educational leaders need to be able to work with and through others. Through the activities in this course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the students' ability to problem solve, interpret various types of data, and communicate information to diverse types of stakeholders. **Prerequisite/s: None**

EDL 702 Standards-Based Curriculum and Assessments (3 Cr)

Course description: This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement. **Prerequisite/s: None**

EDL 705 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. This course also provides an overview of the charter school movement. **Prerequisite/s: None**

EDL 710 Educational Leadership (3 Cr)

Student 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 are also included. **Prerequisite/s: None**

EDL 720 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 United States Constitution and will include federal and state statutes and regulations (state and federal statutory and regulatory provisions) as well as tort and contract liability as they influence public education. Students will explore federal and state regulations that present specific processes and procedures to be implemented by school administrators in working with parents, students, and educators. **Prerequisite/s: None**

EDL 725 Human Resources and Staff Development (3 Cr)

This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics. **Prerequisite/s: None**

EDL 730 Management of Schools (3 Cr)

Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships. **Prerequisite/s: None**

EDL 745 Administration of School Improvement Process (3 Cr)

This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students. The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement. **Prerequisite/s: None**

EDL 750 Technology for Educational Leaders (3 Cr)

This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course. **Prerequisite/s: None**

EDL 7110 School District Management (3 Cr)

This course is divided into two major discipline areas: School plant planning and personnel negotiations. School plan planning offers a comprehensive review of facility plans. The participants will have a clear understanding of each step it takes in planning a school facility. The second area deals with the legislative history of collective bargaining and the responsibilities and regulations of all involved agencies. Acts 195 and Act 88 are ingredients in this particular course. Helpful hints will be shared in preparing the successful negotiations. **Prerequisite/s: None**

EDL 7120 Social and Psychological Foundations of Education (3 Cr)

This course will begin with an integrated presentation of basic social and psychological principles related to education. These will then be discussed in connection with current educational issues: Equity, the development of values, "systemic reform," evaluating student competence, policy alignment, and so forth. Finally, these issues, and their underlying principles will be debated with respect to ongoing arguments and recommendations regarding effective school improvement. **Prerequisite/s: None**

EDRE 8100 Methods of Educational Research (3 Cr)

Provides the basic concepts, principles, and skills to integrate hypothesis testing with the appropriate statistical procedures when designing an experiment. Students will be prepared to conceptualize experiments, select appropriate research designs and methods as they relate to the hypothesis and research questions, and present the application of the research results. Research designs include but are not limited to factorial experiments with two factors, higher order factorial experiments, within subject designs and analyses of covariance. Although classic and generic design methods are covered, course emphasis is on the applicability of the skills learned with focus on the most popular research designs and methods in education. **Prerequisite/s: None**

EDRE 8200 Introduction to Statistical Methods (3 Cr)

This course provides an introduction or refresher (depending on the student) on foundational concepts for understanding both descriptive and inferential statistics. Descriptive measures of central tendency and dispersion, shape of sample distributions, and graphical methods for representing data are covered. Assumptions of statistical inference techniques that are predicated by the central limit theorem are described. Statistical tests for differences between two or more means are included. Also, correlational approaches that describe the magnitude of associations among variables will be described. Related concepts including Type I and Type II error rate, statistical power, and effect size estimation are defined. Students will be able to demonstrate understanding of these basic concepts and methods by using SPSS® statistical software to conduct various analyses and write-up of results in accordance with the current APA publication manual. **Prerequisite/s: EDRE 8100**

EDRE 8300 Experimental Design and Analysis Using ANOVA Models (3 Cr)

This course introduces the underlying logic of experimental and quasi-experimental designs commonly used to conduct educational research and evaluation. Emphasis placed on the correct analyses of data arising from designed experiments. Students will be able to compare and contrast a variety of experimental designs, describe treatment effects, and determine the statistical significance of results. **Prerequisite/s: EDRE 8100 and EDRE 8200**

EDRE 8913 Program Evaluation (3 Cr)

This course is intended to provide students with an in-depth and comprehensive foundation in program evaluation methods. Topics will include the development and use of logic models, as well as the use of experimental and quasi-experimental designs in evaluation research. A wide range of data-collection procedures, including conventional (e.g., systematic surveys) and unconventional (e.g., trained

observer ratings) will be reviewed. Multiple qualitative and quantitative data analysis strategies are carefully examined. In addition, this course will provide guidance for the application of cost-effectiveness and cost-benefit techniques in program evaluation. **Prerequisite/s:** EDRE 8100 & EDRE 8200

EDRE 8916 Qualitative Research (3 Cr)

This course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on non-linear, verbal and graphic datasets, and professionally accepted methods for analyzing, discussing, and theorizing utilizing such data. **Prerequisite/s:** None

EDRE 8918 Qualitative Data Analysis (3 credits)

This course covers best practices in qualitative data analysis and qualitative report writing. Students will learn and practice core competencies of qualitative data analysis such as coding, categorizing, and thematic development. In addition, students will learn and practice Interpretative Phenomenological Analysis (IPA) and constructivist grounded theory. Students will also learn quality control measures such as bracketing, constant comparison, member checking, and use of an audit trail. **Prerequisite/s:** EDRE 8916

EDRE 8920 Mixed Methods Research (3 Cr)

This course provides students with an understanding of mixed methods approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms are explored. Specific issues, challenges, and considerations encountered in using mixed methodologies are detailed. The conflict between positivism and constructivism are investigated along with examples of mixed model designs. **Prerequisite/s:** EDRE 8300 & EDRE 8916

EDRE 8950 Policy Analysis in Education (3 Cr)

This course provides an understanding of the diversity of disciplinary approaches that can be used to perform policy analyses in education. The course will focus in the examination of policy goals, processes, content, and outcomes. Students will learn how to perform a critical review of an important recent educational policy through reviews of findings of policy research. Students will also learn how to identify alternative policy solutions and how to use evaluative criteria to judge the adequacy of these alternatives. Students will be able to apply policy analysis tools to analyze an educational policy problem as part of a class project. **Prerequisite/s:** None

EDRE 9000 Regression Analysis (3 Cr)

This course addresses topics related to various types of common regression analyses, such as simple linear regression, multiple regression, and logistic regression. Students will develop an understanding of when to apply each technique, how to apply it and how to interpret the results. Additionally, the course includes related topics such as preliminary data analysis steps, how to check the underlying assumptions, testing of interaction effects, autoregressive models, and path analysis. Students will also learn how to use dedicated software to analyze data using regression techniques. **Prerequisite/s:** EDRE 8300

EDRE 9100 Nonparametric Statistics (3 Cr)

This course provides the student with the application of classical nonparametric statistical techniques, or distribution-free tests, that do not rely on the assumptions of the normal distribution. Students will learn when to apply these techniques and how to analyze and interpret nominal and ordinal data that do not meet the assumptions needed to perform parametric tests. The course will cover nonparametric techniques for one-sample, two sample, and multi-sample research designs, focusing on the inferences about group differences and associations among variables. In addition, the course will cover various nonparametric tests that answer specific research questions that are not routinely handled by conventional parametric tests. Examples of methods covered include various chi-square tests for goodness of fit, contingency-table analysis, and the runs test. **Prerequisite/s:** EDRE 8100 and EDRE 8200

EDRE 9150 Data-Driven Decision Making in Education (3 Cr)

Provides an overview of appropriate data gathering and analytic techniques for educational leaders. Students learn how data are gathered and used to make critical organizational decisions. The course also provides an in-depth examination of the way in which information technologies both inform and challenge education organizations' capabilities to define, control, and manage the abundance of data available to organizational leaders. Case studies along with the use of current work- world challenges are used to acquire the course outcomes. **Prerequisite/s:** None

EDRE 9300 Multivariate Statistics (3 Cr)

Educational researchers frequently collect measurement of more than one outcome variable (i.e., multivariate outcomes). This course provides an in-depth survey of some widely used quantitative techniques for describing and analyzing multivariate data. Specific multivariate methods covered are multivariate analysis of variance (MANOVA), profile analysis, principal components and factor analysis, discriminant analysis, and cluster analysis. Focus will be placed on formulating research questions, using dedicated software for estimation of models, and interpretation of results. Applied applications of the covered multivariate techniques are emphasized, including write-up of findings in a clear and concise manner consistent with APA style.

Prerequisite/s: EDRE 8300

EDRE 9310 Latent Variable Modeling (3 Cr)

This course provides a practical introduction to latent variable modeling techniques as applied to educational research. Both confirmatory factor analysis and structural equation modeling will be covered. These methods allow researchers to empirically evaluate theories concerning relations among variables. Key concepts for using both the algebraic formulation and the path diagram representation for models will be covered. The course will deal with fundamental issues concerning model building, evaluation of model fit to the data, comparison of alternative models, and reporting of results. Also, students will become acquainted with a variety of advanced models that are special cases of the basic structural equation approach, such as multigroup analysis, use of SEM with experimental data, correlated uniqueness models, and models for the analysis of change. Students will learn how to use software to both specify and test models using real data. **Prerequisite/s:** EDRE 9000

EDRE 9320 Hierarchical Linear Modeling (3 Cr)

Data in educational research is frequently clustered or nested in structure, such as students nested within classrooms, and classrooms nested within schools. Also, longitudinal or repeated measures data is clustered because measurement occasions are nested within students, students are nested within classrooms, and so on. Traditional methods, such as ANOVA and OLS regression, typically do not

account for any non-independence of observations that can occur as a result of this clustering of data. This course introduces basic principles and applications of hierarchical linear modeling in educational research (also known as multilevel modeling or linear mixed models). Hierarchical linear modeling provides a flexible analytical approach that allows for examination of effects at each level of the hierarchy. Focus will be placed on formulating research questions, using dedicated software for estimation of models, and interpretation of results. The goal is for students to be able to apply hierarchical linear modeling to her or his own research, and to write-up the findings in a clear and concise manner consistent with APA style. **Prerequisite/s: EDRE 9300**

EDRE 9350 Teaching Research Evaluation and Development (3 Cr)

This course emphasizes the integration of teaching pedagogy to students in order to prepare them to teach research courses in higher education. Students will learn to develop learning outcomes and course syllabi while integrating innovative technologies into their course creation. The course will culminate with an applied teaching experience at the annual Summer Conference in Research in Orlando, FL where students will facilitate workshops and short courses in basic research design and statistical analyses. **Prerequisite/s: EDRE 8100 and EDRE 8200**

EDRE 9400 Measurement Theory and Test Construction (3 Cr)

This course covers the design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Also covered are practical issues, such as using available sampling frames and minimizing non-response. **Prerequisite/s: EDRE 8200**

EDRE 9500 Large-Scale Assessment: Procedures and Practice (3 Cr)

This course examines concepts related to the development and use of large scale assessment practices for education stakeholders. Some recent findings from major large scale assessments (e.g., NAEP and high stakes assessments, such as the FCAT) and potential implications for school-related policies such as NCLB legislation will be examined. Also, the use of large scale testing for comparing student learning in the U.S. with other nations' students will be discussed. Technical aspects in the construction and analysis of large scale assessments, such as test item design, sampling design, weighting of responses, and proper estimation of test statistics and standard errors will be covered. At the end of this course, students will demonstrate effective practical use of an NCES data resource to formulate research questions and produce a scholarly paper using statistical methodology that accounts for the sampling design and statistical controls inherent in large-scale datasets. **Prerequisite/s: EDRE 9000**

EDRE 9600 Applied Research Practicum (4 Cr)

A capstone experience designed to provide application of research and concentration development experiences and opportunities. It is a unique professional growth benchmark and focuses on skill significance and scholarly research. The focus is on analysis, evaluation, and solution strategies for one or more research questions framed by the sponsoring organization. **Prerequisite/s: EDRE 9300**

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. **Prerequisite/s: None**

EDU 502 Psychological Foundations in Education (3 Cr)

This course establishes a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction. **Prerequisite/s: EDU 600**

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 in a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively with the school's administrative structure. A field experience component is included. **Prerequisite/s: None**

EDU 508 Instructional and Assessment Strategies (3 Cr)

This course offers a comprehensive review and practical application of effective teaching and assessment strategies in the classroom. Areas covered include organization and development of instruction, instructional strategies that meet the needs of diverse learners, and effective assessment strategies, which include interpretation and utilization of data from state achievement tests. **Prerequisite/s: None**

EDU 514 Pre-Internship Practices (3 Cr)

This course is an introduction to educational aspects necessary for successful state certification. Seminar instruction focuses on lesson planning, vocabulary/educational terminology acquisition, and instructional management techniques for prospective classroom teachers and school library media specialists. School site observation and participation introduces students to current teaching and management practices and the school environment. Students are placed in classrooms or school library media centers with experienced cooperating teachers who have clinical educator training and ESOL certification/endorsement. This placement occurs through the university office in cooperation with school districts. **Prerequisite/s: None**

EDU 529 Seminar in Secondary Education (3 Cr)

This seminar provides an opportunity to discuss issues unique to secondary education. These issues include conflicting views on the purpose of secondary education, contemporary educational policy and/ or legal/organizational issues and finally issues related to curricular and instructional practices. The students will also study the strategies of a well researched and documented effective secondary teacher. **Prerequisite/s: None**

EDU 550 Introduction to Nature and Needs of the Gifted (3 Cr)

This course includes basic knowledge of the gifted including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted. **Prerequisite/s: None**

EDU 551 Educational Procedures for the Gifted (3 Cr)

This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces

specific strategies such as simulation, synectics encounter, movement, and role-playing. It also includes lesson development techniques so that the gifted child may achieve a balance between cognitive and affective areas. **Prerequisite/s:** EDU 550, EDU 555

EDU 555 Seminar for the Guidance of Gifted Children (3 Cr)

This course focuses on topics that assist educators working with the special needs of gifted students. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices. **Prerequisite/s:** EDU 550

EDU 561 Independent Study for Research on Gifted Students (3 Cr)

This course is designed to give opportunities for research and in-depth theoretical readings in a substantive area of gifted education not normally covered within the standard courses. Research projects and advanced readings will vary according to individual interest. **Prerequisite/s:** None

EDU 597 Instructional Strategies for Teaching PK-Grade 12 (3 Cr)

This is an introductory teaching methods course for teaching in grades PK-12. In this course, teachers will learn to identify the developmental levels of their students and the particular needs of their diverse students in order to promote the learning process. Using this knowledge, teachers will learn to plan and implement appropriate learning experiences to assess the effectiveness of their lessons based on the achievement of their learners. Positive teacher characteristics and the many roles of the teacher will be studied. **Prerequisite/s:** None

EDU 600 Accomplished Practices Seminar (0.5 Cr)

This course is designed to enhance candidates' understanding of the Educator Accomplished Practices. Instruction will emphasize the multiple aspects of each accomplished practice in a classroom setting. Candidates will learn how to demonstrate their proficiency through a series of activities including an introduction to the assessment system (ASSESS) and key assessments within their program. **Prerequisite/s:** None

EDU 620 Teacher Education Simulation (0.5 Cr)

This course is an online simulation in which students will demonstrate their proficiency with the Educator Accomplished Practices. In a simulated classroom environment, students will engage in decision-making processes to effectively apply the Educator Accomplished Practices to positively influence student learning. **Prerequisite/s:** EDU 600.

EDU 689 Supported Teaching Externship (9 Cr)

The purpose of EDU 689 is to provide support for Initial Certification students who are hired as full time teachers before completing the internship. (Students must have completed the Florida Teacher Certification Exam prior to graduation.) Areas covered include on-site classroom management assistance, the effective use of individualized authentic assessment, lesson planning and implementation of established curriculum, and assistance in preparation for the FCAT. **Prerequisite/s:** None

EDU 699 Teacher Leadership Institute: Action Research Project (6 Cr)

One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate an action research project using a topic that relates to what you have learned in the program and publish your research as a way to contribute to the professional knowledge base. **Prerequisite/s:** None

EDU 5000 Orientation to the Graduate Teacher Education Program (0 Cr)

This seminar provides an orientation to the program and technology skills necessary for successful participation in the M.S. and Ed.S. programs of the Fischler College of Education. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will also practice technology skills, i.e., using email, sending attachments, navigating the Internet to locate university Web sources, accessing library materials through the NSU Electronic Resources, using APA form and style, locating and using program Web sites, and using the online course management system. The seminar also provides students an opportunity to meet with an Advisor. Attendance in this non-credit seminar is required for all entering M.S. and Ed.S. students. Students need to complete EDU 5000 during the same session of the first graduate course in the program of study. **Prerequisite/s:** None

EDU 5999 Advanced Topics (1-6 Cr)

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. May be repeated for credit. **Prerequisite/s:** Instructor Permission. **Prerequisite/s:** None

EDU 6505 Special Topics in Education I (3 Cr)

Special Topics in Education I involves the qualitative analysis emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. **Prerequisite/s:** None

EDU 702 Curriculum Trends and Innovation (3 Cr)

This course focuses on the analysis of current educational practices, models and futuristic approaches. Emphasis is placed in the investigation of educational, curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, homeschooling). Integration of technology and multimedia is also included. **Prerequisite/s:** None

EDU 704 Comparative Studies of Education Systems (3 Cr)

This course provides an overview of global education systems and seeks to engage students in the analysis of curriculum, teaching styles, multicultural issues, political implications, law-related issues, and evaluation methods. Students will use technological resources to research education systems throughout the world in order to compare the educational system of the United States with selected educational systems of the world. **Prerequisite/s:** None

EDU 708 Research and Design in Education (3 Cr)

This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students

will engage in the examination and selection of available instrumentation, appropriate analysis and interpretation of research findings. **Prerequisite/s: None; Co-requisite/s: EDU 5000**

EDU 714 Families, Schools, and Communities: Current Perspectives in a Diverse Society (3 Cr)

In this course students examine the roles, practices, and responsibilities of educators with families and communities from the perspective of multicultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed. **Prerequisite/s: None**

EDU 719 Current Research in Human Development (3 Cr)

This course engages students in the analysis of theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, e.g., brain research, learning styles, multiple intelligences, and neo-Piagetian studies. **Prerequisite/s: None**

EDU 721 Grantsmanship, Program Planning, and Evaluation (3 Cr)

This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects. **Prerequisite/s: CUR 526.**

EDU 722 Effective Teacher Behaviors (3 Cr)

The teacher is considered by many to be the most important variable that influences learning in the classroom. Teacher characteristics such as clarity, business-like behavior, teacher enthusiasm, and other teacher behaviors that influence students' attitudes and achievement will be studied in this course. Research studies on teacher characteristics will be analyzed to determine the validity of their design and outcome. Training protocols in these behaviors will be an important outcome of this course. This course will also provide an opportunity to reflect on the teaching profession from a philosophical and personal perspective. **Prerequisite/s: None**

EDU 723 Values, Ethics and Character Education (3 Cr)

This course will examine the role of character education in the classroom. Classical and contemporary moral theories will be examined. Strategies for interdisciplinary teaching will be emphasized. Students will learn how to design and implement programs that result in effective classroom learning environments. Current research about moral development, conflict resolution, ethics, and values will be integrated with practical knowledge enabling students to affect positive change in the school climate and school culture. **Prerequisite/s: None**

EDU 724 Critical and Creative Thinking Processes in the K-12 Classroom (3 Cr)

The purpose of EDU 724 is to enhance the pedagogical skills and practices of classroom teachers. Strategies for developing and applying thinking skills will be emphasized. Students will learn how to apply thinking skills to daily lesson plans in all curriculum areas. Approaches to thinking skills will be examined. **Prerequisite/s: None**

EDU 725 Models of Teaching and Curriculum Development (3 Cr)

Various models of teaching and curriculum development will be studied in this course as to their appropriate use in increasing students' capacity for personal growth, social growth, and academic learning. Students will explore multiple ways of constructing knowledge as they study and explore a variety of models of teaching that will enable them to enhance the learning environments for the students. **Prerequisite/s: None**

EDU 726 Issues in Curriculum and Teaching (3 Cr)

To ensure program consistency, all sections of each course in the Graduate Teacher Education Program, regardless of delivery format, follow the same course requirements and content as listed in this syllabus that is provided by the Program Professor/Lead Faculty. The Instructor may add, but not delete, topics and activities based on best practices. **Prerequisite/s: None**

EDU 727 Curriculum, Teaching and Supervision: School Leadership Roles (3 Cr)

This course will assist educators in becoming skilled clinical supervisors. It provides the background and theories needed to understand supervision and its relationship to curriculum and instruction. Field assignments will provide opportunities to practice and receive feedback on conferences and observation techniques. **Prerequisite/s: None**

EDU 729 Evaluation and Assessment Practices (3 Cr)

The purpose of EDU 729 is to introduce elements of measurement and assessment essential to good teaching. The assessment of learning plays an important role in the instructional process and its effectiveness depends largely on the ability to construct and select tests and assessments that provide valid measures of learning outcomes. Areas addressed include educational testing and assessment, the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpreting test scores and norms. **Prerequisite/s: None**

EDU 756 Administration of Gifted Programs (3 Cr)

This course focuses on the organization and administration of gifted programs from preschool to grade 12. The role of the administrator in providing programs and improving instruction for gifted and talented students and the problem solving process in resolving unique issues in gifted programs is emphasized. **Prerequisite/s: None**

EDU 757 Designing Curriculum for the Gifted: Focus on Culturally and Linguistically Different Students (3 Cr)

This course focuses on designing curriculum based on the characteristics, behaviors, and needs of atypical gifted students. Emphasis is placed on analyzing and developing instructional strategies for the atypical gifted and integrating technology into the planning and design of curriculum that addresses the social, emotional and linguistic needs of this special population of students. **Prerequisite/s: None**

EDU 759 Critical Thinking and Gifted Students (3 Cr)

This course focuses on the research related to hemisphericity and its relationship to critical and creative thinking in the intellectually and creatively gifted. Emphasis is placed on the identification, analysis, and evaluation of teaching strategies that encourage critical thinking, creative thinking, and problem solving in gifted students from pre-school to grade 12. **Prerequisite/s: None**

EDU 760 Gifted Students in the Regular Classroom (3 Cr)

The content of this course includes discussions of issues and procedures related to the needs of intellectually and creatively gifted students in the regular classroom; analysis of curriculum methods, teaching strategies, materials, and evaluation techniques for use with gifted students in the regular classroom setting. **Prerequisite/s: None**

EDU 761 Independent Study for Research on Gifted Students in National and International Programs (3 Cr)

This course is designed to give opportunities for research and indepth theoretical readings in a substantive area of gifted education not normally covered within the standard courses. Research projects and advanced readings will vary according to individual interest. **Prerequisite/s: None**

EDU 762 Applied Research Project in Gifted Education (3 Cr)

This course provides the opportunity to explore a problem-oriented, individual research project under the direction and supervision of a graduate faculty member. **Prerequisite/s: None**

EDU 7999 Advanced Topics (1-6 Cr)

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. May be repeated for credit. **Prerequisite/s: None**

EDUB 610 BrainSMART Science, Structure, and Strategies (6 Cr)

In this course, students study how people learn according to research from the fields of education, cognition, and the brain. Participants will evaluate and apply the research-based BrainSMART model for improving student achievement, specifically focusing on instructional strategies to address positive learning state and engagement, making meaning, attention, retention, and transfer. Explore the body-brain system and specific areas of the brain and their function, including the limbic system and the processes which make each brain as unique as a fingerprint. Examine how emotions, motivation, and positive relationships influence how the brain pays attention, learns, and remembers. Develop and evaluate specific strategies to aid the visual, kinesthetic, and auditory processing styles and understand how the brain processes what it sees and hears. **Prerequisite/s: None**

EDUB 612 Thinking for Results: Applying the Science of Student Achievement (6 Cr)

In this course, students explore and apply how cognitive processes and strategies influence student achievement. A three-phase model of learning is discussed and analyzed. The first phase focuses on brain-based skills and strategies for gathering information, the second on processing and analyzing that information, and the third on expressing and applying what one has learned. To increase students' capacity to maximize performance in these three phases, participants will learn to use a toolbox of cognitive assets. Specific examples of these cognitive assets in the context of the classroom will be explored, with opportunities for application. Students will learn the importance of metacognition and how to improve thinking skills. Terms associated with the brain (e.g., frontal lobes, executive function, neurocognitive plasticity), the concept of potential intelligence, and the role of mirror neurons in learning are explored. Students will use and analyze assessments and instructional methodologies for the purpose of increasing analytical and evaluative thinking. The HealthMath curriculum is presented, along with examples integrating instruction and practice using selected cognitive assets in daily decisions involving nutrition and exercise. **Prerequisite/s: None**

EDUB 614 Differentiated Instruction: Respecting Brain-Based Learner Differences (6 Cr)

In this course, a deeper understanding of the potential of every brain is explored in the context of individual strengths and prior academic experience. A variety of brain and cognitive learner differences will be discussed including gender differences, learning style preferences, and a system for better understanding students and their needs. Students will complete individual learner profiles for their own students and use those profiles to plan and evaluate lessons. This course also is designed to equip educators with a range of research-based presenting and facilitating strategies. These practical strategies will help educators adapt instruction to reach students with a variety of learning strengths in the classroom. **Prerequisite/s: None**

EDUB 617 Courageous Learners: Tools for Teaching Students At Risk (6 Cr)

Students today are arriving in the classroom with an enormous variety of skills, experiences, and attitudes. Many are at risk of academic failure, but the vast majority of students can achieve academic success when they are provided with effective instruction and an environment of respect. This course presents a model for addressing this challenge by guiding educators to master a new approach for understanding and reaching students with learning challenges; to discover tools for increasing motivation and enhancing academic achievement by all students; and to review model strategies that work well with students who learn differently. Particular attention is paid to challenges that relate to the learner's neurobiological system; two particular areas of study are attention deficit disorders and dyslexia. Students also explore and apply ways to link with parents and community resources to assist struggling learners in reaching their potential. **Prerequisite/s: None**

EDUB 619 Student Achievement and Classroom Management (6 Cr)

This course explores how educational objectives, or learning goals, are fundamental to effective teaching and provide a set of shared expectations among students, teachers, administrators, and the general public. Examine how developing and maintaining teacher-student relationships influence classroom management and increase a student's likelihood to accept rules and procedures necessary for effective classroom management. By incorporating strategies to help nurture this relationship, behavioral problems are significantly decreased. Investigate, apply and evaluate strategies proven to reduce classroom disruption and to increase on-task behavior. **Prerequisite/s: None**

EDUB 621: Brain-Based Foundations for Beginning Reading (6 Cr)

This course focuses on an introduction to brain structure and function related to language development and beginning literacy in the preschool and primary grades. Phonemic awareness, reading readiness, emergent literacy, and multiple approaches to the teaching of phonics are addressed. Classroom assessment that guides teachers to appropriate interventions with young students is a focus. Emphasis is placed on a balanced approach to reading that includes diverse methodologies based on brain research for vocabulary development, as well as increased comprehension and fluency in the preschool and primary grades. **Prerequisite/s: None**

EDUB 622: Connecting the Brain to Higher-Order Thinking and Literacy (6 Cr)

In this course, students will learn the importance of metacognition and the use of specific cognitive strategies in reading classrooms of

upper elementary grades. An introduction to terms associated with the brain (e.g., frontal lobes), its executive function capability, and the importance of reflective reading are explored. Research that focuses on model upper elementary grade reading classrooms will be analyzed, and current issues such as the importance of nonfiction and learning across the content areas will be examined. Teachers will use assessments and instructional methodologies for the purpose of increasing analytical and evaluative thinking, and specifically, comprehension, in reading. **Prerequisite/s: None**

EDUB 623: Brain-Based Differentiated Reading Instruction (6 Cr)

In this practical course, students will learn brain-based principles and strategies for differentiating instruction to increase the likelihood that all students will have success, including those who have reading challenges. Specifically, the focus will be on teaching methodologies to reach boys effectively, as well as girls; reaching those who have difficulty maintaining attention during reading; teaching Limited English Proficiency (LEP) students; and identifying the brain system differences that occur when readers struggle. Participants will complete assessments and instructional plans for a balanced reading program, as well as an individualized reading roadmap appropriate for all types of readers. **Prerequisite/s: None**

EDUB 699 Teacher Leadership Institute: Action Research Project (6 Cr)

The National Board for Professional Teaching Standards calls for “teachers to think systematically about their practice and learn from experience” and to “critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.” This course engages students in action research as a way to critically analyze, reflect on, and improve their teaching practice. Implementing a BrainSMART strategy or skill within the classroom, students will demonstrate competency with that strategy or skill to assist student acquisition of new knowledge and use the action research process to assess how the strategy or skill helps to improve teaching and learning in the classroom. Students also will analyze and discuss the connection between action research and teacher leadership. This course is the capstone course of the master’s program and includes a minimum 40-hour field experience as students will teach, implement, and evaluate strategies as part of their action research projects. **Prerequisite/s: None**

EDUB 702 Curriculum Trends and Innovations (3 Cr)

This course focuses on the analysis of current educational practices, models and futuristic approaches. Emphasis is placed in the investigation of educational, curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, homeschooling). Integration of technology and multimedia is also included. **Prerequisite/s: None**

EDUB 708 Research and Design in Education (3 Cr)

This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation, appropriate analysis and interpretation of research findings. **Prerequisite/s: None**

EDUB 714 Families, Schools, and Communities: Ethics and Educational Practices in a Diverse Society (3 Cr)

In this course students examine the roles, practices, and responsibilities of educators with families and communities from the perspective of multiple cultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed. **Prerequisite/s: None**

EDUB 719 Current Research in Human Development (3 Cr)

This course engages students in the analysis of recent theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, e.g., brain research, learning styles, multiple intelligences, and neo-Piagetian studies. **Prerequisite/s: None**

EDUB 729 Evaluation and Assessment Practices (3 Cr)

The purpose of this course is to introduce elements of measurement and assessment essential to good teaching. The assessment of learning plays an important role in the instructional process and its effectiveness depends largely on the ability to construct and select tests and assessments that provide valid measures of learning outcomes. Areas addressed include educational testing and assessment, the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpreting test scores and norms. **Prerequisite/s: None**

EDUB 730 The Neurobiology of BrainSMART Instructional Leadership (6 Cr)

This course provides a framework for understanding and applying principles of instructional leadership within a neurobiological understanding of learning and leading. Using an understanding of the science of learning, cognition and the implications for education, students will create and evaluate plans to lead improvements in their classrooms and schools. Knowledge of specific brain functions and systems, including the limbic system, will inform plans. **Prerequisite/s: None**

EDUB 731 Best Practices in Thinking for Leading (6 Cr)

Mental models have a powerful influence on how schools and classrooms function. In this course a range of models, metaphors, and fields of research are explored from the areas of cognition and instructional leadership. Specific focus is directed toward discovering a framework for developing teacher leaders where research and best practices are examined. Research on the cognitive strengths that are essential for leading are also investigated and a range of strategies for improving strengths are discussed. Finally current research on the neurobiology of cognition is studied as are practical strategies for unleashing the brain’s potential. In summary, this course focuses on three dimensions of thinking for leading: the school wide dimension, the dimension of cognitive strengths, and the dimension of the neurobiology of leadership and change. **Prerequisite/s: None**

EDUB 732 Differentiated Instructional Leadership (6 Cr)

The theory of differentiated instruction offers a powerful lens for looking at effective instructional leadership. The course explores several approaches to helping instructional leaders identify learner differences and adapt instruction. These approaches include the latest research on brain gender differences and the potential impact these studies may have on leadership effectiveness in organizations today. Additional theories explored include cognitive strengths, learner preferences, and a tool for reading the barcode for the brain. The emerging field of positive psychology is explored in the context of a differentiated leadership approach to increasing motivation and

performance. **Prerequisite/s: None**

EDUB 799 Teacher Leadership Institute: Leading Brain-Based Change (3 Cr)

The purpose of this course is to serve as a capstone experience for students of teacher leadership and school change. Integrating key aspects of the program with the discipline of educational and instructional leadership, the coursework, materials, and assignments are intended to provide a framework for analyzing, synthesizing, and constructing a plan that encompasses research, theory to practice application, and problem solving for the challenges to change within schools and school systems. After a review of the Ed.S. program coursework, compilation of a summary literature review, and preliminary plan, students will develop a plan for systemic change within the school that can realistically be applied to their work environments. **Prerequisite/s: None**

EDUC 610 Classroom and Instructional Management (6 Cr)

This course focuses on instructional concepts and teaching techniques to assist practicing teachers in managing today's interactive classroom. Candidates explore active learning based on the constructivist theory as well as management strategies such as conflict resolution and peer mediation to increase on-task behavior, create nurturing, cooperative classrooms that promote active learning, and enhance overall teaching effectiveness. **Prerequisite/s: None**

EDUC 620 Instruction and Assessment for Diverse Classrooms (6 Cr)

In this course Candidates explore integration of curricula, instruction, and assessment to meet the diverse needs of learners. Candidates develop a repertoire of assessment strategies, including standardized and teacher-made tests, portfolios, and performance tasks, to evaluate student learning and growth as well as classroom instruction. Candidates also examine the effect of federal, state, and local regulations and policies on inclusive educational programs. **Prerequisite/s: EDUC 610 and EDUC 630, EDUC 640, EDUC 650 or EDUC 661, EDUC 660, EDUC 662 or EDUC 671, EDUC 670, EDUC 672 or EDUC 681, EDUC 680, EDUC 682, or EDUC 690, EDUC 691, EDUC 692**

EDUC 630 Action Research in Practice - Curriculum and Instruction (6 Cr)

In this course, Candidates experience the art and science of action research while developing the tools of reflective inquiry and collaborative practice. Candidates engage in analysis of current classroom challenges as they explore and practice action research methods as a logical extension of classroom instruction. Integral to this process is the development of the first phases of an Action Research Project, a capstone project that focuses on a curriculum and instruction topic, and the creation of a cumulative professional portfolio that demonstrates professional growth. **Prerequisite/s: EDUC 610**

EDUC 640 Cognitive Curricula (6 Cr)

In this course, Candidates explore and practice the skills necessary to create curricula and experiences that promote classroom learners' acquisition and use of creativity and critical thinking and problem-solving skills. Candidates use problem-based learning, thematic teaching, and project-based learning models to develop and implement a coherent, integrated curriculum that helps classroom learners transfer learning to new situations, connect ideas across content areas, and make connections between the real world and the classroom. **Prerequisite/s: EDUC 610, EDUC 630**

EDUC 650 Instructional Models and Technology (6 Cr)

This course focuses on the fundamental principles of various teaching models and technology tools that complement and support each model. Candidates identify, evaluate, integrate, and implement the models and appropriate technology tools to maximize learning opportunities for students. **Prerequisite/s: EDUC 610, EDUC 630, EDUC 640**

EDUC 660 Reading Foundations and Instructional Interventions (6 Cr)

Reading is the foundation of every other subject. Teachers need to have many tools at their disposal to help students be successful readers. This course explores a variety of methods, materials, and strategies to promote reading skills and addresses instruction in phonics and phonemic awareness, building print and alphabetic awareness in beginning readers, developing vocabulary, and improving reading comprehension. **Prerequisite/s: EDUC 610, EDUC 661**

EDUC 661 Action Research in Practice—Reading (6 Cr)

In this course, Candidates experience the art and science of action research while developing the tools of reflective inquiry and collaborative practice. Candidates engage in analysis of current classroom challenges related to reading as they explore and practice action research methods as a logical extension of classroom instruction. Integral to this process is the development of the first phases of an Action Research Project, a capstone project that focuses on a reading topic, and the creation of a cumulative professional portfolio that demonstrates professional growth. **Prerequisite/s: EDUC 610**

EDUC 662 Language, Learning, and Technology Across the Curriculum (6 Cr)

This course focuses on promoting literacy skills in the classroom through the infusion of technology with critical thinking and process skills across the curriculum. Candidates investigate and practice integrating reading, writing, and technology into everyday lessons and structuring the classroom environment to promote content area reading skills. Candidates also identify and implement effective assessments of students' reading progress. **Prerequisite/s: EDUC 610, EDUC 661, EDUC 660**

EDUC 670 Teaching and Assessing Mathematics through Technology (6 Cr)

In this course, candidates reflect on their current instructional practices and explore new strategies, including the application of technology, for enhancing students' understanding of math concepts and their computation skills. Candidates investigate and practice techniques for fostering math skills and diagnosing skill level development. **Prerequisite/s: EDUC 610, EDUC 671**

EDUC 671 Action Research in Practice—Mathematics (6 Cr)

In this course, Candidates experience the art and science of action research while developing the tools of reflective inquiry and collaborative practice. Candidates engage in analysis of current classroom challenges related to mathematics as they explore and practice action research methods as a logical extension of classroom instruction. Integral to this process is the development of the first phases of an Action Research Project, a capstone project that focuses on a mathematics topic, and the creation of a cumulative professional portfolio that demonstrates professional growth. **Prerequisite/s: EDUC 610**

EDUC 672 Best Practices for Teaching Mathematics Across the Curriculum (6 Cr)

This course focuses on developing instructional practices in mathematics that promote academic success for all students. Candidates use research-based best practices to encourage students' logical mathematical thinking and to integrate use of mathematical skills across the curriculum. Other topics include instruction on connecting course content to learning standards and blending brain-compatible teaching techniques with thematic teaching. **Prerequisite/s:** EDUC 610, EDUC 671, EDUC 670

EDUC 680 Computer Applications and Technology Across the Curriculum (6 Cr)

This course offers instruction in integrating technological resources into specific content areas. Candidates explore basic software, Internet-based instructional resources such as WebQuests, media tools (including social media), and incorporating the Internet into classroom teaching. **Prerequisite/s:** EDUC 610, EDUC 681

EDUC 681 Action Research in Practice—Technology (6 Cr)

In this course, Candidates experience the art and science of action research while developing the tools of reflective inquiry and collaborative practice. Candidates engage in analysis of current classroom challenges related to technology as they explore and practice action research methods as a logical extension of classroom instruction. Integral to this process is the development of the first phases of an Action Research Project, a capstone project that focuses on a technology integration topic, and the creation of a cumulative professional portfolio that demonstrates professional growth. **Prerequisite/s:** EDUC 610

EDUC 682 Orchestrating Your Classroom with Technology (6 Cr)

In this course, candidates practice using hypermedia and multimedia tools and explore use of these tools in the classroom to engage students and support their learning. Candidates plan, design, and develop multimedia projects for practical integration in their classrooms. **Prerequisite/s:** EDUC 610, EDUC 681, EDUC 680

EDUC 690 STEM Foundations and Instructional Interventions (6 Cr)

This course focuses on the integration of science, technology, engineering, and mathematics to foster inquiry and concept formation in grades K–8. Candidates explore the disciplinary core ideas and fundamental understandings that learners in grades K–8 should develop as a result of STEM education. Through their use of problem-based learning, Candidates promote scientific and engineering best practices, including defining problems, developing models, designing investigations, and using mathematical thinking. **Prerequisite/s:** EDUC 610

EDUC 691: Action Research in Practice – STEM (6 credits)

In this course, Candidates experience the art and science of action research while developing the tools of reflective inquiry and collaborative practice. Candidates engage in analysis of current classroom challenges related to Science, Technology, Engineering, and Mathematics (STEM) as they explore and practice action research methods as a logical extension of classroom instruction. Integral to this process is the development of the first phases of an Action Research Project, a capstone project that focuses on a STEM topic, and the creation of a cumulative professional portfolio that demonstrates professional growth. **Prerequisite/s:** EDUC 610 and EDUC 690

EDUC 692: STEM Across the Curriculum (6 credits)

In this course, Candidates analyze current curricular content standards within science, mathematics, technology, and engineering (STEM) disciplines and develop problem-based thematic units aligning content, pedagogy, and assessment within a STEM curriculum. **Prerequisite/s:** EDUC 610, EDUC 690, and EDUC 691

EIA 501 Interdisciplinary Arts in Society, Community, and School (3 Cr)

This course outlines the emerging field of Community Arts and defines vital roles artists can play in structuring, rebuilding and maintaining communities within cultural, social and educational contexts. This course will develop the awareness and ability to nurture relationships among the artist, arts organizations, educational organizations, the business and commercial sector and audiences, including the ability to broaden participation in the arts, initiate arts education programs and forge links among various communities. It will be divided into two distinct sections: Section 1 will focus on lecture, community guests and discussions to provide a broad overview of community-based art. Section 2 will focus on field research that will support the practice and theory of designing a community arts program. **Prerequisite/s:** None

EIA 503 Infusing Arts into the Classroom (3 Cr)

Students will be introduced to the concepts and practices of Collaborative Artmaking and arts infusion into the classroom. Methods and techniques of dramatization, music, dance, and visual art will be examined and analyzed. Because the performance-based arts are inherently interdependent, a sense of cooperation and flexibility will be shown to enhance the collaborative skills of all participants. The student will focus on acquiring these techniques through the implementation of skills used in their discipline area, such as theatre, instrumental music, dance, choral music or visual arts. The interdisciplinary nature of multiple arts-disciplines will provide the teacher of a specific subject area to be empowered with new and diverse theories, methodologies and techniques of numerous other arts-related and educational disciplines. This enhanced flexibility will provide tolerance for inclusion and enrich the classroom as a learning environment. The structure of the "classroom" is reexamined as a potential "learning stage" and reevaluated as an art-friendly environment wherein numerous learning styles are addressed. Some of the issues covered are balancing creative chaos with an atmosphere of orderly systematic learning; grading and evaluation; arts as a delivery system for teaching math, science, history and social studies; and the role of the arts in teaching character and emotional intelligence. Arts Management beyond the classroom is also explored. **Prerequisite/s:** None

EIA 506 Applied Aesthetics in the Arts: Curriculum and Instruction (3 Cr)

Applied Aesthetics examines the philosophical underpinnings of the Arts. Students explore the aesthetic, intellectual, perceptual, ethical, analytical, visionary, critical and pragmatic aspects of various arts disciplines and how they can be applied to curriculum design and instruction. Some of the issues addressed are the role of authorial intention, the nature of expression, the nature of realism, the arts-as-moral-teacher versus the arts-for-the art's-sake debate, the nature of beauty, the Mozart Effect, learning styles, multiple intelligences and theories of genres. **Prerequisite/s:** None

EIA 511 Studies in Creative Process and Conceptual Arts: A Quantum Vision (3 Cr)

This course examines the nature of the creative arts in contrast to the interpretive arts. It encourages students to embark upon a personal exploration of the creative process as they conceptualize new works and new forms of expression and artistic achievement. Students

investigate techniques of harnessing and applying creative thinking as a method of problem solving. Key principals of quantum physics are applied to art and the creative process. Parallels are drawn between creativity and the quantum realm – the invisible world wherein the visible is designed and assembled. In this environment of pure potentiality, students are encouraged to challenge existing perceptions, interpretations, and expectations in an effort to cultivate imagination and flexibility. This course offers insight into students' roles as artists and educators who will be creating a new global culture. **Prerequisite/s: None**

EIA 512 Arts and Expressive Therapies: A Survey (3 Cr)

The area of Expressive Therapies explores the arts as a vehicle for therapeutic artistic expression, transformation and healing. With the basic philosophical assumption that art is inherently a psychological activity, this course emphasizes a developing awareness of the healing aspects of the arts in both diagnostic and therapeutic intervention. It examines different art modalities in their practice in a range of clinical, educational and human service settings. Taking a holistic approach to health care and human growth, this course will examine both traditional and progressive methods of Arts and Expressive Therapies. **Prerequisite/s: None**

EIA 513 The Art of Words: Writing for Dramatic Media (3 Cr)

This course is an examination of the fundamentals of dramatic writing; learning to use the tools and techniques of the playwright, screenplay writer, teleplay writer, librettist, or performance artist. Plays, movies, TV shows, operas, ballets, and performance art will be explored and analyzed from the point of view of theme, plot, dialogue, character development, structure, tone, genre, and scenario. Each student will create a short original script. Building on the strengths of the specific arts discipline in which the student received undergraduate training, he or she will be guided through a linguistic pre-visualization of the project before scripting begins. **Prerequisite/s: None**

EIA 514 Business Applications of Interdisciplinary Arts and Social Entrepreneurism (3 Cr)

This course explores the process of arts management and the business aspects of managing the arts. Students are introduced to concepts and practices of arts business and management. The roles and duties of producers, general managers, agents, unions, entertainment attorneys, and production officials are identified and examined. Key processes including contract negotiation and marketing are studied. Particular issues such as copyright are discussed within the context of the arts and entertainment industry. Finally, the relationship of the individual arts organization to other arts organizations and the larger system is examined with the objective of understanding the concepts of management within the network, strategic alliances, and collaborations. The relationships between arts organizations are examined as they relate to best practices and effective arts management systems. The concept of "social entrepreneurship" is introduced as a new approach to business practices in the arts. **Prerequisite/s: None**

EIA 515 Thou Art: Reuniting Culture and Spirit for a Global Society (3 Cr)

This course explores the concept of art as a verb – the archaic second person singular present indicative form of being. The artistic process is reframed as a modality by which to experience life. The role of the artist in society is examined from the perspective that art from the viewpoint of an artist is something that the individual *is* rather than something the individual *does*. This course illuminates the unifying power of creativity. Emphasis is on world cultures and traditions that have never separated from their spiritual core. This course focuses on ways of building bridges between Western Culture and its spiritual foundations through personal artistic expression. **Prerequisite/s: None**

EIA 525 Principles of Drama Therapy (3 Cr)

This course will introduce the student to the principles of drama therapy - an intentional and systematic use of drama/theatre processes to achieve the therapeutic goals of symptom relief, emotional and physical integration, and personal growth. The course includes reading, discussion, written analysis, and improvisational enactment of the theory and practice of leading professionals in the field. It is the foundation course for the Drama Therapy Track of the MS in Education with a Concentration in Interdisciplinary Arts Program. It is also the foundation course for the Alternative Training Program of the National Association for Drama Therapy to train students beyond the Master's degree to fulfill the requirements for certification as a Registered Drama Therapist. **Prerequisite/s: None**

EIA 526 Research in Interdisciplinary Arts: An Introduction to the I.A. Program (3 Cr)

This course orients the incoming student to the core ideas, history and philosophy of Interdisciplinarity in the Arts. It also introduces students to the various research designs and methodologies relevant to the arts such as historiography, arts-based research, content analysis, theory and criticism, and relevant elements of qualitative and quantitative methods. Further, students will focus on their specializations such as music, theater, dance and the visual arts as research areas within which to work. Students examine the origins, contexts, masterpieces, and creators of exemplary artworks that combine various art forms. From Gesamtkunstwerk to contemporary interactive multi-media video and musical theatre, elements of form, structure and composition are explored as students select focus of study and prepare a research paper. **Prerequisite/s: None**

EIA 537 Musical Theatre Studies – Interdisciplinary Curriculum and Techniques (3 Cr)

This course will illustrate Musical Theatre as being the prime example of Interdisciplinary Art in that it, by definition, encompasses the combined disciplines of music, theatre, dance and design. The course will examine the advent of the musical theater in the United States, Great Britain and the movies. The inclusion of such an interdisciplinary art form, utilizing music, drama, visual and dance-based artistic involvement as a vehicle in the Fine Arts, Language Arts and Social Studies classroom for the delivery of curriculum is emphasized and analyzed. The use of Cooperative Learning techniques, Multiple Intelligences and Alternative Assessment through the creative process provides conceptual framework for student growth and development. Audio and video examples of masterpieces of the genre will be viewed and examined. Readings will be engaged-in and discussed. Group-level projects designed to share like-minded experiences will be continually pursued.

Social relevance, global education and multi-ethnic inclusion in the curriculum will be examined through the lens of Interdisciplinary Arts. Through texts, students will learn the "inside story" regarding the production techniques and rationale behind many of the decisions made by administrative and artistically creative members of the original production teams.

Questions of race, class consciousness, political culture and of course, and the ever popular themes of love and hate, will be examined as themes from diverse productions. A final project including lesson plans and a proposal will equal 1/3 of the grade. The project will be designed for a group-based, Multiple Intelligence driven, globally relevant, multi-cultural skit / show or musical performance which will be produced by students. **Prerequisite/s: None**

EIA 540 Moving Art: The Aesthetic of the Motion Picture 1922 – 1966 (3 Cr)

This course is both a survey and a research course which examines the advent of the film throughout the world as produced between 1922 and 1966. Students will explore the great strides in character development, plot construction, acting technique, scriptwriting, editing, use of light and shadow, and camera and lens technique, that, through the use of the artistic vision of numerous creators, have set our social stage during these developmental years. They will examine the commonly accepted definitions of beauty, art, value, mores, motivation, and behavior which have been influenced by the films of this era and are just a few of the attributes used to define humanity. The study of film as an interdisciplinary art form, utilizing music, acting, directing, design, editing, dance, dramatic writing, and visual artistic involvement, will be used as a means of widening the vision of emerging interdisciplinary arts professionals.

This course is an elective in the Interdisciplinary Arts Program. It is recommended that the student have completed or be concurrently enrolled in the EIA Applied Aesthetics in the Arts course. It is also strongly suggested that this course be taken prior to enrolling in the EIA 513 Art of Words course, as there will be cross-curricular references to this course in the latter course. **Prerequisite/s: None**

EIA 557 Cinematherapy I: Images with a Purpose (3 Cr)

We live in a culture of images. In this course students will be immersed in a process of in-depth examination of the meaning and power of images. Images, in fact, are never neutral; their effect is that of conditioning the observer. It is important, therefore, to carry out a scholarly analysis of what an image actually is. Image based thinking will be considered both in relation to the creative process and to problem solving. We will begin with the philosophical concept of an idea as a mental representation. We will study the symbology of dreams in order to understand the close relationship between images and the unconscious. The psychoanalytical proposition that a film may be considered the film director's dream will be closely scrutinized. Students will study cinematherapy: a new technique for analyzing films and psychological dynamics. The concept of cinematherapy is rooted in the awareness that the film viewer is conditioned by his or her individual life experience, and this in turn makes the viewer's perception highly unique. The viewer's intimate interior world and life experiences condition perception of the film, and result in a highly subjective interpretation. This is due to the fact that the viewer assimilates only certain images and edits out others, all on the basis of unique individual experiences. The study of cinematherapy will enable the viewer to understand the underlying causes of certain emotions experienced during a film, and will shed light on certain aspects of one's own personality and on how others view the same situation. **Prerequisite/s: None**

EIA 558 Cinematherapy II: Personal and Social Awareness through Cinema (3 Cr)

This course focuses on the analysis of mythology through international cinema. Students will examine in depth the differences between Freud and Jung's psychological perspectives on symbolic dream interpretation, as well as the concept of the collective unconscious and its archetypes that appear in Jungian theory. This will enable students to utilize their comprehension of the symbolic language of dreams in order to conceptualize the personal mythology theory of Dr. Stephen Larsen. Through the analysis of selected films, students will examine six major mythological themes which recur across cultures, demonstrating that cinema functions as society's modern day mythology as identified by Dr. Joseph Campbell. **Prerequisite/s: None**

EIA 600 International Arts and Culture Infusion (3 Cr or 6 Cr)

Students interface with American and International participants and staff artist/instructors of an "in-progress" Lovewell intensive workshop in a host country. Using the "Lovewell Method" applied arts-education philosophy and teaching methodologies, students will develop creative, conceptual academic and professional performing arts skills in various arts disciplines such as drama, music, design, dance, video, stage management and technology as they are infused in an international setting. **Prerequisite/s: None**

EIA 630 International Cinema Studies (Study Abroad Program in Italy) (3 Cr)

This course focuses on the analysis of international cinema with particular emphasis on Italian cinema. Students will participate in a rich cultural exchange onsite in Italy while studying with Italian professors and professional directors, actors, producers, composers, designers, and cinematographers from all over the world. This course offers participants an authentic interdisciplinary learning experience, including interactive workshops at the Maremetraggio Film Festival in Trieste and field trips and lectures involving some of the leading international artists, technicians and business experts working in the world of film. Another component of this course includes an on-location lecture/demonstration at Cinecittà, Europe's top movie studio in Rome, designed to analyze the process and the environment in which some of the world's greatest movies have been produced. **Prerequisite/s: None**

EIA 688 Capstone: Interdisciplinary Arts Leadership (6 Cr)

This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest, be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in Interdisciplinary Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program.**

EIA 689 Capstone: Theatre Arts Leadership (6 Cr)

This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Theatre/Dramatic Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Theatre/Dramatic Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program.**

EIA 690 Capstone: Musical Arts Leadership (6 Cr)

This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Musical Arts), be outlined in writing and approved by the Program

Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Musical Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program.**

EIA 691 Capstone: Visual Arts Leadership (6 Cr)

This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Visual/Fine Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of the Visual Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program**

EIA 692 Capstone: Dance Arts Leadership (6 Cr)

This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Dance Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Dance Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program.**

EIA 6505 Special Topics in Interdisciplinary Arts I (3 Cr)

This course involves the qualitative analysis of emerging issues in trends in Interdisciplinary Arts. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. Students may choose to work with a local or other arts organization that creates Interdisciplinary Arts productions or events, or they may work on or create a special project involving arts and education, arts for social change, expressive arts therapies, community arts/cultural development, arts for diverse populations/intercultural development, or any combination thereof. They may also choose to conduct independent qualitative research in Interdisciplinary Arts in their area(s) of interest. **Prerequisite/s: None**

EIA 6506 Special Topics in Interdisciplinary Arts II (3 Cr)

This course expands and enhances qualitative analysis of emerging issues in trends in Interdisciplinary Arts explored in EIA 6505. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. Students may choose to work with a local or other arts organization that creates Interdisciplinary Arts productions or events, or they may work on or create a special project involving arts and education, arts for social change, expressive arts therapies, community arts/cultural development, arts for diverse populations/intercultural development, or any combination thereof. They may also choose to conduct independent qualitative research in Interdisciplinary Arts in their area(s) of interest. **Prerequisite/s: EIA 6505 and IAP Director Approval**

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr)

All content taught in the Educational Leadership Program is reviewed. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. The program comprehensive examination is administered as part of this course. **Prerequisite/s: None**

EL 601 Knowledge Based of Educational Leadership - Comprehensive Examination (3 Cr)

All content taught in the Management and Administration of Educational Programs (MAEP) is reviewed in this course. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as an administrator. The program comprehensive examination is administered as part of this course. **Prerequisite/s: None**

EL 698 Administrative Internship (3 Cr)

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are useful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired experiences. **Prerequisite/s: Internship Administrator Approval**

EL 699 Administrative/Educational Leadership Internship (6 Cr)

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are useful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired

experiences. **Prerequisite/s:** Internship Administrator Approval

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr)

This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts.

Prerequisite/s: None

ELE 503 Reading in the Elementary Classroom (3 Cr)

This course focuses on the key theories and models of the reading process and a critical evaluation of competing ideologies and approaches. Emphasis is placed on understanding reading theory and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, diagnosing and treating reading disabilities, and analyzing the impact of language and social contexts on reading instruction. **Prerequisite/s:** None

ELE 504 Methods of Teaching Reading in the Elementary School (3 Cr)

This course focuses on the practical application of reading theory in an elementary classroom through the selection and use of a variety of methods, materials and approaches for the learner's continuous improvement. In this course, emphasis is placed on the application of curriculum models as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations. **Prerequisite/s:** ELE 503

ELE 505 Teaching Visual Arts and Music in the Elementary School (2 Cr)

This course focuses on the skills and techniques, cultural and historical connections, creation and communication, aesthetic and critical analysis, and design and use of appropriate assessment strategies in teaching visual arts and music in the elementary school.

Prerequisite/s: None

ELE 506 Teaching Physical Education and Health Education in the Elementary School (2 Cr)

This course focuses on physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education and health education in the elementary school. **Prerequisite/s:** None

ELE 540 Creativity in the Elementary School (3 Cr)

The purpose of this course is to focus on the foundations and techniques of art, music and physical education as integrated aspects of the school curriculum. A review of the principles behind the concept of creativity and its relationship to daily classroom activities is also considered. **Prerequisite/s:** None

ELE 601 Teaching Language Arts in the Elementary School (3 Cr)

This course focuses on research, trends, professional improvement, and pedagogy in the area of language arts. Emphasis is placed on knowledge and comprehension of the language arts subject area, the design and implementation of instructional strategies that integrate technology and reinforce effective communication skills, and the use of performance-based assessment with diverse populations of elementary students. **Prerequisite/s:** None

ELE 602 Teaching of Science in the Elementary School (3 Cr)

This course focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, Earth and life sciences. Emphasis is given to exemplary processes and projects. **Prerequisite/s:** None

ELE 603 Teaching Elementary Social Studies in a Multicultural Society (3 Cr)

This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. **Prerequisite/s:** ELE 502, ELE 503, ELE 504, ELE 505, ELE 506, ELE 601, and ELE 602.

ELE 692 Elementary Education Internship (9 Cr)

This course for Elementary Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an elementary classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s:** EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, ELE 502, ELE 602, ELE 505, ELE 506, CUR 591, ELE 503, ELE 504, TSOL 510, TSOL 520, RED 560, ELE 601, ELE 603, and EC 5015

ELE 699 Applied Professional Experience in Elementary Education (3 Cr)

This course will require graduate students to complete applied professional experiences in Elementary Education in K-6 educational settings. Graduate students will maintain a reflective journal and create a workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s:** 24 credits, including CUR 526, EDU 5000, ELE 502, ELE 503, ELE 504, ELE 505, ELE 506, ELE 601, ELE 602, and ELE 603

ELE 711 Literacy: Theory and Practice in the Elementary Classroom (3 Cr)

This course focuses on the development of a comprehensive theoretical framework for analyzing and evaluating literacy learning in the elementary classroom. Emphasis is placed on current research and methods in literacy instruction with a particular focus on curricular modifications and accommodations for diverse groups of elementary students. **Prerequisite/s:** None

ELE 712 Mathematical Reasoning and Problem Solving in the Elementary Classroom (3 Cr)

This course explores current research in teaching mathematical reasoning and problem solving in the elementary classroom. The identification and application of appropriate mathematical content and processes, instructional delivery models, and assessment

techniques for use with diverse students in elementary classrooms is emphasized throughout the course. **Prerequisite/s: None**

ELE 713 Scientific Inquiry and Discovery in the Elementary Classroom (3 Cr) This course explores current research and best practices in inquiry teaching and discovery learning in the elementary science classroom. Emphasis is placed on using dynamic teaching methods that stimulate thinking and inquiry about scientific concepts and processes in diverse learners. **Prerequisite/s: None**

ELE 714 Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 Cr) This course explores current research for teaching multicultural and global understanding and investigating related issues through the social studies curriculum in the elementary classroom. The identification and application of developmentally-appropriate multicultural and global content and processes, instructional delivery models, and assessment techniques are emphasized throughout the course. **Prerequisite/s: None**

ELE 715 Critical Thinking in the Elementary Classroom (3 Cr) This course explores current research in teaching critical thinking through the language arts in the elementary classroom. Emphasis is placed on implementing and modifying instructional models and strategies with diverse elementary populations to reinforce their understanding and application of critical thinking skills across the integrated language arts curriculum. **Prerequisite/s: None**

ELE 716 Creative Thinking in the Elementary Classroom (3 Cr) This course explores current research in teaching creative thinking through the visual and performing arts in the elementary classroom. Emphasis is placed on strategies and techniques designed to enhance creative thinking in diverse learners through the arts. **Prerequisite/s: None**

ENG 521 Methods of Teaching Middle School and Secondary English (3 Cr) This course provides an overview of current practices in curriculum and instruction in middle and high schools with an emphasis on special methods for teaching secondary English. **Prerequisite/s: None**

ENG 600 Recent Directions in Oral Communications (3 Cr) Students will explore the role of oral communications in learning, methods of integrating oral communications into all areas of English language arts, ways to assist students in overcoming oral communication apprehension, and formal and informal strategies for making a presentation before an audience. **Prerequisite/s: None**

ENG 605 Recent Directions in Language Learning (3 Cr) Students will gain a fuller understanding of the language/experience model for the teaching of language skills and its implications for individualization in the initial assessment, teaching, and evaluation of students. Specific focus will be on the nature of language, the use of learning styles, the teaching of vocabulary, bidialectalism, encouraging correctness, visual literacy, computers and newsprint, and encouraging student self-assessment. **Prerequisite/s: ENG 521**

ENG 615 Recent Directions in Expository Writing (3 Cr) The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities, exploring the reading-writing connection, response to literature, and teaching the research paper. **Prerequisite/s: ENG 521**

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. **Prerequisite/s: None**

ENG 635 Recent Directions in Adolescent Literature (3 Cr) Students will examine the identification, selection, and use of adolescent literature. Particular emphasis will be placed on ways of conducting individual, whole class, and group reading activities. Students will learn how to encourage and develop literacy and ways to teach the comprehension of and identification with literature. **Prerequisite/s: ENG 521 and ENG 645**

ENG 645 Recent Directions in the Analysis of Literature (3 Cr) Students will study the various facets of reader-response theory and apply them to their teaching of all genres of literature. Students will create thematic units and learn specific techniques for developing their students' skills in the critical analysis of literature. **Prerequisite/s: ENG 521**

ENG 650 Many Voices in Contemporary American Literature (3 Cr) Participants will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645**

ENG 665 Many Voices in Contemporary World Literature (3 Cr) Participants will read widely from several genres in twentieth century, multicultural world literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645**

ENG 675 Voices in Twentieth Century British Literature (3 Cr) Participants will read widely from several genres in twentieth century, multicultural British literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645**

ENG 692 English Education Internship (9 Cr) This course for English Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an English education classroom setting that

includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; English education student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s:** EDU 5000, CUR 526, EDU 514, EDU 600, EDU 501, EDU 502, EDU 503, RED 585, CUR 591, ENG 521, ENG 600, TSOL 510, TSOL 520, ENG 605, ENG 615, ENG 625, ENG 635, ENG 645, ENG 650, ENG 665, and ENG 675.

ENG 699 Applied Professional Experience in English Education (3 Cr)

This course requires graduate students to complete applied professional experiences in middle school or high school English language arts classrooms. As this course is the culmination of students' work in their graduate English education specialization, the focus will be on applying the knowledge and skills students have acquired and developed. Candidates will submit weekly reflections on their experiences, conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s:** 24 credits, including CUR 526 and EDU 5000.

ENG 705 Language and Linguistics in Secondary English Language Arts Classrooms and Curricula (3 Cr)

Students will read and apply the theory that underlies major branches of language study and linguistics, review the rationale for the inclusion of language study (in addition to grammar and vocabulary expansion) and linguistic issues in secondary English language arts classrooms, and design lessons, units, and curricula that do so. **Prerequisite/s:** None

ENG 715 Composition Theory and the English Language Arts Classroom (3 Cr)

Students will enhance their knowledge of and apply major theoretical approaches to rhetoric/composition, the composing process, and composition pedagogy. They will discuss and design lessons, units, and curricula which integrate composition/rhetorical theory with composition pedagogy. **Prerequisite/s:** None

ENG 745 Literary Theory and English Language Arts Classrooms and Curricula (3 Cr)

This course will acquaint students with the major critical/theoretical approaches to literature, ask them to apply various critical stances, reflect on their own theoretical stances to literature and literature pedagogy, and design lessons, units and curricula which integrate theoretical approaches with instruction in literature. **Prerequisite/s:** None

ENG 755 Arts and Media in English Language Arts Classrooms and Curricula (3 Cr)

After reviewing the specialized terms and interpretive theories associated with arts forms and media genre as well as the rationale and methodology for the inclusion and integration of arts and media in classrooms, students will design lessons, units, and curricula which integrate and include the arts and media in secondary English language arts programs. **Prerequisite/s:** None.

ENG 765 Theory and Practice in Teaching Global Literature (3 Cr)

Students will read a number of global literary pieces (exclusive of U.S., Canadian, and Western European literature. Whenever the term global literature is used hereafter, it shall be defined in this manner.) and review theoretical stances on the teaching of global literature. They will create lessons, units, and curricula in which they apply their knowledge of global literature and theoretical approaches to its pedagogy. **Prerequisite/s:** None

EP 650 Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 Cr)

This course focuses on providing information and discussion about the major social, behavioral, communication, and learning characteristics of autism spectrum disorders (ASD). Theories as to etiology and prevalence will be discussed and researched. Screening and diagnostic tools used to identify individuals with ASD will be reviewed. A variety of discipline-specific tools and strategies to assist in educational planning will be reviewed. Methods for adapting assessment strategies to better evaluate individuals with ASD will be discussed. The role of the parents in the assessment process and methods to share assessment information with them will be studied. Field experience is embedded into the course through observations of individuals with ASD and interviews with families. **Prerequisite/s:** None

EP 655 Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 Cr)

This course focuses on review of research-based interventions from classroom structure and organization through application and assessment of intervention strategies. Interventions designed to ameliorate deficits in the areas of academics, communication, learning readiness, independent functioning, social skills, and behavior will be highlighted. The class will also focus on accommodations and modifications needed to include individuals with Autism Spectrum Disorder (ASD) in the general education curriculum. The role of collaboration among school personnel, with families and community agencies to advocate and promote the success of the student with ASD will be addressed. Students will participate in field work through designing classroom environments, developing and/or analyzing Individual Education Program (IEP) goals and a teaching plan for a student, implementing an intervention, collecting and analyzing data from the intervention, and presenting it to the class. Special emphasis on transition planning will be included. **Prerequisite/s:** EP 650

EP 660 Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 Cr)

Students will focus on assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community for students with autism spectrum disorder (ASD). Students will learn to generate hypotheses about the functions of challenging behavior as they relate to communication skills and identify positive behavioral support strategies to implement to replace the negative behaviors. Positive behavioral support, functional behavioral assessment, functional communication training, and other more traditional behavior management strategies will be discussed. Students will participate in a field experience that involves completing a functional assessment through direct and indirect assessment and developing a positive behavioral support plan based on that assessment. **Prerequisite/s:** EP 650 and EP 655

EP 665 Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder (3 Cr)

Communication is one of the most significant deficits for most individuals with Autism Spectrum Disorders (ASD). This course will focus on the nature of the language and communication difficulties and methods for remediating them using high and low levels of technology. Research supporting the use of a variety of augmentative and alternative communication (AAC), language facilitation, and assistive technology to support communication development will be discussed. The role of assistive technology in language facilitation, teaching literacy, and providing a method for communication for children who are nonverbal will be reviewed. Students will complete field

experiences to create communication and literacy activities for home and school settings. **Prerequisite/s:** EP 650 and EP 655

EP 699 Applied Professional Experience in Gifted Education (3 Cr)

This course will require graduate students to complete applied professional experiences with pupils who have been identified as gifted in K-12 educational settings. Graduate students will maintain a reflective journal and create a pupil workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s:** 24 credits, including CUR 526

EP 5265 Nature and Needs of Young Children with Disabilities (3 Cr)

This course provides an overview of the effects of disabilities and risk factors on the development of young children, birth to age five, and on their families. The referral, assessment, planning, and intervention process is reviewed. Models of intervention practices are explored. Legal and ethical issues related to early intervention/special education are examined. Field experience is integrated into course activities. **Prerequisite/s:** EC 620, or equivalent.

EP 5270 Assessing the Needs of Young Children with Disabilities (3 Cr)

This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening and assessment processes used with young children, birth to five. Legal and ethical issues related to assessment are covered. The types of measures used to gather information and the interpretation and utilization of data in developing an individualized program are reviewed. Field experience is integrated into course activities. **Prerequisite/s:** EP 5265.

EP 5275 Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 Cr)

This course covers the development and adaptation of curriculum, teaching methods, materials, and the physical environment for use with young children with disabilities. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards for behavior in the classroom setting. Field experience is integrated into course activities. **Prerequisite/s:** EP 5265 and EP 5270.

EP 5280 Working with Families of Young Children with Disabilities and the Community (3 Cr)

This course focuses on 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. **Prerequisite/s:** None

EP 5281 Developing Creativity in Gifted Students (3 Cr)

This course focuses on theories of creativity and on developing creativity in gifted students. **Prerequisite/s:** EDU 550, EDU 551 and EDU 555

EP 5282 Educating Special Populations of Gifted Students (3 Cr)

This course focuses on special populations of gifted students, such as minorities, underachievers, the disabled, the economically disadvantaged and highly gifted students. The course reviews students' characteristics and appropriate programmatic adaptations. **Prerequisite/s:** EDU 550, EDU 551, EDU 555, and EP 5281

ESE 600 Survey of Exceptionalities of Children and Youth (3 Cr)

This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education. **Prerequisite/s:** CUR 526

ESE 610 Speech and Language Development and Disabilities (3 Cr)

This course will provide students with a basic understanding of the nature of speech and language; the developmental progression in language acquisition; and the techniques for evaluating language development and remediating speech, language, and communication disorders in children. **Prerequisite/s:** CUR 526 and ESE 600

ESE 620 Behavior Management of Exceptional Students (3 Cr)

This course will provide students with various management techniques for managing classroom behavior promoting social adjustment of their students, and coordinating the classroom learning environment for the purpose of improving the academic and social development of students with learning and behavior problems. **Prerequisite/s:** CUR 526, ESE 600, and ESE 610

ESE 630 Educational and Psychological Assessment of Exceptional Students (3 Cr)

This course will introduce students to the various educational and psychological tests and assessment tools most widely used to evaluate exceptional students, with emphasis on the practical application of assessment in schools and on the assessment process from initial identification through the development of an Individualized Education Program (IEP). It will also prepare all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with both formal and informal assessment strategies that will help them contribute to the decision-making process for exceptional students. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, and ESE 620

ESE 640 Transition Skills and Services for Exceptional Students (3 Cr)

This course will introduce students to a variety of educational, career, and vocational choices available to exceptional students. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need in order to actualize their potential and become contributing members of society. Emphasis will be given to the concept of planning for transition within the educational program and the need to plan more carefully for the transition to adulthood. **Prerequisites:** CUR 526, ESE 600, ESE 610, ESE 620, and ESE 630

ESE 650 Instructional Strategies for Exceptional Students (3 Cr)

This course will focus on the various strategies and techniques used to educate and train exceptional students. Emphasis will be on normalization and on the array of services available to students with disabilities from elementary school to high school. Special attention will be devoted to strategies that help teachers develop individualized educational programs, strategies for classroom organization and

management, and strategies to enhance learning through microcomputer technology. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, and ESE 640

ESE 660 Curriculum and Instructional Materials for Exceptional Students (3 Cr)

This course will introduce students to the various curriculum and instructional materials used to teach exceptional students. It will provide students with specific suggestions for selecting and modifying the curriculum to promote learning and for developing appropriate materials to use in the classroom. Students will also be provided strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic and content-area instruction. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, and ESE 650.

ESE 670 Inclusive Education for Exceptional Students (3 Cr)

This course will introduce students to the current information on how exceptional children are served within inclusive school environments. Students will learn about the role of working with other professionals and parents to determine student eligibility for special education, to carry out educational programs, and to monitor learning. Information will also be provided about students who are not necessarily eligible for special education, but who would benefit from the same instructional strategies as exceptional students because of their own special needs. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, and ESE 660

ESE 680 Teaching Social and Personal Skills to Exceptional Students (3 Cr)

This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, and ESE 670

ESE 690 Consultation and Collaboration in Exceptional Student Education (3 Cr)

This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultation, collaboration, and teamwork are essential in creating positive school learning environments. Students in this course will practice communication between school personnel and families, plan a parent-teacher conference, and conduct an informal in-home interview with the parents/guardians of a student with disabilities. Students will learn how teachers, administrators, and parents of exceptional students can work together and trust each other for the benefit of the students. **Prerequisites:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, & ESE 680

ESE 692 Exceptional Student Education Internship (9 Cr)

This course for Exceptional Student Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s:** EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, TSOL 510, ELE 502, ELE 504, ELE 601, RED 555, RED 585, TSOL 520, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, ESE 670, ESE 680, ESE 690

ESE 699 Applied Professional Experience in Exceptional Student Education (3 Cr)

This course will require students to complete an applied professional experience in Exceptional Student Education in a K-12 public school setting. Students will maintain a reflective journal and create a work folder that includes samples of their students' work and the assessment instruments used to demonstrate achievement of professional and state standards under the guidance of a certified teacher in exceptional student education. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, ESE 670, ESE 680, and ESE 690

ETEC 601 Instructional Design (3 Cr)

This course addresses application of the theory of instructional design and the design process as it applies to 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. **Prerequisite/s:** None

ETEC 602 Technology and School Curriculum (3 Cr)

This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer-aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. **Prerequisite/s:** None

FSC 8000 Fischler Summer Conference for Global Leadership, Learning, and Research (0 Cr)

Required research and other classes will be held at the Conference for Global Leadership, Learning & Research for one week during the month of July. All of these events will offer unique opportunities for both individual and collaborative learning with a national and international network of faculty, students, and colleagues. **Prerequisite/s:** None

FSC 8005 Summer Conference – Returning Students (0 Cr)

Designed Specifically for students who have already attended the mandatory FSC 8000 required of all first year doctoral students and who wish to return for additional knowledge regarding the applied dissertation process. Targeted sessions will be held on the dissertation benchmarks, commonly used methodologies, and special interest group round tables. **Prerequisite/s:** None

GRA 710 Grant Writing (3 Cr)

GRA 710 provides students with the skills and knowledge to locate appropriate grant opportunities and to write effective grant proposals. **Prerequisite/s:** None

INED 500 Comparative International Education (3 Cr)

This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course. **Prerequisite/s: None**

INED 691 Action Research in Practice (3 Cr)

This course is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves the identification of a need or problem and the creation of a viable solution, based on educational research. A project proposal that is approved by the student's Advisor and the Reader will be the culminating product. **Prerequisite/s: CUR 526 and at least one additional course**

INED 692 Action Research in Practice (Part 2) (3 Cr)

The students will actively engage in problem-solving in an educational setting. Each student will implement his/her approved INED 691 proposal for a minimum of 12 weeks, monitor progress toward the objectives, using formative and summative assessment strategies, analyze the resulting data, and write a final report. **Prerequisite/s: INED 691**

LANG 530 Advanced Spanish Grammar (3 Cr)

This master level grammar course assumes that the candidate speaks Spanish and has studied Spanish grammar; therefore this course is not a general review of grammar. It essentially focuses on the most problematic topics of Spanish grammar even though all grammar topics are open to discussion. **Prerequisite/s: None**

LANG 531 Advanced Spanish Composition (3 Cr)

This master level composition course assumes that the candidate speaks Spanish and has had experience writing in Spanish. The purpose of this course is to further develop the writing abilities of the candidates by applying the Process Writing Method. Grammar topics and writing methodologies are discussed as needed. **Prerequisite/s: None**

LANG 545 Peoples and Cultures of Spain (3 Cr)

This course will cover the history and culture of Spain from Roman times to the present. Elements of culture such as ethnicity, art, architecture and music are intertwined with the history. **Prerequisite/s: LANG 551 or permission from content professor**

LANG 546 The Spanish Golden Age (3 Cr)

An introduction to the history, literature and art of Spain from 1500 to 1700. It includes virtual visits to the El Greco Museum in Toledo, Cervantes' house in Valladolid, and samples of Calderon de la Barca and Lope de Vega's plays. Students will read poetry, prose and theatre by some of Spain's greatest authors. Adaptation of topics to the classroom will be addressed throughout the course. **Prerequisite/s: None**

LANG 550 Spanish Linguistics for Teachers (3 Cr)

This course in applied linguistics helps teachers gain a better understanding of the inner structure of the Spanish language, words and their meaning, pragmatics, the history of the language and second language acquisition. **Prerequisite/s: None**

LANG 551 Teaching Spanish to Heritage Speakers (3 Cr)

This course will examine how to teach Spanish to students who grew up in homes where Spanish was spoken. **Prerequisite/s: LANG 581 or permission from the Content Professor**

LANG 556 Peoples and Cultures in Latin America (3 Cr)

This course examines Latin American history and culture from Pre-Columbian times to the present. Elements of culture such as ethnicity, art, architecture and music are intertwined with the history. **Prerequisite/s: LANG 551 or permission from the Content Professor**

LANG 560 Representative Spanish Authors (3 Cr)

Readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: LANG 530 and LANG 531**

LANG 561 Representative Spanish Authors II (3 Cr)

Readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: None**

LANG 565 The Spanish Frontier in North America (3 Cr)

This course examines America's Spanish colonial past, from the early explorations by Alvar Nunez Cabeza de Vaca, Hernando De Soto, and Francisco Vazquez de Coronado, to the historical legacy of Spain and early Mexico in what is now Florida, Louisiana, California, and the American Southwest. **Prerequisite/s: None**

LANG 566 Latino Heritage in the United States (3 Cr)

This course is a survey of the literary expression of Latino/a writers in the United States, as they interpret their history, status and place in American society. The course will give teachers a broad overview so that they can integrate those writers and texts into the classroom. **Prerequisite/s: LANG 530 and LANG 531**

LANG 575 Spanish Children's Literature (3 Cr)

This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works written in Spanish in Latin America, Spain and the USA. Guidelines for the selection, design and implementation of appropriate Spanish literature-based activities will be addressed throughout the course. **Prerequisite/s: None**

LANG 576 Readings in Content Area Spanish (3 Cr)

Candidates will acquire the pedagogy and the vocabulary that will enable them to teach in Spanish in the areas of social studies, science and math at the elementary level. **Prerequisite/s: None**

LANG 581 Foreign Language Methods (3 Cr)

This course presents teachers with a wide spectrum of techniques and strategies that promote more effective foreign language learning. Teaching strategies for listening, speaking, reading and writing will be explored. Candidates will have an opportunity to understand the differences between the presentational, interpretive and interpersonal communicative lesson plans. **Prerequisite/s: None**

LANG 599 Special Topics (3 Cr)

This course will examine topics of special interest to Spanish teachers. **Prerequisite/s: None**

LANG 692 Spanish Language Education Internship (9 Cr)

This course for Spanish Language Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a Spanish language setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; Spanish language student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: LANG 530, LANG 545, LANG 550, LANG 551, LANG 556, LANG 576 and LANG 581**

LANG 699 Applied Professional Experience in Spanish Language Education (3 Cr)

This course requires graduate students to complete applied professional experiences in elementary, middle school and/or high school Spanish language classrooms. The focus will be on applying the knowledge and skills students have acquired and developed. Students will submit reflections on their experiences conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s: 24 credits, including CUR 526, EDU 5000, and EDU 601**

LDR 8511 Latin American Education in Today's World (3 Cr)

This course is designed to familiarize students with current issues in education that are affecting Latin American schools. Issues particular to the Dominican Republic and other Caribbean nations will be discussed and explored looking for common answers. Students will be presented with possible solutions being tried in America in order to compare and look for commonalities in their resolution. Each participant will present an issue of concern and a possible resolution based on researched methods or successful program adaptations. **Prerequisite/s: None**

LTRC 704 Research in Language and Literacy Development (3 Cr)

This course examines research related to the process of language and early literacy development during the early and middle childhood years. Issues related to cultural and social influences on language/literacy development including fluency, vocabulary, phonemic awareness, phonics, and comprehension are discussed. **Prerequisite/s: None**

LTRC 711 Assessment in the Literacy and Reading Classroom (3 Cr)

Students engage in the discussion of the process of instruction and assessment in early literacy and reading. Discussion of screening activities, diagnosis, testing, and selection of remediation strategies engages students in practical experiences. Cultural and language differences (ESOL) will be explored. **Prerequisite/s: None**

LTRC 712 Play, Culture and Emergent Literacy (3 Cr)

Students analyze the role of play in the process of early literacy across cultures. Students engage in the discussion about the concept of play in different cultures and its relationship to language development. Strategies to support play in the classroom and at home are examined. Recent research methodologies and findings from studies in the area of cross-cultural play and literacy development during the early years (birth-5) are discussed. Students develop sample research projects related to culture, play, and literacy topics. **Prerequisite/s: None**

LTRC 716 Curricular Approaches and Prescriptive Instruction in Early Literacy Programs (3 Cr)

This course provides opportunities to analyze current models and approaches to foster behaviors in the classroom. Students examine the selection of child and age-appropriate models, planning, differentiated instruction to increase reading performance, selection of materials and strategies for parent /home involvement. **Prerequisite/s: None**

LTRC 722 Research in Oral and Written Language Development (3 Cr)

Course Description: In this course, students examine the developmental stages of oral language and its relationship to writing from scribbling to formal writing behaviors. Current research and theoretical frameworks on writing and language development are analyzed. Strategies to support and foster oral and written language expression are discussed. **Prerequisite/s: LTRC 704.**

LTRC 735 Advanced Seminar in Children's Literature (3 Cr)

In this course students analyze the different genres in children's literature and compare traditional and contemporary works with regards to the elements of literature (illustrations, plot, characterization, author's style, etc). Students choose an area of interest and develop a research project. **Prerequisite/s: None**

MAT 504 Algebra in Secondary Schools (3 Cr)

This course engages participants in the study of the algebraic concepts necessary for teaching in grades 5-12 in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Concurrently, participants will examine research related to the effective development of algebraic concepts that is both appropriate and meaningful for diverse learners in grades 5-12. Emphasis will be placed on building teachers' mathematical practices in problem solving, reasoning, modeling with mathematics, strategic use of technology, use of mathematical structure, and attention to precision in mathematical language. **Prerequisite/s: None**

MAT 506 Strategies for Teaching Calculus (3 Cr)

This course engages participants in the study of the concepts necessary for teaching a beginning calculus course at the secondary level. Topics will include functions and their graphs, limits and continuity, differentiation, and applications of derivatives. Concurrently, participants will examine research related to effective teaching and learning of calculus. Course activities are designed to develop the participants' ability to create effective technology-based, calculus lessons and unit plans. **Prerequisite/s: MAT 504 and MAT 509**

MAT 507 Linear and Abstract Algebra for Teachers (3 Cr)

This course investigates the concept of linear and abstract algebra through real-life problem-solving situations. Graduate students will be exposed to a variety of successful teaching strategies that will facilitate the learning of these concepts. **Prerequisite/s: MAT 504**

MAT 508 Conquering the Teaching of Calculus (3 Cr)

This course engages participants in the study of the concepts necessary for teaching a second year calculus course at the secondary level. Topics will include applications of derivatives, integration, applications of definite integrals, and infinite sequences and series. Concurrently, participants will examine research related to the effective teaching and learning of calculus. Course activities are designed to develop the participants' ability to create effective technology-based, calculus lessons and unit plans. **Prerequisite/s: MAT 506**

MAT 509 Learning and Teaching Geometry in the K-12 Classrooms (3 Cr)

This course engages participants in the study of the geometric concepts necessary for teaching at the middle and secondary levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions will be examined. Emphasis will be placed on building teachers' mathematical practices in problem solving, reasoning and proof writing, connecting geometry to algebra, and strategic use of technology for developing geometric concepts. Concurrently, participants will examine research related to the effective development of geometric concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to create effective technology-based, geometry lessons, unit plans, and analyze student thinking with respect to geometry. **Prerequisite/s: None**

MAT 511 Teaching Probability and Statistics in the K-12 Classroom (3 Cr)

This course will examine issues related to probability and statistics. Graduate students will explore means of collecting, classifying, representing, analyzing, and interpreting data. Given certain data and conditions, the graduate students will make connections to everyday-life occurrences and be exposed to hands-on strategies in the teaching of probability and statistics in the classrooms. **Prerequisite/s: None**

MAT 512 Pre-Algebra and Elementary Number Theory for Teachers (3 Cr)

This course is designed to present and explore the essential skills of arithmetic as they apply to algebra. Topics of modular arithmetic, modular equation set, group, field, bar code, and code breaking will be introduced. **Prerequisite/s: None**

MAT 513 Problem Solving Strategies in Mathematics Classrooms (3 Cr)

This course will concentrate on the role of problem-solving in the mathematics classroom. Through the exploration of various mathematics contexts, students learn to solve and pose problems, and communicate their problem-solving strategies, by engaging in mathematical demonstrations. The goal is to provide the skills and strategies needed for developing and implementing successful problem-solving lessons. **Prerequisite/s: None**

MAT 514 Topics in Applied Algebra and Geometry (3 Cr)

This course covers concepts in number theory, the real number system as well as algebra and geometry. The emphasis is on algebraic models (linear, quadratic, and exponential) and their applications. Additionally this course will serve students well as a foundation course leading to further study in more advanced topics in algebra, geometry, trigonometry and calculus. **Prerequisite/s: None**

MAT 515 Probability and Statistics (3 Cr)

This course is designed to give students an introduction to probability and statistics with a focus on problem solving. The course includes set theory, Venn diagrams, combinations and permutations, probability, and expected value and concludes with a unit on descriptive statistics and normal distributions. A class project requires students to think and write critically as well as apply the concepts learned in the course. **Prerequisite/s: None**

MAT 516 Elements of Differential Calculus (3 Cr)

This is the first course in a two course graduate calculus sequence Topics include Limits, Continuity, Definition of the Derivative, Rules of Differentiation, Implicit Differentiation, Applications of the Derivative: Curve Sketching, Related Rates, and Optimization Problems. **Prerequisite/s: MAT 514**

MAT 517 Elements of Integral Calculus (3 Cr)

This is the second part of a two-course graduate calculus sequence. Topics include differentiation and applications of exponential and logarithmic functions, indefinite integrals via the antiderivatives, definite integrals, calculating areas using Riemann sums and The Fundamental Theorem of Calculus, properties of the definite integral, integration by substitution, integration by parts, use of integration tables, additional applications of the definite integral to probability theory, volumes of revolution, and separation of variables. **Prerequisite/s: MAT 516**

MAT 518 Linear Algebra (3 Cr)

This course is part of a sequence of classes intended to prepare participants to teach in post-secondary settings. Topics will include an introduction to determinants, geometric vectors in 2-space and 3-space, algebraic (component) vectors in n-space, properties of vectors in n-space, dot products, projections, orthogonality, geometric applications, lines and planes in 2-space and 3-space, distances from a point to a line or to a plane, distances between lines, cross-products, properties of real vector spaces and subspaces, spanning subsets and linear combinations, linear dependence and independence, basis vectors. **Prerequisite/s: None**

MAT 519 Abstract Algebra (3 Cr)

This course is part of a sequence of classes intended to prepare participants to teach in post-secondary settings. Topics will include a review of sets and set theory, properties of finite and infinite groups, elementary properties of groups, definition and properties of

subgroups, representations of functions and mappings, permutation groups of finite sets, definition/properties of isomorphisms, partitions and equivalence relations, definition and elementary properties of rings. **Prerequisite/s: None**

MAT 522 Methods of Teaching Middle and Secondary Mathematics (3 Cr)

This course provides an overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Middle and High School Mathematics. **Prerequisite/s: None**

MAT 662 History, Current Trends, and Technology in Mathematics Education (3 Cr)

This course traces the development of several branches of mathematics, including logic, algebra, and analysis of functions from ancient to modern times. The aim of the course is to familiarize graduate students with developments in a rapidly changing field, with particular attention given to curricular patterns and instructional practices in mathematics. It further examines the role of technology in mathematics education and its impact on teaching, learning, assessment, and teacher preparation.

Prerequisite/s: MAT 513, MAT 504, and MAT 509

MAT 680 The K-12 Mathematics Curriculum: Teaching, Learning, Assessment, and Diversity (3 Cr)

This course will help teachers integrate the National Council of Teachers of Mathematics (NCTM) standards with their own mathematics curriculum. A major emphasis will be to help teachers improve classroom teaching practices and to assess learning outcome. In addition, application of conceptual understanding and issues related to diverse learners will be emphasized. **Prerequisite/s: None**

MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)

This course provides an overview of those conditions which impair learning mathematics. Graduate students will focus on analyzing various inhibitors in K-12 mathematics, such as dyscalculia and "math anxiety". The content will include reviewing policies, theories, methods, techniques, and ethical principles for individuals with exceptional learning needs. There will be an examination of differentiated instructional strategies for teaching math to students who have fear of mathematics or limited math comprehension. **Prerequisite/s: None**

MAT 692 Mathematics Education Internship (9 Cr)

This course for Mathematics Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a mathematics classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; mathematics student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills.

Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 600, EDU 501, EDU 502, EDU 503, RED 550, CUR 591, TSOL 510, MAT 504, MAT 662, MAT 509, MAT 511, MAT 508, MAT 506, MAT 507, MAT 687, MAT 522, MAT 513 MAT 699 and EDU 620.

MATH 699 Applied Professional Experience in Mathematics Education (3 Cr)

Candidates will apply professional, math education experiences in PreK-12 school classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 MAT program credits, including CUR 526**

MAT 700 Incorporating Calculus Ideas (3 Cr)

This course is intended to deepen and enlarge the participant's understanding of calculus in order to incorporate calculus ideas in their lessons. Participants will learn innovative strategies to introduce the concepts of basic calculus in their classrooms. It introduces Graphing Lines, Graphing half-planes, conic sections, functions, limits, and integrals. It also includes computational calculus. Highlights of the course include several scientific projects that participants will be building and utilizing the product as models for their math students. **Prerequisite/s: None**

MAT 701 Creative Geometry for the Classroom (3Cr)

This course is intended to enhance participants understanding of the geometric concepts necessary for teaching at the middle and secondary grade levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Emphasis will be placed on the applications and connections within this content as well as to algebra topics along with appropriate use of technology to develop these concepts in students. Concurrently, participants will analyze research related to the effective development of geometric concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to act as a mathematics specialist and promote enhanced mathematics instruction and student learning in their school with respect to geometry topics. **Prerequisite/s: None**

MAT 702 Probability and Statistics for the Educational Specialist (3 Cr)

This course will help demonstrate to teachers ways to present the concepts of chance phenomena. Participants will examine charts, tables, and methodology for collecting, analyzing, and interpreting data. Teachers will learn to use these tools to enhance learning for their students. **Prerequisite/s: None**

MAT 704 Algebra for Teachers (3Cr)

This course is intended to prepare participants to act as a mathematics specialist and promote enhanced mathematics instruction and student learning in their school with respect to algebra topics. Participants will review the study of the algebraic concepts necessary for teaching at the middle and secondary grade levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Emphasis will be placed on the applications and connections in this content as well as appropriate use of technology to develop these concepts in students. Concurrently, participants will analyze research related to the effective development of algebraic concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to act as a leader in their school.

Prerequisite/s: None

MAT 705 Advanced Problem-Solving Strategies for Teachers (3 Cr)

This course provides teachers with techniques and strategies to help their students solve a variety of word problems. Learners will be

introduced to inductive and deductive reasoning, scientific notation and estimation, and operations with sets. **Prerequisite/s: None**

MEAL 500 Instructional Leadership (3 Cr)

This course introduces leadership standards, theories, and critical success practices that educational leaders need to be effective instructional leaders. The course addresses the components of effective school and teaching theories that lead to school improvement. Through the activities in this course, Candidates will develop leadership and supervisory platforms and professional development plans for individuals and schools. **Prerequisite/s: None**

MEAL 505 Budgeting and Finance in Education (3 Cr)

This course introduces the tools and techniques education leaders need to budget, administrate, and manage school funding. Candidates will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels and weighing the economic, social, and legal considerations necessary for allocating and managing funding. Candidates will also learn about approaches and procedures for budgeting, forecasting budgets, and managing business operations; the reporting and auditing of funds; and issues specific to funding special education and school choice. **Prerequisite/s: None**

MEAL 506 Standards-Based Curriculum Development (3 Cr)

This course introduces the role of curricula in American public schools. Lessons address topics that integrate historical, social, and philosophical traditions as well as contemporary topics, including the achievement gap, instructional technology, and accountability. Candidates will compare curricular interpretations, leading to new understandings regarding curriculum development. **Prerequisite/s: None**

MEAL 510 The Role of the Administrator in Leadership (3 Cr)

This course highlights the role of the school principal as an instructional leader, with an emphasis on leadership skills. Candidates will explore the principal's role and responsibility in the areas of school and community relations, supervision of instruction, curriculum assessment and evaluation, administration of special services, human resource management, school facilities and fiscal management, and ethical and legal issues. Candidates will also investigate strategies for building positive school culture through stakeholder collaboration, working with diverse populations, and drawing from evidence-based strategic planning. Learning activities include reflective practice, activities and exercises, and analysis of case studies. **Prerequisite/s: None**

MEAL 520 Legal Issues in Education (3 Cr)

This course introduces candidates to legal reasoning and analysis and examines current legal issues. Candidates will learn how to interpret the U.S. judicial and legislative systems and the formation of laws relating to public education. Candidates will also analyze current school practices from the standpoint of potential legal controversies. By the end of the course, candidates will be able to analyze school legal problems by considering legal and ethical implications. **Prerequisite/s: None**

MEAL 525 Human Resource Administration (3 Cr)

This course introduces candidates to the principal aspects of human resource administration. Candidates will explore the history and theories of human resource administration and the qualities of highly effective programs, and they will examine human resource tasks such as recruitment, selection, supervision, and evaluation of personnel; the role of teacher contracts and contract management; and factors they must consider to create and maintain a high-quality teacher workforce. **Prerequisite/s: None**

MEAL 526 Applied Research in School Leadership (3 Cr)

This course introduces the development of leadership skills to effectively analyze reform efforts in a PreK-12 school or district. The course addresses the development of a framework for conducting action research for ongoing improvement. An understanding of applied research skills and how these skills can be used within a school or district setting for the purpose of program evaluation and school improvement will be highlighted. **Prerequisite/s: None**

MEAL 530 Organizational Behavior (3 Cr)

This course introduces the candidate to the knowledge and skills required of successful educational leaders in complex, every changing, and demanding educational environment. It introduces and emphasizes the critical concepts, tasks and emotional wherewithal required of today's school leaders to ensure student success. In addition, candidates will demonstrate their ability to distinguish between different leadership models; as well as demonstrating a thorough understanding of effective school management practices, information gathering techniques, delegation and decision-making strategies/models, ethical leadership tenants, systems planning, and how to successfully engage all primary stakeholders. **Prerequisite/s: None**

MEAL 550 Education and the Community (3 Cr)

This course introduces aspiring or current educational leaders to the principal aspects of school–community relations. The course covers such topics as the role of school leaders, the importance of school–community communications, communications policies and plans, communications with families, partnerships with the community, crisis communications, and evaluation of school–community relations programs. **Prerequisite/s: None**

MEAL 650 Leadership Practices (Simulation) (3 Cr)

This course provides candidates with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. **Prerequisite/s: MEAL 500, MEAL 505, MEAL 506, MEAL 510, MEAL 520, MEAL 525, and MEAL 550**

MEAL 699 Educational Administration and Leadership Internship (3 Cr)

This course provides candidates an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. **Prerequisite/s: Students are eligible for MEAL 699 when enrolled in a minimum of 18 credit hours of Educational Administration and Leadership courses prior to applying for MEAL 699. In addition, MEAL 699 requires the approval of the Administrator of Educational Leadership Internship; see web site for application: <http://www.schoolfed.nova.edu/edleader/docs.htm>**

MSL 680 Leadership Theory and Practice (3 Cr)

Leadership Theory and Practice: This is the introductory leadership course in the MS in Leadership program delivered by the H. Wayne

Huizenga School of Business and Entrepreneurship and the Fischler College of Education. The course examines leadership as a process with a tri-fold focus: the leader, the followers, and the situation. Students will have the opportunity to explore leadership theories and build leadership skills. An additional focus will be on leadership development. **Prerequisite/s: None**

MSL 681 Leading Change (3 Cr)

Leaders in organizations are continuously required to lead their organizations through the Change process. Participants will explore various organizational systems such as organizational culture, diversity, effective work relationships and steps necessary in the change process. Armed with this knowledge, the effective leader will succeed in moving their organization through change. **Prerequisite/s: None**

MSL 682 Ethical Leadership (3 Cr)

Leadership studies have acknowledged the significance of the ethical dimensions of leadership and their effects on organizations and personnel. Ethics and values have attained prominent status as factors which can shape behaviors and performance in organizations. This course is designed to analyze and consider the practical and fundamental relationships between leadership and ethics. Topics include moral reasoning, confronting ethical dilemmas, analyzing power and authority, managing ethics in organizations, communicating values in an organization, and the personal and professional manifestation of ethical leadership. **Prerequisite/s: None**

MSL 683 Research of Leaders in Education and Human Resources (3 Cr)

This course introduces the student to the role and importance of research as an organizational and educational leadership tool. Identifying a research topic, developing a problem statement, developing a hypothesis, reviewing the research, sampling, measurement, data collection, proposal writing, and ethical considerations of research are topics included in this course. Basic statistical techniques are also introduced. **Prerequisite/s: None**

MSL 684 Organizational Systems (3 Cr)

This course examines the role of leadership in diverse educational and human service organizations. Various models and paradigms presented through use of metaphors stretch the students' imagination and invite further analyses of the students' own places of work. By learning how to read and apply organizational metaphors, students will better understand their own organizations and how they function. **Prerequisite/s: None**

MSL 685 Leading Learning Communities (3 Cr)

This course examines the concept of learning communities from organizational and individual leadership perspectives. Emphasis is placed on developing leadership skills and strategies needed to create and sustain learning communities. Models from educational and human service organizations are examined. Creating, leading and sustaining learning communities along with visionary leadership are needed to promote organizational effectiveness and move organizations forward. **Prerequisite/s: None**

MSL 686 Strategic Leadership in Education and Human Services (3 Cr)

This course focuses on the critical analysis of strategic leadership. Students identify organizational strengths and needs in order to develop a strategic plan to achieve organizational mission, vision, and objectives. Nowhere is this so important as for individuals leading educational, human services and non-profit organizations. The essential elements of strategic leadership, team building and team collaboration are highlighted as essential elements of the developmental process. **Prerequisite/s: None**

MSL 687 Current Organizational Issues and Trends in Educational and Human Services Organizations (3 Cr)

This course is designed to offer students the opportunity to explore current issues and trends in the context of their workplace. Changing social conditions, cultural influences, and ethical considerations are discussed in relation to educational and human services organizations. **Prerequisite/s: None**

MSL 688 Leadership in the Information Age (3 Cr)

This course provides students with the tools to create a model of integrated leadership through the alignment, development, and improvement of current data systems within the organization. Students will develop an understanding of the needs of the organization's constituency of the organization and how to develop continuous improvement processes through the use of technology. **Prerequisite/s: None**

MSL 689 The Business of Leadership: Special Topics (4 Cr)

The course offers students the opportunity to apply the concepts of leadership and problem solving to real life experiences as they explore an area of individual interest. Readings from the "masters" in the field provide a framework for case studies, web seminars, and projects. **Prerequisite/s: None**

MSL 690 International Leadership Perspectives (3 Cr)

The course focuses on the key leadership behaviors and practices involved in leading institutions and organizations internationally. It provides insights on current international affairs, cultural diversity issues, social responsibility and the ramifications for leading an organization in a global environment. **Prerequisite/s: None**

MSL 9100 Leadership Seminar (3 Cr)

This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. **Co-requisite/s: MSL 9100 and MSL 9100S must be taken simultaneously.**

MSL 9100L Leadership Seminar (6 Cr)

This course focuses on strategic leadership and its influence on organizational effectiveness; which occurs in the context of modern society by leading change. Participants will pursue theory and research focusing on the foundations for decision-making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. This course is taught only in Spanish. **Prerequisite/s: Admission to the International Program**

MSL 9100S Leadership Simulation (3 Cr)

MSL 9100 applies problem solving and critical thinking skills in a real world-like, risk-free, and immersive environment. Through rich

dialog and collegial collaboration, students will serve in a variety of key leadership roles within a city administration using a cutting-edge interactive simulation of a virtual city. Over a period of 15 weeks, you will be engaged in making vital decisions relating to the quality of life of Centerville. **Co-requisite/s: MSL 9100 and MSL 9100S must be taken simultaneously.**

NGTE 700 Educational Inquiry and Electronic Research Technologies (3 Cr)

NGTE 0700 examines and applies research paradigms, examples of sound research, and critical interpretation and evaluation of research and theoretical writing in the field. **Prerequisite/s: None**

NGTE 705 Today's Educational Leader (3 Cr)

This course provides students the opportunity to study leadership characteristics and styles. Students will assess their own strengths and areas for development in the practice of leadership. They will gain an understanding and appreciation for the impact their leadership behaviors have on their organizations and staff. **Prerequisite/s: None**

NGTE 706 Managing Change in the Educational Environment (3 Cr)

This course provides students with the skills and knowledge to serve as a catalyst for change and to assist others in the acceptance and adoption of educational innovation. Through examining pertinent literature and educational reform initiatives, they will identify elements of effective change strategies and develop leadership competencies needed to proactively manage personal and organizational change. **Prerequisite/s: None**

NGTE 715 Educational Diversity and Community (3 Cr)

This course provides students with the skills and knowledge to apply cognitive theory in instructional program management for special needs students whose learning necessitates experiential differentiation. Participants will examine and apply best practices to encourage and accommodate diversity and equity while simultaneously promoting academic excellence. **Prerequisite/s: None**

NGTE 720 Seminar in Program Synthesis (3 Cr)

This course is designed to provide an analysis and synthesis of the information learned in the online Ed. S. program of study. It is based on reflection, and focusing on analysis and synthesis, it provides the student with an opportunity to prepare a detailed statement of where the field is and where it is going. The course will also include practical applications of the research process to the student's professional settings. The Learning Program Review will provide the student with the opportunity to look back on the entire degree program in order to examine how it has contributed to the student's intellectual and personal development. It also includes all learning experiences that have taken place during the students NSU program. **Prerequisite/s: NGTE 700**

PPO 8000 PHD Program Orientation (0 Cr)

The purpose of the Ph.D. program orientation (PPO 8000) is to provide new students with an overview of critical areas in the program to help ensure doctoral student success. This noncredit course is a mandatory requirement for all first-year Ph.D. students at NSU's Fischler College of Education. Students may enroll in the orientation simultaneously with the first doctoral course. **Prerequisite/s: None**

PHDE 8000 Historical Development of American Education (3 Cr)

This course provides a survey of the history of education from the colonial period to the present in the United States. The course examines how educational philosophies, political and social values and movements, and technology and media have shaped present day American educational practices. The influences of educational research and assessment on American education are considered as well. **Prerequisite/s: None**

PHDE 8950 Policy Analysis in Education (3 Cr)

This course provides an understanding of the diversity of disciplinary approaches that can be used to perform policy analyses in education. The course focuses in the examination of policy goals, processes, content, and outcomes. Students will learn how to perform a critical review of an important recent educational policy through reviews of findings of policy research. Students will also learn how to identify alternative policy solutions and how to use evaluative criteria to judge the adequacy of these alternatives. Students will be able to apply policy analysis tools to analyze an educational policy problem as part of a class project. **Prerequisite/s: EDRE 8100**

PHDE 9999 Advanced Topics (3 Cr)

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. **Prerequisite/s: None**

RED 550 Foundations of Reading for Content Area Teachers (3 Cr)

This course is designed for candidates who are not enrolled in a Reading Education program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, visual and digital literacy and the reading process. Additionally, candidates will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics. **Prerequisite/s: None**

RED 554 Assessment in Reading (3 Cr)

This course familiarizes the students with a variety of techniques both formal and informal, for assessing reading levels diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored. **Prerequisite/s: RED 570**

RED 555 Supervised Reading Practicum I: Individual Remediation (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/s: RED 554**

RED 560 Literature for Children and Adolescents (3 Cr)

The focus of this course will be on the development of instructional methods and techniques for teaching the language arts in grades 6-12. Candidates will explore strategies to teach reading, writing, listening, speaking, viewing, and visually representing to secondary students, as well as strategies to help ensure that all students can demonstrate appropriate digital literacy skills with both literature and informational texts. **Prerequisite/s: RED 570**

RED 565 Language Arts in the Secondary School (3 Cr)

The focus of this course will be on the development of instructional methods and techniques for teaching the language arts in grades 6-12. Candidates will explore strategies to teach reading, writing, listening, speaking, viewing, and visually representing to secondary students, as well as strategies to help ensure that all students can demonstrate appropriate digital literacy skills with both literature and informational texts. **Prerequisite/s: RED 570**

RED 570 Foundations of Reading: Theory and Practice (3 Cr)

This course examines and presents a general overview of the nature of reading and reading models; describes and defines the reading process including patterns that make it possible for readers to decode words that are unfamiliar to them. The course also explores the theoretical basis for different reading systems including research based methods in the instruction of phonics and phonemic awareness. It also provides opportunities for practical application of the reading theories. **Prerequisite/s: None**

RED 575 Contemporary Foundations of Reading: Research Perspective (3 Cr)

This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level. There will be an emphasis on differentiating instruction to meet the needs of students from varying cultures, and those with special needs and varying learning styles. Practical application of the theories will be addressed.

Prerequisite/s: CUR 526

RED 580 Educational Measurements (3 Cr)

This course explores a variety of assessment tools for the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct, select, and interpret tests that would provide valid measures of instructional objectives. **Prerequisite/s: RED 554, RED 555, and RED 570**

RED 585 Reading in the Content Area (3 Cr)

The focus of this course is to provide classroom instructional strategies for reading across the content areas, such as social studies, science, and mathematics. Candidates will explore strategies for reconciling text difficulties, identify skills that can be applied for maximizing information from text, identify strategies for improving study skills, and identify strategies for determining suitability of content area text for individual students, including diverse and ELL learners. **Prerequisite/s: RED 570**

RED 587 Supervised Reading Practicum II: Group Remediation (3 Cr)

The candidate will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the candidate will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting. **Prerequisite/s: 24 credits, including RED 554, RED 555, RED 570, and RED 575**

RED 590 Administration and Interpretation of Instructional Assessments (3 Cr)

This course focuses on the administration and interpretation of instructional assessments and research-based classroom teaching strategies in reading for grades 1-12. **Prerequisite/s: RED 570**

RED 5271 Reading Supervision and Curriculum Development—Theory and Practice (3 Cr)

This course focuses on the administration and interpretation of reading programs in grades pre-K-12. The role of the reading specialist in supervising and improving reading instruction will be researched. **Prerequisite/s: RED 570**

RED 730 Critical Issues in Reading (3 Cr)

Students will analyze major issues and trends in literacy by reading and interpreting current scientifically-based research studies and demonstrating how they could apply this research in the classroom. **Prerequisite/s: None**

RED 731 Interpreting Research in Reading Education (3 Cr)

This course prepares students with the skills needed to read, interpret, and evaluate research in the science of reading. Students will gain a knowledge base to help them make informed educational decisions based on research results. **Prerequisite/s: None**

RED 732 Reading Disorders: Diagnosis and Remediation (3 Cr)

In this course students will define reading disabilities, explore the causes of these disabilities, and classify and assess remedial methods for reading disabilities. In order to put these disabilities in perspective, students will identify components of language development and the models of spoken and written language. **Prerequisite/s: None**

RED 733 Academic Literacy in Middle and High School (3 Cr)

This course will focus on techniques for teaching the elements of academic literacy, (i.e. reading, reasoning, thinking and writing) for instruction in the content areas. The course will address adolescent literacy issues that middle and high school teachers should consider when preparing instruction. **Prerequisite/s: None**

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. **Prerequisite/s: None**

RED 787 Educational Field-Based Project in Reading (3 Cr)

The field-based project in reading is intended to engage the students in a problem-solving experience designed to improve and enhance the educational situation of struggling readers. This process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation a final report/product. **Prerequisite/s: 24 credits (33 for ESE), including EDU 5000 and EDU 708.**

SCI 523 Methods in Science Education (3 Cr)

This course provides an overview of current practices in curriculum and instruction in the modern science classroom with emphasis on special methods for teaching Middle and High School Science. The student will explore a variety of techniques utilized in an inclusive and effective learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). Effective laboratory management will be discussed in terms of legal, safety and ethical issues. The student will develop a Unit Plan and present a lesson in a local school. **Prerequisite/s: None**

SCI 600 Foundations of Physical Science for Teachers (3 Cr)

This course examines content and methods for teaching physical science in the preK- 12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The topics of the subject matter content are concepts in force and motion which are developmentally appropriate for elementary, middle, and secondary school students. There will be a field experience in a local school. **Prerequisite/s: SCI 523**

SCI 601 Inquiry-Based Space Science for Teachers (3 Cr)

This course examines content and methods for teaching space science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Space science is a growing field, yet not well established in public school curricula. There is an emphasis on integrating space science concepts with established science topics in K-12 coursework. There will be a field experience in a local school. **Prerequisite/s: None**

SCI 602 Teaching Comprehensive Ocean Science (3 Cr)

This course examines content and methods for teaching ocean science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The ocean is a vast unknown relative to our knowledge of other regions of the world. This course explores methods of instruction to introduce the natural composition of the oceans and the growing effect of human activities on the ocean environment. There will be a clinical field experience in a local school. **Prerequisite/s: None**

SCI 603 Teaching Inquiry-Based Life Science (3 Cr)

This course examines content and methods for teaching life science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are Limited in English Proficiency (LEP). This is an ESOL infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523**

SCI 604 Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 Cr)

This course examines content and methods for teaching concepts in matter and energy leading to chemistry in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Elementary and middle school students study concepts in matter and energy in a hands-on activity-based learning method which creates a foundation of understanding for later high school study of chemistry which utilizes both concrete and abstract learning strategies. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523**

SCI 605 Interdisciplinary Earth Science for Teachers (3 Cr)

This course examines content and methods for teaching concepts in earth science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Earth science has become increasingly important in the modern school curriculum as the conservation of the natural environment has become more of a concern to society. This course explores the relationship between science, technology, and society in our endeavor to understand and preserve Earth's environment. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523**

SCI 692 Science Education (Middle Grades) Internship (9 Cr)

This course for science education (middle grades) majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a (middle grades) science classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; science student assessment; NSTA safety guidelines for the science lab, and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, RED 585, CUR 591, TSOL 510, TSOL 520, SCI 523, SCI 600, SCI 601, SCI 602, SCI 603, SCI 604, and SCI 605.**

SCI 699 Applied Professional Experience in Science Education (3 Cr)

This course will require graduate students to apply professional experiences in science education in PreK-12 computer labs and classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, EDU 601 and SCI 523.**

SCI 730 Descriptive Quantum Physics for Teachers (3 Cr)

This course examines content and methods for teaching quantum physics. Students will descriptively explore the Big Bang Theory, atomic theory, and the contributions of Newton, Rutherford, Einstein, and Plank through the perspectives of two modern science researchers, Stephen Hawking and Brian Greene. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

SCI 731 Teaching Molecular Biology (3 Cr)

This course examines content and methods for teaching molecular biology. Students will explore the elements and molecules that compose living systems. There is an introduction to the subject of DNA and the applications of genetic engineering in biotechnology

through the writings of two of the leaders in the field, Susan Aldridge and James Watson. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

SCI 732 Trends in Planetary Science Education (3 Cr)

This course examines content and methods for teaching planetary science. Students will explore newly discovered knowledge of the planets presented in the writings of the science journalist, Dava Sobel. There will also be an exploration of the history of space technology and exploration presented in one of Carl Sagan's final publications. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

SCI 733 Teaching New Concepts in Deep Sea Exploration (3 Cr)

This course examines content and methods for teaching new concepts in deep sea exploration. Students will first be introduced to a history of deep-sea exploration and concepts in physical oceanography. Next, students will explore ocean depths from the perspective of marine biologists. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

SCI 734 Population Education (3 Cr)

This course examines content and methods for teaching current knowledge of human population dynamics and the Earth's carrying capacity. Students will read selected books pertaining to population growth in a finite world and the ideas of scientists about a sustainable environment in the Twenty-first Century. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school. **Prerequisite/s: None**

SCI 735 Teaching Meteorology and Climatology (3 Cr)

This course examines content and methods for teaching current knowledge of weather and climate. Students will read selections pertaining to meteorology and climatology and the predictions of scientists about the global climate in the Twenty-first Century. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school. **Prerequisite/s: None**

SST 524 Methods for Teaching Social Studies (3 Cr)

This course examines the origins and evolving state of social studies and citizenship education across the Nation. Based on theory, research and practical experiences this course focuses on the art, science and craft of social studies teaching with an emphasis on engaging students in the construction of knowledge. A major part of this course is developing approaches to analyzing and improving social studies instruction while incorporating emerging technologies. **Prerequisite/s: None**

SST 612 Economics in the Middle and Secondary Curriculum (3 Cr)

In this course teachers licensed to teach social sciences will develop a sound foundation in the principles of economics and their applications in the world in which we live. It is expected that the teachers will plan motivating lessons to teach these principles at the middle and secondary levels. Economics also helps to provide a framework for the study of history and current events. **Prerequisite/s: None**

SST 614 Geography in the Middle and Secondary Curriculum (3 Cr)

This course provides an overview of the broad field of geography and the effects of geography on the human condition. The intention is to provide both information and to increase skills so that the participants will develop innovative geographic education materials for use in middle and secondary classrooms. **Prerequisite/s: None**

SST 615 Teaching Current Trends in World Affairs for the Middle and Secondary School Curriculum (3 Cr)

In this course students will study current trends and issues from a world historical perspective. This will be accomplished through research and discussion of the many sides of viewing a trend or issue. Students will have the opportunity to study and debate the complex interrelationships surrounding an event or trend. By doing this students will learn how to seek patterns in these interrelationships and then project meaning to human life. **Prerequisite/s: SST 627 and SST 629**

SST 616 Sociological Perspectives in Our Multicultural Society (3 Cr)

This course provides an in-depth study of racial and ethnic relations in America, past to the present. The focus is on interracial and interethnic groups from a sociological analytical perspective interspersed with historical interactions that affected each group. **Prerequisite/s: None**

SST 622 Consent of the Governed: American Government (3 Cr)

This course will examine how the United States is governed today by studying the Framers' intentions and how they have been implemented and adapted over the years. In addition, there will be an exploration of issues that the Framers had not envisioned, and how the American people and the basic institutions of government have responded and adapted to these new demands. **Prerequisite/s: None**

SST 623 American History I in the Middle and Secondary Curriculum (3 Cr)

American History (Pre-colonial times through the Reconstruction Period) will be reviewed, discussed and researched in this course. This

period in American history will be studied through the lenses of the 10 NCSS standards: culture; time; continuity & change; people; places & governance; production; distribution & consumption; science, technology & society; and civic ideals & practice. Emphasis will also be placed on integrating the latest curricula practices and teaching strategies using State Standards as a guide. **Prerequisite/s:** None

SST 625 American History II in the Middle and Secondary Curriculum (3 Cr)

This intensive course covers American History from the *Reconstruction* through the *Present*. This period will be studied through the lenses of the ten standards of the Social Studies Curriculum: culture; time, continuity & change; people, places & environment; individual development & identity; individual groups & institutions; power, authority & governance; production, distribution & consumption; science, technology & society; and civic ideals & practices. Emphasis will be placed on integrating the latest curricula practices, state standards, teaching strategies and assessments into the curriculum. **Prerequisite/s:** None

SST 627 World History I in 5-12 Curriculum (3 Cr)

This course explores the world from its beginnings to the 1500s by studying the significant physical, cultural, economic, religious, and political features that shaped the world during these times. **Prerequisite/s:** None

SST 629 World History II in Grades 5-12 Curriculum (3 Cr)

This course provides an in-depth study of major events from the 1500s to the present. It includes significant interactions among the peoples of Africa, Asia, Latin America, and the Middle East. Curriculum strategies and activities will be structured so that middle and secondary students will become more global in their thinking and see themselves as concerned citizens of the world. **Prerequisite/s:** None

SST 630 Contemporary Social Problems and Issues (3 Cr)

This course provides an opportunity to study social problems and issues, and their causes and consequences, in our global society. Relevant sociological theory, concepts, and perspectives provide a systematic framework for examining specific social issues such as race, ethnicity, poverty, gender, addictions, family structure, and terrorism. **Prerequisite/s:** None

SST 692 Social Studies Education Internship (9 Cr)

This course for Social Studies Education majors offers a comprehensive review and practical application of educational philosophy, methods including NCSS 10 standards, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a social studies classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; social studies student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s:** CUR 526, CUR 591, EDU 5000, EDU 501, EDU 502, EDU 503, EDU 514, EDU 600, EDU 620, RED 585, SST 524, SST 612, SST 614, SST 616, SST 622, SST 623, SST 625, SST 627, SST 629, SST 630, TSOL 510

SST 699 Applied Professional Experience in Social Studies Education (3 Cr)

This culminating course provides the opportunity for the candidates to apply the content knowledge and the professional development skills acquired in their graduate courses to social studies classrooms at the middle and secondary school levels. These applied professional experiences allow the graduate students to demonstrate effective teaching practices that increase student learning. **Prerequisite/s:** CUR 526, SST 524, SST 612, SST 614, SST 616, SST 623, SST 625 and SST 627.

SSV 500 Mitigation and Prevention (3 Cr)

Mitigation and Prevention: This course will provide an overview of operational responsibilities and skills necessary for school officials charged with the safety and security of school staff and students using an all hazard approach. Mitigation and Prevention will introduce school officials to the necessary steps in identifying potential barriers to "hardening" the school site in emergency situations and recommending proactive measures to see that all students and staff learn and work in a safe and secure environment. **Prerequisite/s:** None

SSV 501 Emergency Preparedness (3 Cr)

This course will provide a comprehensive study in the development of a school's safety plan. Using an all hazard approach, the components of a school safety plan will be developed, focusing on a rapid, coordinated, effective response when a school emergency occurs. Realizing that every school must have an emergency plan tailored to its unique needs, this course will assist administrators in identifying critical components of the plan. Tabletop exercises will be developed to practice the recommendations of the safety plan. **Prerequisite/s:** None

SSV 502 Response and Recovery (3 Cr)

This course is designed to follow the emergency plan designed in SSV 0501. Topics discussed will include: determining if an emergency is occurring, identify the needed response, and coordinating appropriate personnel. This course will address the emotional impact of a school emergency and the need to return to the educational focus of the schools as quickly as possible. The planning and practicing of drill will be developed and discussed, as well as taking part in the tabletop exercises. **Prerequisite/s:** None

STEM 8000 Integrated STEM Curriculum Design (3 Cr)

This course will begin with an examination of the national standards associated with the individual STEM disciplines. Course participants will then examine emerging STEM standards and practices as well as current and developing STEM curriculum models. Research associated with the development and effectiveness of these models in STEM schools nationally will be analyzed. **Prerequisite/s:** None

STEM 8010 Trends and Issues in STEM Curriculum within the Global Context (3 Cr)

This course will engage participants in the critical analysis of significant global trends in STEM both within and across education systems. Course participants will research, compare, and contrast different leading global education system models with regard to STEM success data. Emphasis will be placed on leading successful educational system models that have been shown to produce positive STEM outcomes while emphasizing diversity, gender and social economic equity. This course is intended to prepare leaders and curriculum decision makers that will positively impact STEM education. **Prerequisite/s:** None

STEM 8020 STEM Program Evaluation (3 Cr)

This course will prepare participants to evaluate the effectiveness of PK-8 STEM school programs. Program evaluation models will be examined and applied to STEM schools. Course participants will develop a needs-assessment for a local STEM school or district and then, develop a program evaluation proposal that includes both formative and summative evaluation methods. Additionally, participants will learn to use data analysis as a source for informed decision making. **Prerequisite/s: None**

STEM 8030 Developmental Approaches and Concept Formation through STEM Curriculum for PK to Grade 3 (3 Cr)

This course will engage participants in the study of the learning theories associated with the development of children in PK to Grade 3. Concurrently, the research-based instructional practices that effectively foster concept formation in early childhood will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective STEM instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for PK to Grade 3 will be examined. **Prerequisite/s: None**

STEM 8040 Developmental Approaches and Concept Formation through STEM Curriculum for Grades 4 to 8 (3 Cr)

This course will engage participants in the study of the learning theories associated with the development of students in Grades 4 to 8. Concurrently, the research-based instructional practices that effectively foster concept formation at this grade level will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective STEM instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for Grades 4 to 8 will be examined. **Prerequisite/s: None**

STEM 8050 Leadership of STEM schools (3 Cr)

This course will prepare participants to lead a STEM school successfully. Current theories of leadership and diffusion of innovations as well as change theories will be examined. Course participants will analyze the unique challenges of STEM schools and the different leadership approaches that lead to STEM school success. Additionally, course participants will evaluate current STEM policies and research in order to select teachers that will successfully harvest STEM talent from underrepresented student populations. **Prerequisite/s: None**

STEM 8060 Teacher Leaders in STEM Schools (3 Cr)

This course will prepare teachers to serve as teacher leaders in STEM at the school or district level. Course participants will examine effective teacher leadership strategies. Emphasis will be placed on teacher leadership practices that facilitate collaboration among school professionals, acceptance of change, and the integration of curriculum. Additionally, course participants will evaluate current STEM policies and research in order to develop effective strategies for mining STEM talent from underrepresented student populations. **Prerequisite/s: None**

STEM 8200 Professional Development and Performance Assessment in STEM Based Schools (3 Cr)

This course will prepare participants to evaluate and design effective professional development for PK-8 STEM schools. Emphasis will be placed on analyzing professional development that fosters integrated learning approaches. Course participants will use school and student data to assess the success of professional development in terms of STEM school improvement. **Prerequisite/s: None**

TEFL 515 Curriculum and Materials Development (3 Cr)

This is an introduction to curriculum development for Teachers of English as a Foreign Language (TEFL). The focus of this course is the processes involved in developing, implementing, and evaluating language programs and any organized course of language instruction. This course provides tools for the process of review and reflection by surveying approaches to language curriculum development and materials and by examining ways of addressing the issues that take place in developing and evaluating language programs and language teaching materials. **Prerequisite/s: None**

TEFL 525 Teaching English to Young Children (3 Cr)

Through this course students examine the conceptual and developmental background of the process of second language acquisition during the early childhood years (birth-age 8). Classroom applications to support young children's acquisition of the English language are discussed. Appropriate field experiences are integrated. **Prerequisite/s: None**

TEFL 530 Technology in TEFL (3 Cr)

This course explores the various technological options at the disposal of English as a Foreign Language (EFL) teachers which include language software, commercial and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate them in the technology and language standards of their respective countries. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their EFL classrooms. **Prerequisite/s: None**

TEFL 535 Teaching English to Adolescents and Adults (3 Cr)

This course describes the different learning styles that adolescents and adults bring to learning English as a foreign language. The role of the teacher in the various stages of the teaching and learning process and in various learning contexts is examined. Information is presented regarding the planning and implementation of teaching methodologies that address the specific needs and interests of adolescent and adult learners of English as a foreign language. **Prerequisite/s: None**

TEFL 547 Testing and Evaluation in TEFL (3 Cr)

The emphasis of this course is on formal English proficiency testing, the improvement of English proficiency testing, and understanding of test results. The course provides an overview of formative and summative assessments in the English as a Foreign Language (EFL) classroom. Additionally, the course provides a summary of reliability and validity in tests and the stages of test development. **Prerequisite/s: None**

TEFL 562 Sociolinguistics for TEFL Practitioners (3 Cr)

This course serves to acquaint course participants with major figures and various elements of the field of sociolinguistics. Elements of Sociolinguistics which will be addressed in the course include relationships between languages/dialects, socioeconomic status, gender, ethnicity, and geography. Course participants will review the latest research in sociolinguistics and apply this research to their own teaching contexts in their respective countries. **Prerequisite/s: None**

TEFL 563 International Englishes: Historical Development and Usage (3 Cr)

This course investigates the historical development and usage of varieties of International English. The English language has the standing of the major international language. How English has developed, and arrived at that status, what are its current varieties, and what the future holds for international communication through this language are the major themes presented. Through analysis of online international news journals, students will compare how similar issues are presented differently, from a cultural and a technical writing perspective. The varieties of English throughout the world will be compared to local usage. Students will gain an appreciation of how language changes through cultural contact. **Prerequisite/s: None**

TEFL 567 Applied Linguistics for Teaching English as a Foreign Language (3 Cr)

This course is an introduction to the linguistics principles and terminology that inform English language learning methodology. This course will identify and apply the principles of English phonology, morphology, syntax, and semantics to an analysis of English language learner skills. There will be an emphasis on using linguistics as a tool for teaching English as a foreign language. The course will review possible problems encountered by students learning English as a foreign language. **Prerequisite/s: None**

TEFL 569 Methods of Teaching English as a Foreign Language (3 Cr)

Course description: Methods of teaching English as a foreign language considers the best methods to teach English as a global language. The course examines the use of methods in teaching the skills of speaking, reading and writing in the foreign language context. It presents students with the latest developments in the area of methodology, classroom techniques and dynamics. Furthermore, it is concerned with context-sensitive teaching, the role of the nonnative English speaking teacher, and the role of educational technology. A DVD based set of assignments is included, providing real classroom case studies as a basis for thought-provoking discussion and modeling. **Prerequisite/s: None**

TEFL 574 Computer Assisted Language Tests for Teaching English as a Foreign Language (3 Cr)

This course presents a critical review of research and practice that addresses controversial issues in computer assisted language tests (CALTs). Some of the issues reviewed in the course are whether CALTs are equivalent to paper and pencil-tests, whether CALTs can enhance test validity, and what impact CALTs might have on the learner. These issues are discussed at length from both theoretical and practical perspectives. A description of test-authoring software and an awareness of the advantages of such a system are explored. **Prerequisite/s: None**

TEFL 575 Structure of English (3 Cr)

This course is primarily designed to provide course participants with a survey of the major components of the structures of English and their grammatical functions. Course participants will review English grammar websites in order to determine their applicability to the TEFL classroom. **Prerequisite/s: None**

TLDR 653 Teacher as Leader: Collaborative Practices for Promoting Student, Classroom, and School Improvement (3 Cr)

This course introduces the concepts of teacher as leader within an educational organization and the importance of collaboration to enhance student achievement and promote improvement in classroom practices and overall school culture. Practitioners will investigate the current research on school organizations that value and understand diverse perspectives, foster collaboration among all stakeholders, and establish rigorous academic standards. **Prerequisite/s: None**

TLDR 665 Research and Evidence-based Practices: Promoting Classroom Change (3 Cr)

The course examines how teacher leaders at all levels can determine, promote, support, and achieve successful classroom improvement through research. The participants will explore current empirical studies that document evidence-based practices and effective methods of implementation of these practices in order to promote classroom change that improves student outcomes. **Prerequisite/s: None**

TLDR 671 Seminar on Global Classroom Improvement Practices (3 Cr)

Practitioners will explore and gain a greater appreciation of Global Educational Issues relating to Classroom Improvement Practices in an International Context. The implications of diversity, language development and individual student academic improvement practices will be addressed. The challenges of educating students throughout the world will be the primary focus of the course. **Prerequisite/s: None**

TLDR 673 Leading Student Learning in Culturally Diverse Contexts: Challenges and Opportunities (3 Cr)

This course examines strategies and methods to support and enhance the learning experiences of students with diverse needs and characteristics (cultural, ethnic, linguistic, exceptionalities, social, and others). Practitioners engage in the discussion and definition of the term *diverse needs* and identify the role of the teacher in addressing these as challenges and opportunities. Course activities engage practitioners in the analysis of the role and impact of diversity elements in the teaching and learning process from the perspective of equity, fairness and responsive educational practices. Appropriate strategies, approaches and curricular models for students with diverse needs are examined. **Prerequisite/s: None**

TMA 701 Educational Technology Trends and Issues (3 Cr)

This course provides students the opportunity to explore and to investigate current practices and emerging trends and issues in the field of educational technology. This course is comprised of three parts. Part 1 focuses briefly on the historical foundations of technology in education. Part 2 includes best practices as documented in the research. Part 3 looks ahead to future uses and implementations of technology in education. **Prerequisite/s: None**

TMA 711 Educational Technology Project Management (3 Cr)

This course provides students with the skills and knowledge required to manage complex educational technology projects. Students will gain project management skills that include planning, designing, implementing, and supporting both small and large scale technology projects within a school or district. Students will learn strategies for involving all stakeholders and communicating with them effectively. **Prerequisite/s: None**

TMA 716 New Technologies: Selection and Evaluation (3 Cr)

This course provides students with the skills and knowledge required to evaluate, select, and integrate technology-learning systems that support curriculum goals and meet diverse student needs. Students will define an educational problem and apply appropriate instructional strategies and technologies based on instructional objectives and research of curricular technologies. **Prerequisite/s: None**

TMA 721 Distance Education: Systems and Methods (3 Cr)

This course provides students with the theoretical framework of distance learning systems to support instruction and presents the practical considerations for planning and implementing distance learning programs in their district. Basic concepts of distance learning, planning, and program development, and the basic technologies being used are presented. Students will plan for distance learning programs to fill gaps in the instructional program in their district as well as create instructional presentations on the value and impact of distance learning programs on student achievement. **Prerequisite/s: None**

TSOL 500 Foundations of Bilingual Education (3 Cr)

This course provides a broad foundational basis for understanding the history and legal basis of bilingual education in the United States and in the NSU candidate's state of residence. Ethical, legal, historical, and linguistic aspects of second language education are explored. Florida students learn the basics of the Florida Consent Decree and explore its specific remedies. The course is not applicable towards the Florida add-on TESOL endorsement, but is required of all M.S. in TESOL degree candidates and Nevada bilingual endorsement programs. **Prerequisite/s: None**

TSOL 510 Classroom TESOL, Theory and Strategies for Teachers (3 Cr)

This course presents an integrated view of TESOL for secondary classroom teachers and ICP candidates who are not majoring in TESOL. It provides a broad conceptual framework and many practical strategies for teachers to understand the potentials and hurdles of the ELL student in all classroom settings. It surveys the Florida Department of Education newest ESOL performance standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field. This course is required of all approved program M.S. education majors including Secondary English Education, Elementary Education, PreK Primary Education, Exceptional Student Education, and Reading, who are seeking initial certification. It may be used to fulfill the Category II teacher ESOL requirement. **Prerequisite/s: None**

TSOL 515 Curriculum Development for TESOL (3 Cr)

This course is an introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students. This is a required course for the M.S. degree in TESOL and for the Nevada and Florida add-on ESOL Endorsement. **Prerequisite/s: None**

TSOL 520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)

TSOL 520 is the second ESOL course required by all ICP candidates enrolled in an approved Florida ESOL infused program. The course also fulfills the Nevada bilingual endorsement requirement for acquisition of theories of second language acquisition. It focuses on applying second language development, language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The student is expected to be able to locate and use research and resources in ESOL methods and assessment. This course is divided into six modules plus a comprehensive assessment. Each module addresses one of the TESOL endorsement areas: cross-cultural studies, applied linguistics, TESOL methods, TESOL curriculum development, and testing and evaluation for TESOL students. **Prerequisite/s: TSOL 510**

TSOL 525 Teaching Reading and Literacy Development in Spanish (3 Cr)

This course offers students an in-depth analysis of methods and approaches to teach reading in the Spanish language. Students will analyze various techniques used in the bilingual classroom in order to teach children strategies to foster literacy and writing development in Spanish. The course will engage students in the selection of age-appropriate classroom materials, curricular planning and appropriate field experiences. This course fulfills the requirement for the M.S. degree in TSOL and a TSOL endorsement to meet Nevada State bilingual certification. **Prerequisite/s: None**

TSOL 547 Testing and Evaluation in TESOL (3 Cr)

This course is written for those who are working with English language learners (ELL) s in elementary and secondary schools, and in sheltered and mainstreamed English for Speakers of Other Languages (ESOL) programs. This course will help ESOL educators to recognize the progress ELL students make, and to identify ways of documenting that growth. Sound evaluations assume the need for substantial assessment skills on the part of the evaluator to deal effectively with a wide range of issues that arise. **Prerequisite/s: None**

TSOL 562 Cultural and Cross-Cultural Studies (3 Cr)

The course examines cultural factors that may influence learning. The course focuses on concepts of culture and cultural issues as they are viewed by different theoretical perspectives. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom so that it will facilitate better learning. This course is required for a M.S. in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None**

TSOL 567 Applied Linguistics (3 Cr)

This course provides an introduction to the linguistic principles and terminology that inform English Language Learning (ELL) methodology. Students will analyze phonological, morphological, syntactical, and lexical aspects of the ELL student. Emphasis will be on first and second language acquisition. Students will gain insight and understanding about linguistic issues and stay current with important linguistic research. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None**

TSOL 569 Methodology of TESOL (3 Cr)

A survey of approaches, methods, techniques, and procedures for teaching English to non-native speakers in grades K-12. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None**

TSOL 575 Critical Issues in TESOL (3 Cr)

This course offers an in-depth analysis of a wide range of issues affecting the programs and teaching of ESOL. Issues such as linguistics, foreign language teaching, second language acquisition, the teaching of phonics, educational politics, and multicultural education are analyzed and discussed with the help of current textbook and online reading assignments. Students are expected to examine the various sides of each issue and to form and support their own viewpoints. This course is required for the M.S. in TESOL degree. **Prerequisite/s: None**

TSOL 580 Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 Cr)

This course covers various aspects of teaching English language learners (ELLs) in order to determine what conditions can enhance their achievement in math, science, and social studies. It provides an exploration of advanced methods of teaching ELLs in the content areas, integrating all language production and reception skills within a content/theme-based pedagogical framework. Key issues in content area teaching and learning will be explored with the goal of identifying specific concepts, components, and strategies for optimum subject area instruction in ESOL and bilingual classroom settings. This course fulfills the Nevada bilingual endorsement requirement for methods of teaching math, science, and social studies in the native language. **Prerequisite/s: None**

TSOL 699 Applied Professional Experience in TESOL (3 Cr)

This course will require graduate students to document applied professional experience with students whose first language is not English in a K-14 educational setting. Graduate students will maintain a reflective journal, develop an evaluative portfolio of one students' work, use and evaluate multiple assessment instruments, and demonstrate application of the state professional and content standards. **Prerequisite/s: 24 credits, including CUR 526**

TSOL 710 Language Learning and Teaching for Multi-lingual Classrooms of the 21st Century (3 Cr)

This is an advanced course for principles of language learning and teaching focusing on the current classroom environments of the 21st century. This course is designed to prepare candidates with practical and theoretical understanding of implementing cultural infusion into language learning using various approaches of teaching. The course will focus on multicultural literacy, the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others. Research, theories, and best practice of language learning pedagogy will be combined with subject knowledge of the value of diversity, informed sensitivity and how to actively engage other cultures. **Prerequisite/s: None**

TSOL 720 International and National Assessment and Evaluation of English Language Acquisition (3 Cr)

This course examines various assessment measures and their role in the evaluation of the placement and progress of all English language learners in the United States and abroad. This course emphasizes the use of alternative assessments and reviews placement, diagnostic, outcomes, exit, and state mandated assessments. Alternative assessments, which are linked to standards, learning objectives, and national norms that will be connected to instruction will be examined. English language assessments used nationally and internationally will be reviewed. **Prerequisite/s: None**

TSOL 730 International and Comparative Education: Issues in Language and Literacy Policy (3 Cr)

This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course. **Prerequisite/s: None**

TSOL 740 International Englishes: History Issues and Teaching Trends (3 Cr)

This course investigates the history, structure, usage, and teaching of International English. The English language has the standing of the major international language. Its arrival at this status, its current varieties, and the possible futures as an international language communication is the major themes presented. Through analysis of online international newspapers and journals, students will compare how similar news events are presented, both from a sociolinguistic point of view and language structure. The varieties of English used throughout the world are compared to local usage. Issues concerning teaching English as a foreign language will also be introduced. **Prerequisite/s: None**

TSOL 750 Distance Education Technology for Teaching English as a New Language (3 Cr)

This course explores the various technological options at the disposal of teachers of English language learners which include language software, commercial and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate them in the technology and language standards of their respective states and nations. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their schools and colleges. **Prerequisite/s: None**

TSOL 760 Literature Review in TESOL (3 Cr)

This course provides practice in the creation and writing of a literature review in the field of TESOL in order to prepare for writing a TESOL-themed dissertation and ultimately to contribute to the TESOL knowledge base through teaching and professional writing. Issues addressed in the course include identification of previous research on a topic, establishing significance and importance of a topic, use of primary and secondary sources in TESOL, identification of instruments and procedures used investigating a TESOL topic, and creation of research questions as result of surveying the literature. The culminating task in the course will be an extensive literature review of the most current research on a TESOL topic. **Prerequisite/s: None**



**NOVA SOUTHEASTERN
UNIVERSITY**

**Abraham S. Fischler
College of Education**

2015 – 2016

**Student Handbook
Policies, Regulations, Procedures,
and
General Student Information**

The FCE Catalog and FCE Student Handbook have been combined into one document. Policies and programs set forth in this handbook are effective through the academic year 2015-2016. Changes in the content of the *NSU Student Handbook* may be made, at anytime, by the university, division, or college administration. Adequate notice of anticipated changes will be given to the student, whenever possible. This student handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. The student handbook is the governing document for all program-related information. Please become familiar with the policies and procedures listed within. Failure to read this handbook does not excuse students from the rules, policies, and procedures contained within.

General Student Information

NSU Student Handbook

The *NSU Student Handbook* addresses general university policies for NSU students, including student life, student rights and responsibilities, university policies and procedures, and NSU resources. The *NSU Student Handbook* is available at the Office of Student Affairs Web site, <http://www.nova.edu/studentaffairs/index.html>. Students should refer to the *NSU Student Handbook* for information regarding university policies, procedures, and resources that are not listed in this publication including, but not limited to, the following: **University Policies and Procedures**

University Policies and Procedures

Acceptable Use of Computing Resources	Hurricane Procedures
Abuse/Physical Assault	Identification Cards
Acceptance of Professional Fees	Interference with University Investigations and Disciplinary Proceedings
Appeal Procedure	Jurisdiction of University Policies and Procedures
Arson	Off-Campus Violations
Bomb Threats	Parking and Traffic Policies
Breaking and Entering	Privacy of Records
Campus Security Report	Procedure to Inspect Records
Cellular Phone Policy	HIPAA Statement
Closing Hours	Public Laws
Code of Student Conduct and Academic Responsibility	Sexual Misconduct and Harassment
Consensual Relations Between Faculty Members and Students	Sexual Misconduct Policy
Contracting on Behalf of the University	Harassment Statement
Disabilities	Sexual Harassment Policy
Discriminatory Conduct	Smoking Policy
Drug Policy—Zero Tolerance	Solicitation and Posting Policy
Emergency Situations	Stalking
Failure to Comply	Student Publications
False Information	Theft or Unauthorized Possession
Falsification of Records	Title IX Compliance Policy
Fire Safety	Travel
Fraud	Trespass Policy
Gambling	Unauthorized Entry
Grievance Procedures for Nonacademic Disputes	Unauthorized Possession of University Property
Health Policies	Vandalism
	Weapons

NSU Resources and Student Life

Alumni Association	Recreation and Wellness
Campus Traditions	Residential Life and Housing
Community Service	Student Affairs
Computing Facilities	Student Employment
Newspaper	Student Financial Services and Registration
Nova Singers	Student Medical Centers
NSU Athletics	Student Organizations
NSU Student Counseling	Student Union
Off-Campus Housing	University Registrar
Office of International Students	University Bursar
One-Stop Shop	Veterans Benefits
Pay for Print	Veterans Affairs
Public Safety	Wireless Networking—NSU WINGS
Radio Station	Women's Resource Institute

Reservation of Power

Policies and Programs set forth in this handbook are effective through the academic year 2015-2016. Changes in the content of the *NSU Student Handbook* may be made, at anytime, by the university, division, or college administration. Adequate notice of anticipated changes will be given to the student, whenever possible. This *Student Handbook* supersedes all previous handbooks, documents, and directives where they may be in conflict. The *Student Handbook* is the governing document for all program-related information. Please become familiar with the policies, regulations, and procedures listed within. Failure to read this handbook does not excuse students from the policies and procedures listed within. Failure to read this handbook does not excuse students from the rules, policies, and procedures contained in it.

The university recognizes that individual programs require different times 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. Students should refer to their individual program's or center's catalog and/or student handbook for further information about academic programs, policies and procedures.

Policies, Regulations and Procedures

Academic Honesty, Responsibility and the Code of Student Conduct

Nova Southeastern University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a learning community, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university or with the rights of other members of the university community will not be tolerated. Students assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university reserves the authority to maintain order and to exclude those who are disruptive to the educational process.

Any violations of the *Code of Student Conduct and Academic Responsibility* and/or university policies, regulations and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards; supplementary standards; Nova Southeastern University or the Abraham S. Fischler College of Education policies, academic regulations or procedures will be handled by the Office of the Vice President of Student Affairs, or by another individual, committee, academic unit or center as deemed appropriate.

Changes to the *Code of Student Conduct and Academic Responsibility* will be posted on the student affairs Web site. Students are required to be familiar with university rules and policies, as well as the *Code of Student Conduct and Academic Responsibility*. Students should refer to the *NSU Student Handbook* for a complete list of student conduct standards. The *NSU Student Handbook* is available at the Office of Student Affairs Web site, <http://www.nova.edu/studentaffairs/index.html>.

Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <https://www.nova.edu/publications/ustudenthandbook/>.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

All students are entitled to due process pursuant to Abraham S. Fischler College of Education policies and procedures.

Academic Progress

Academic progress is defined as progression from one academic term/semester to the next. To make satisfactory academic progress and progress to the next academic term/semester, a student must satisfactorily complete all courses and/or benchmarks required in the preceding academic term/semester.

Academic Standing

Students are in good academic standing if they have successfully completed all courses attempted, no courses with incomplete grades are outstanding, maintained a cumulative GPA of 3.0 or better, and the student is not currently on academic or behavioral probation, or has been dismissed.

Academic Probation and Dismissal—M.A., M.S., Ed.S. Students

- Students who fail to maintain a cumulative 3.0 GPA will be placed on academic probation.
- Students who are placed on academic probation are required to raise their cumulative GPA to 3.0 or better within the defined probation period.
- Students have one semester (defined as one [1] sixteen [16] week term, or two [2] eight [8] week sessions) in which to clear probation.
- Students who fail to clear probation within the defined probation period will be subject to dismissal.
- Students previously placed on probation will be subject to dismissal should their GPA fall below a 3.0 a second time (students are limited to one [1] probationary period only).
- Students who are conditionally admitted and do not earn a grade of B or above in all courses completed during their first term of enrollment will be subject to dismissal.

Notification of probation or dismissal may occur during the succeeding term of registration, whereby future term registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Academic Warning, Suspension, and Dismissal—Ed.D., and Ph.D. Students

- For the semester in which a student earns a failing grade in any course (i.e., a first grade of “F”), the student will be placed on Academic Warning.
- Students who have been placed on Academic Warning and earn a failing grade in a repeated course, or any other course (i.e., a second grade of “F”), will be placed on Academic Suspension pending a review of their academic record.
- Successfully repeated courses do not absolve students from the original grade of “F.”
- Students who earn failing grades in more than one course during the same semester (i.e., two or more grades of “F”), will be placed on Academic Suspension pending a review of their academic record.
- Students may not make progress and cannot receive services in their NSU degree program beyond the term of enrollment during which notification of Academic Suspension is received.
- Students placed on Academic Suspension may be dismissed.
- Students may be placed on Academic Suspension pending a review of their academic record under a second finding of plagiarism in a course, or plagiarism on a practicum or an applied dissertation (See Academic Misconduct).

Notification of academic suspension or dismissal may occur during the succeeding semester of registration, whereby future semester registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Address and Name Changes

NSU maintains student contact information through the Student Information System (<http://webstar.nova.edu>), including current mailing address and telephone number. Students should update their records in WebSTAR and notify their academic division if there is a change in their name and/or contact information.

Advisement Services

Academic advisors in the Abraham S. Fischler College of Education provide students with support services to assist them in successfully completing their educational goals. These services include confidential academic, social, and developmental advising to ensure students receive the individual attention they need to succeed. Advisors assist students with:

- Obtaining access to the administrative and student support systems at Nova Southeastern University (NSU) as well as their unique NSU identification number (NSU ID);
- Selecting the most appropriate education major to fulfill their professional goals in the field of education;

- Reviewing, selecting, and registering for appropriate courses in a timely manner to ensure successful progress and completion of all degree requirements;
- Determining potential paths of career advancement;
- Ensuring preparation for appropriate certification examinations in various states; and
- Securing assistance from financial aid, student affairs, and other services provided by the University from initial inquiry through graduation.

Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The Abraham S. Fischler College of Education's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FCE Office of Student Judicial Affairs at (954) 262-8617 or 800-986-3223, ext. 28617, or via e-mail at seldines@nova.edu. Undergraduate students should contact the Office of Student Disability Services at (954) 262-7185 or 800-986-3223, ext. 27185, or visit the Web site at <http://www.nova.edu/disabilityservices>.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be completed and on file in the FCE Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester.

Attendance

Each course professor/instructor will advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests may be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear on the first scheduled day of class.

Cancellation of Courses

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

Form and Style Guidelines for Student Writing

The current edition of *The Publication Manual of the American Psychological Association* (APA) is the official style guide used for all written works at the Abraham S. Fischler College of Education. All students must adhere to the form and style requirements outlined by the APA style guide and the Fischler Standard Format document (available online at http://www.schoolofed.nova.edu/sso/PDF/FCEhs_standard_format.pdf) for all written assignments.

Grades and Grading Grading Scale

Letter Grade	Percentage Points	GPA Equivalent
Doctoral Courses		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
F	Below 80	0.0
Master's and Ed.S. Courses		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
C	70–79	2.0
F	Below 70	0.0

Additional Grading Codes

AU	Audit (limited availability)
CL	CLEP (Undergraduate Only)
EQ	Credit awarded based on prior experience (limited availability)
I	Incomplete
NPR	No Progress (applied dissertation benchmarks only)
P	Pass
PR	Progress (applied dissertation benchmarks only)
W	Withdrawn without Penalty

All applied dissertation benchmarks (concept paper, proposal and final report) will be graded Pass (P), Progress (PR), or No Progress (NPR). Some courses will be graded Pass/Fail (P/F) and are identified accordingly in course syllabi.

Incomplete Grades

A grade of incomplete (I) may be granted at the discretion of the instructor to students who are in good academic standing, but who may have experienced an unexpected medical, personal, or professional emergency. A grade of "I" may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. Incomplete grades are **not** automatically awarded. Students must contact the instructor to initiate their request for an incomplete grade. If the instructor approves the request, the student is required to submit the Incomplete Grade Agreement Form. The form is located on the FCE website http://apps.fischlerschool.nova.edu/graft/student_incomplete_grade_form.aspx

Students may be asked to provide documentation if requested by the instructor. All incomplete coursework must be submitted within one term/semester of the final class meeting of the course, or sooner as stipulated by the instructor. Assignments will not be accepted after the date indicated on the Incomplete Grade Agreement Form. If the incomplete (I) is not resolved within the time frame established by the instructor, the following may occur:

- The instructor submits a change of grade form to issue a final course grade based on the coursework submitted, or
- The incomplete (I) grade is administratively changed to a grade of F.

Note: Students may not withdraw from a course once they have been issued a grade of Incomplete.

Repeated Course/Grade Replacement

Repeated course/grade replacement allows students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average (GPA). The following applies to all repeated courses and all students who are pursuing a degree.

- If a student repeats a course once, then the highest grade will be applied to the cumulative GPA calculation.
- If a student repeats a course twice, then the lowest grade will be excluded from the cumulative GPA calculation.
- If a student repeats a course three or more times, then the two lowest grades will be excluded from the cumulative GPA calculation.

Only courses taken at NSU qualify for grade replacement. Students must gain prior approval of the equivalency of the course before enrollment. In cases where students believe courses to be identical, although the course number or title may differ, it will be necessary to obtain validation from the department offering the course. If a student is receiving financial aid, please be aware that the Standards of Academic Progress is separate from the Grading Policy. Replacement of a grade does not change the satisfactory academic progress calculation. All work attempted is part of this calculation and repeating courses could negatively affect the student's eligibility for financial aid. Questions regarding academic progress and/or repeated courses should be directed to the Office of Student Financial Assistance.

The Veterans Administration will not pay for repeated courses if the previous grade met academic standards. Students should direct questions to the Office of Veterans Affairs.

Graduation Requirements

M.A., M.S. and Ed.S. Students

Students enrolled in any FCE M.A., M.S. or Ed.S. program must fulfill the following graduation requirements (refer to *Graduation* in the Student Information, M.A., M.S., and Ed.S. sections of the catalog):

- successfully complete all academic and program requirements,
- attain an overall 3.0 GPA,

- complete a degree application (refer to the General Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the university.

FCE approved program specializations, Educational Leadership, Initial Certification Plan, and New Preparation Certification Approved Programs additional graduation requirements:

- Students must submit passing scores on exams related to the M.S. degree and any state requirements (refer to *Graduation Requirements* for the M.S. or Ed.S. degree program section of the catalog and the specific Approved Program of Study).

Master of Arts in Teaching and Learning (MATL) Program additional graduation requirements:

- All students must complete an Action Research Project (ARP) and submit a verification form.

Ed.D., and Ph.D., Students

Students enrolled in any FCE doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* for the Ed.D. or Ph.D. in the Doctoral Programs section of the catalog):

- successfully complete DSO 8000: Doctoral Studies Orientation, or PPO 8000 for Ph.D. students,
- attend the mandatory summer conference,
- complete all required coursework
- attain an overall 3.0 GPA,
- complete an applied dissertation,
- complete all state testing requirements as applicable, dependent upon program concentration (students should consult a Doctoral Enrollment Counselor),
- complete a degree application (refer to the Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the University.

Commencement Participation (FCE Policy 1.01)

Students must satisfy all NSU and Abraham S. Fischler College of Education requirements, including degree conferral, prior to June 1 of the same year. Students not conferred prior to June 1 of the same year, but who meet the below criteria for their respective program, may petition to participate in the commencement ceremony.

- Ed.D.:
 - Final Applied Dissertation Report approved for content and/or in Format Review prior to June 1 of the same year.
- Ph.D.:
 - Final Dissertation completed and/or oral defense scheduled or taken place prior to June 1 of the same year.
- M.S., M.A.T.L., and Ed.S.:
 - Scheduled to have all course work completed by the end of the summer semester of the same year (i.e., students must be currently enrolled in their last two courses [maximum of 9 credits] for degree completion).
 - All exams completed prior to June 1 of the same year (i.e., receipt of passing scores on all required exams for degree conferral).
 - Must meet GPA requirements for degree conferral.

Note: Names of students not conferred by June 1, but approved for participation, may not be listed in the commencement program.

International Students

Nova Southeastern University is authorized to accept international students for admission to all degree programs. An international student is an individual who has a residence in a country other than the United States to which he or she plans to return, and who has come to the United States temporarily and solely for the purpose of attending an academic institution.

All prospective international students must follow these steps in order to receive an I-20 AB Form Certificate of Eligibility:

- You must apply and be fully accepted to an academic program (see eligibility criteria for your specific program).
- You must provide proof of English language competency (please see language requirements at <http://www.nova.edu/internationalstudents/prospective/i20.html>).
- You must provide a statement of financial capability (a bank statement with funds available to cover the cost of one year's tuition and living expenses).
- If you attended a U.S academic institution and had a previous F-1 visa, you must download and have your

- current institution's international office complete a *Transfer of Authorization* form.
- In order to be considered an international student in good standing and maintain your status, you must pursue a full course of study at one of NSU's campus locations in Florida.

For more information on international student admissions and program requirements, please visit the website at <http://www.nova.edu/internationalstudents/index.html>

Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Any determination of plagiarism on a practicum or an applied dissertation (concept paper, proposal, final report), also may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Abraham S. Fischler College of Education policies and procedures.

Program Completion Timelines

Doctoral Program Completion Timeline (FCE Policy 1.02)

Doctoral students are allotted seven (7) years from the initial term of enrollment in which to complete all program/degree requirements (excludes DSO 8000). Students unable to complete all program/degree requirements within this seven (7) year time frame will be subject to dismissal.

Students who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within seven (7) years may request an extension of time of up to one (1) year (maximum). Requests must be received prior to the expiration of the seven (7) year time frame for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension.

An additional and final extension of time of up to one (1) year (maximum) may be requested beyond an initial one (1) year extension for students who have achieved an approved applied dissertation proposal (required for additional time beyond an initial extension). Requests must be received prior to the expiration of the initial extension for consideration. Students must also be in good academic and financial standing to be eligible for an additional extension. No additional time beyond a second extension is available.

M.A., M.S., and Ed.S. Program Completion Timeline (FCE Policy 1.04)

Master's and Educational Specialist students are allotted six (6) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this six (6) year time frame will be subject to dismissal.

Students who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within six (6) years may request a one-time extension of time up to one (1) year (maximum). Requests must be received prior to the expiration of the six (6) year time frame for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension. No other extensions beyond one (1) year are available.

Readmission (FCE Policy 1.06)

A student who meets the criteria for readmission (see below) may apply for readmission by following the Readmission Procedure 1.06P.

I. Readmission Following Academic Dismissal (Master's and Educational Specialist Students)

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

- A student must wait one calendar year from the date of dismissal before requesting readmission to the program.
- After being dismissed, a student may reapply to the program one time only.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the catalog (e.g., admission, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
 - Credits were earned within the past five years.
 - An earned grade of B or better.
 - Credits are consistent with specialization and degree requirements as stated in the current catalog.

II. Readmission Following Academic Dismissal (Doctoral Students)

A doctoral student who is dismissed for academic reasons is ineligible for readmission to a FCE doctoral program.

III. Readmission Following Expiration of Completion Timeline (Master's, Educational Specialist, and Doctoral Students)

A student who is dismissed for exceeding his/her time limit for degree completion may reapply to the program under the following conditions:

- A student may reapply to the program one time only.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
 - Credits were earned within the past five years.
 - Student earned a grade of B, Pass, or better (in the courses to be applied).
 - Credits are consistent with concentration, major, specialization, and degree requirements as stated in the current catalog.

IV. Readmission Following Administrative Withdrawal

A student who is administratively withdrawn or fails to enroll for *one year or more* (i.e., does not register), may reapply to his/her program of study under the following conditions:

- A student is required to complete an admission application. (Applicable fees apply.)
- A student who reapplies is subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission criteria, required additional credits, tuition and fees, etc.).
- Credits previously earned at NSU will apply provided that (a) all remaining degree requirements can be completed within the program's established timeframe based on the initial term of enrollment (unless a time extension was granted due to absence and readmission under Policy 1.05), and (b) credits previously earned are consistent with the curricular requirements in place at the time of readmission.
 - Students seeking readmission who do not meet this criteria (a & b) above, may apply nine semester hours of previously earned credits under the following conditions:
 - Credits were earned within the past five years.
 - A grade of B, Pass, or better was earned in the course to be applied.
 - Credits are consistent with major, concentration, specialization, and degree requirements as stated in the current catalog.
- Students reapplying to a program must follow the steps outlined in the Readmission Procedure (FCE Policy 1.06P).

V. Readmission Following a Student Initiated Program Withdrawal

A student who withdraws from his/her program of study may reapply to the program under the following conditions:

- A student is required to complete an admission application (Applicable fees apply).
- A student who reapplies is subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission criteria, required credits, tuition and fees, etc.).
- Credits previously earned at NSU will apply provided that (a) all remaining degree requirements can be completed within the program's established time frame based on the initial (i.e., original) first term of enrollment, and that (b) credits previously earned are consistent with the curricular requirements in place at the time of readmission.
 - Students seeking readmission who do not meet this criteria (a & b above) may apply nine semester

hours of previously earned credits under the following conditions:

- o Credits were earned within the past five years.
- o A grade of B, Pass, or better was earned in the course to be applied.
- o Credits are consistent with major, concentration, specialization, and degree requirements as stated in the current catalog.

Students reapplying to a program must follow the steps outlined in the Readmission Procedure (FCE Policy 1.06P). Readmission Procedure (FCE Policy 1.06P)

Students who meet the criteria for readmission may reapply to the program by submitting a completed admissions application, \$50.00 non-refundable application fee, and related documents based on the program's admission criteria.

Documents are to be sent to the following address:

Nova Southeastern University
Abraham S. Fischler College of Education
Enrollment Processing Services (EPS)
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, FL 33329

Upon receipt of the admissions application, the application will be reviewed by an Academic Advisor to determine student eligibility.

Applicants will be notified of their admissions status via U.S. Mail.

Students who have been dismissed for academic reasons must reapply and include a letter of intent to re-enroll with their application. The letter of intent should specify what circumstances have changed to enable the student to be academically successful in the program.

Registration

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class and receive a grade. Students should register at the beginning of the fall, winter, and summer terms for all courses they plan to take during a given term. Students should not register for part of a term. Registering for the entire term allows the NSU Office of Student Financial Assistance to properly process and disperse the student's financial aid.

Web registration is available through the Student Information System at <http://webstar.nova.edu/>. In order to access your information and register for classes, you will need your NSU ID and a PIN. You should have received your PIN via regular mail after you were officially admitted to the university. If you need to receive a PIN, or if you have misplaced your PIN, you can contact the PIN Specialist by calling (954) 262-4850 or 800-541-6682, ext. 24850, on weekdays between 8:30 a.m. and 5:00 p.m. (Eastern Time) or via email at pinhelp@nsu.nova.edu. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student (refer to NSU Payment Policy).

Student Reinstatement (FCE Policy 1.07)

Undergraduate Students:

Undergraduate students who have not been enrolled for *less than one year* may re-enroll/reactivate their application within a period 12 months after the intended semester of enrollment. Reenrollment may occur at any time within a 12 month period under the following conditions:

- Student's record is considered in good academic standing
- Student's account is free of any outstanding financial obligations to the university

Undergraduate students who have not been enrolled for *more than one year* must reapply to the university. Students must submit a completed admission application and include a \$50.00 non-refundable application fee. Students should refer to the Delayed Enrollment and Reapplication for Admission policy outlined in the current Undergraduate Student Catalog available at <http://www.fcas.nova.edu/services/catalog/>

Graduate Students:

Graduate students who have not been enrolled for *less than one year* may reenroll/reactivate their application within a period of 12 months after the intended semester of enrollment. Students who stop out (i.e., do not enroll) after one or two semesters are eligible to reenroll under the following conditions:

- Student's record is considered in good academic standing
- Student's account is free of any outstanding financial obligations to the university

Note: A student who was placed on academic probation, suspension or warning is subject to the terms and conditions of continuous enrollment following a period of inactivity.

Graduate students who have not been enrolled for *more than one year* must reapply to the university. Students must submit a completed admission application and include a \$50.00 non-refundable application fee. (**See Readmission Policy 1.06 previously listed in this section.**)

Teaching Internship/Externship

Students enrolled in the Undergraduate or Graduate Teaching Internship/Seminar may be removed from their internship under the following circumstances:

- The preservice teacher behaves in an unprofessional manner, as defined by NSU or the Code of Ethics and the Principles of Professional Conduct of the Education Profession.
- The preservice teacher engages in dishonest or illegal activities while engaged in the internship.
- The preservice teacher fails to demonstrate the necessary communication skills – written or oral.
- The preservice teacher violates the trust of his/her students or professional colleagues.
- The preservice teacher is unreliable in punctuality and attendance.
- The preservice teacher does not meet standards in demonstrating required competencies in planning, lesson delivery, and assessment.
- The preservice teacher does not maintain student files or records or compromises confidentiality of student files or records.
- The preservice teacher fails to meet the dress code for interns.

Note: See Internship/Externship Handbook for additional information from the Office of Placement Services at <http://www.fischlerschool.nova.edu/gtep/Office-of-Placement-Services>. Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University.

Transcript Issuance

You may request an official transcript through WebSTAR. After entering your NSU ID and PIN, click on: **Student and Financial Aid**, then **Student Records**, and finally, **Request Printed/Official Transcript**. This process allows you to request and pay for the transcript on-line. Generally, transcripts will be generated within one (1) business day of receiving your request. After you have made your request, you can also check on the status of its processing through the online system. If you do not have a PIN, one can be obtained by completing the PIN Request Form. If you are unable to request the transcript through the online process, you may submit a [Transcript Request Form](#) (PDF) either by fax to (954) 262-4862 or by mail to:

Office of Student Financial Assistance
Attention: Registration Department
3301 College Ave.
Fort Lauderdale-Davie, FL 33314-7796

If you encounter any complications with a requested transcript you may email NSU Registrar (registrar@nova.edu) or call (954) 262-7255 for assistance.

Withdrawal

Student Withdrawal from a Course and Cancellation of Registration

In accordance with the Tuition Refund Policy (See Policy 1.1.1), a student who cancels his/her registration before the start of the term/semester, or first class meeting/session is entitled to a full tuition refund; student fees are also refundable. A student who drops a course after the first class meeting will receive a prorated tuition refund. The refund for courses, which includes applied dissertation services, capstones, internships, is based on the date of receipt of the [Student Transaction Form](#) (STF) following the official start date of the term/semester. Student fees are non-refundable. The prorated tuition refund will be based on the number of class meeting/sessions held during the term as of the date of receipt of a completed STF.

Students must submit withdrawal requests on or before the *'Last Day to Withdraw'* date listed in the current [academic calendar/tuition refund schedule](#). Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation (i.e., educational activity) includes attendance, logging onto an online course, the submission of assignments, or examinations, etc. A student who stops attending class will receive a final grade based on course requirements and work completed. An official drop request must be submitted and received by the Office of Student Services in order to drop/withdraw a student from class.

Note: Unless withdrawal procedures have been completed within the stated deadline, students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Student Services has received written notification of the drop/withdrawal STF.

Students may receive a full refund of tuition payments:

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

Student Withdrawal from a Program

Students who wish to withdraw from their program of study must follow the procedure outlined below:

Students must submit a request for program withdrawal. Students must notify the Office of Student Services, in writing, of their intent to withdraw from their program. All students must send their request via their NSU email account or via U.S. mail (see contact information below). Students must include their full name, NSU ID number, program and specialization information, effective date for program withdrawal, and cluster number (if applicable).

1. Upon receipt of written notification from the student, the Admissions Department in the Office of Student Services will process the program withdrawal. A comment will be posted in the NSU Banner system as a confirmation of the transaction.
2. The Admissions Department in the Office of Student Services will send official program withdraw notification to the student via U.S. mail and NSU email.
3. A copy of the program withdrawal letter will be sent to the Enrollment Processing Services (EPS), and noted on the student's academic record.

Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must drop those courses by following the course withdrawal procedure. Contact Information:

Nova Southeastern University
Abraham S. Fischler College of Education
Office of Student Services
Attention: Admissions Department
1750 NE 167th Street
North Miami Beach, FL 33162
Email: admitteam@nova.edu

Technology Requirements

All applicants, students, employees and alumni are assigned an NSU ID that uniquely identifies them and provides them access to our administrative system (WebSTAR). In addition, students, employees and alumni are assigned a SharkLink ID which is also their NSU email name.

Your NSU Email Name is created automatically when you become a new student, faculty, or staff member of NSU. Your NSU Email Name & Password is used for:

- Your SharkLink Login
- Your Blackboard Login
- Your NSU Live@edu Email Account
- Security access to various NSU Web Applications

Blackboard

Blackboard is a Web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities to complement face-to-face teaching. Blackboard enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center and more. Access Blackboard courses at <https://sharklearn.nova.edu>

SharkLink

SharkLink combines the NSU computing systems by providing a single sign-on environment. What this means for you is an environment in which you only need to remember a single username and password to access all the tools needed to stay informed, communicate and participate at the university. This also means that the security and integrity of your access credentials must be safeguarded as it opens many doors. SharkLink is also specially tailored for each individual and recognizes your role as has been defined at the university. In SharkLink you will have access to the following areas; Blackboard, Email, WebSTAR, Calendars, Groups, Events, and Activities. Access SharkLink at <https://sharklink.nova.edu>

WebSTAR

WebSTAR is available to all student, faculty and staff members. Students can use WebSTAR to register for classes online, view grades and transcripts and also pay tuition and fees. Faculty members can view their courses, contact students, and enter midterm and final grades. Employees are able to sign up for benefits, view pay stub information and tax forms. Access WebSTAR at <https://webstar.nova.edu>. You will need your NSU ID and PIN to enter the system.

Need Help?

The Office of Information Technologies Computing Help Desk provides assistance to all NSU students. Contact the [Help Desk](#) at 800-541-6682 x 24357 or (954) 262-4357.

Minimum Technology Requirements

Hardware	Software
CPU with at least 1.0 GHz	Windows (most recent version)
4 GB RAM (PC)	Mac OS 10.7 or higher (for Mac based systems)
8 GB 1600MHz DDR3 SDRAM (Mac)	Adobe Reader and Adobe Flash (most recent version)
250 GB hard disk or larger	Java (most recent version)
DSL basic or faster speed internet connections from 200KBps-786Kbps recommended	Internet Explorer 8, Firefox 5.0, or Safari (or most recent version)
USB 1.0 Ports (2 recommended)	
DVD + RW Combo Drive	
Microphone, Speakers, and Web Camera	

Appeal and Grievance Procedures

Student Appeal Process

Forms for initiating the Student Appeal Process may be obtained through the FCE Office of Student Judicial Affairs by email at osja@nova.edu or the website, at <http://www.fischlerschool.nova.edu/judicial-affairs/OSJA>.

FCE Policy 3.05 – Doctoral Students

The doctoral studies appeal process for the Abraham S. Fischler College of Education (FCE) serves to provide a formal means of resolving disputes between students and the administration or faculty. The proper protocol for resolving disputes involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., chair, dean, or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.
- For disputes over a *final course grade* or *other academic matter*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the program professor or chair for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or chair may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing a *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration by the committee.

- A. A three-member committee consisting of a doctoral enrollment counselor, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the middle of each month, or as needed, to review appeals. Neither students, nor administration or faculty against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.
1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
 - a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FCE. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence; not merely a statement to this effect.
 - b. Should the committee's decision favor the student, one of the following measures will ensue:
 - o The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
 - o If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
 2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
 - a. Should the committee's decision favor the student, one of the following measures will ensue:
 - o The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

- o If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
3. When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to an appropriate administrator (i.e., chair, dean or designee) within a reasonable time frame for a written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.
- B. In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.
 - C. Written notification of the committee's decision is provided within a reasonable time frame of its review via email and first-class U.S. mail.
 1. The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.
 - o When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.
 2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.
 - D. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FCE Office of Student Judicial Affairs.
 1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.
 - o Grievance forms must be received within fifteen (15) days following receipt of correspondence disclosing the appeal committee's decision.
 2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

FCE Policy 3.04 – Educational Specialist, Master of Science, and Master of Arts Students

The appeal process for Educational Specialist, Master of Science, and Master of Arts students of the Abraham S. Fischler College of Education (FCE) serves to provide a formal means of resolving disputes between students and the administration or faculty. The proper protocol for resolving disputes involves first utilizing the following informal measures:

For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., chair, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

- For disputes over a *final course grade* or *other academic matter*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the program professor or academic chair for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or chair prior to his/her review. The program professor or chair may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing a *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration.

- A. A three-member committee consisting of a student services representative, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the beginning/end of each month, or as needed, to review appeals. Neither students, nor administration or faculty against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
 - a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FCE. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence; not merely a statement to this effect.
 - b. Should the committee's decision favor the student, one of the following measures will ensue:
 - o The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
 - o If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
 2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
 - a. Should the committee's decision favor the student, one of the following measures will ensue:
 - o The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.
 - o If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.
 3. When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to an appropriate administrator (i.e., chair, dean or designee) within a reasonable time frame for the program's written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.
- B. In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.
- C. Written notification of the committee's decision is provided within a reasonable time frame of its review via email and first-class U.S. mail.
1. The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.
 - a. When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.
 2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.
- D. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FCE Office of Student Judicial Affairs.
1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.

- a. Grievance forms must be requested within fifteen (15) days following receipt of correspondence disclosing the appeal committee's decision.
2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Grievance Procedure

Forms for initiating a formal grievance may be obtained through the FCE Office of Student Judicial Affairs via email at osja@nova.edu or the website, at <http://www.fischlerschool.nova.edu/judicial-affairs/OSJA>.

FCE Policy 3.06 – Doctoral, Educational Specialist, and Master's Students

The Student Grievance Procedure for the Abraham S. Fischler College of Education (FCE) serves as a second and final level of appeal for resolving disputes between students and the administration or faculty. Students who do not achieve a satisfactory resolution through a formal appeal may file a grievance through the Office of Student Judicial Affairs.

This level of appeal provides students with an opportunity to (a) counter (not rebuke) an unfavorable outcome by the appeals committee and/or (b) introduce new information that may not have previously been disclosed. The written grievance statement should describe concisely (a) all relevant facts in response to the appeal committee's decision, and (b) the desired resolution; the statement should not be merely a reiteration of the appeal.

The grievance material (i.e., the Grievance Form, written statement, and supporting documentation) must be properly completed and on file in the Office of Student Judicial Affairs within fifteen (15) days following receipt of correspondence disclosing the appeal committee's decision.

- A. A three-member committee consisting of faculty and/or administrators, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis, or as needed, to review grievances. Faculty and/or administrators serving on the committee will not have had any prior knowledge of the grievance under review. Neither the student, nor the administrator or faculty member against whom a grievance is filed, may attend the committee's review in person. All parties involved (i.e., students, administrators or faculty members) are represented by written statements and any applicable supporting documentation setting forth their position. In addition to submitting written statements, each party involved is provided an opportunity to address the committee during its review and answer questions from committee members via an optional teleconference.
 1. Teleconferences are scheduled no less than one week in advance of the committee's meeting date. Only the individual party involved may participate in a teleconference with the committee; no other person may participate or listen to the teleconference. Teleconferences with the parties involved are conducted separately with the student addressing the committee first. Each party involved in the grievance will be given a 30 minute window during which the committee will call a previously provided telephone number. Dates, times, and telephone numbers are verified via e-mail.
 - a. If either of the parties involved is not responsive to attempts to schedule a teleconference, the teleconference will be forfeited; the committee will then base its decision on the written information provided and on the other party's teleconference testimony, if given.
 - b. If either of the parties involved does not respond to the committee's scheduled call, the teleconference will be forfeited; the committee will then base its decision on the written information provided and on the other party's teleconference testimony, if given.
 - c. If either of the parties involved does not participate in the optional teleconference, the committee will base its decision on the written information provided and on the other party's teleconference testimony, if given.
 2. Grades and Other Academic Matters (e.g., final course grades, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form are forwarded to the faculty member within a reasonable time frame for a written response to the issues raised by the student. Upon receipt of the faculty member's written response, the matter is then taken under review by the Grievance Committee.
 - a. The committee does not substitute its judgment for the professional academic discretion of faculty in assessing the quality of students' work; the qualitative/quantitative assessment of students' work by faculty in awarding grades is not subject to review. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence, not merely a statement to this effect.
 3. Administrative Actions (e.g., dismissal, violations of behavioral standards): Written statements and accompanying documentation submitted with the Grievance Form may be forwarded to an appropriate administrator (i.e., chair, dean, or designee) within a reasonable time frame for a written response. Upon receipt of a written response from the administrator, the matter is then taken under review by the Grievance Committee.

Note: The committee may request additional information from the student, and/or the administrator or faculty if it determines that a decision cannot be reached based on the information provided. When additional information is deemed necessary, the grievance will be placed on hold pending receipt of the requested information. Upon receipt of the requested information, the committee will complete its review at its next meeting. Additional teleconferences with either party may be scheduled as deemed necessary by the committee.

B. Grievances are decided by a majority vote of the committee. If the grievance is found to have no basis, to be insubstantial, or to be wholly a question of academic discretion*, the grievance will be dismissed without further action.

* See above reference to faculty assessment of students' work in assigning grades (A.2.a.)

1. The decision of the committee is final, and it shall be binding upon both parties.
2. Written notification of the committee's decision is provided within a reasonable time frame via e-mail and first class U.S. mail.
3. Grades and Other Academic Matters, and Administrative Actions, are subject to review one (1) time only.

Note: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with their respective state licensing authority. Additional information is available through the following web page: <http://nova.edu/distanceed/student-complaint-process.html>.

Note for Residents of Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board's address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, (602)-542-5709, Web site address: <http://azppse.state.az.us>.

Note for Residents of Georgia: Students have the right of appeal of the final institutional decision regarding a grievance to the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker GA 30084-5305); (770) 414-3300; <http://www.gnpec.org>.

Note for Residents of South Carolina: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the South Carolina Commission on Higher Education. The student must contact the Commission for further details. The Commission's address is 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2260.

Note for Residents of Virginia: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the State Council of Higher Education for Virginia, 101 N. 14th Street, James Monroe Building, Richmond, Virginia 23219; (804) 225-2600.

The following information is supplied in support of the Virginia Commonwealth Administrative Code 8 VAC 40-31-160 F: *For anyone interested in the number of Nova Southeastern University students who are residents of the Virginia Commonwealth, a request may be sent to: Don Rudawsky, Ph.D., Vice President, Nova Southeastern University, Office of Institutional Effectiveness, 3301 College Avenue, Fort Lauderdale, FL 33314, rudawsky@nova.edu. (954)262-5392*

Venue shall lie in Broward County, State of Florida, for any and all Abraham S. Fischler College of Education student disputes, grievances or appeals.

Financial Aid

Financial aid policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE students and programs, unless otherwise stated within this text.

Enrollment and Student Services

Enrollment and Student Services (ESS) is comprised of the Office of Student Financial Assistance (OSFA), the Office of the University Registrar, the Office of the University Bursar, Enrollment Processing Services/Admissions Management Services, the One-Stop Shops in the Horvitz and Terry Administration Buildings, the University Call Center and Help Desk, Transfer Evaluation Services, and the Health Professions Division (HPD) Office of Admissions. Collectively, the ultimate goal of ESS is to effectively meet the information and service needs of all NSU students.

Means of Communication with Students

ESS' official means of communicating with students is via SharkLink, which is available 24 hours a day seven days a week, and by NSU email (SharkLink). If you use an anti-spam filter, please make sure to add NSU to your "safe sender" list. Please access SharkLink at <https://sharklink.nova.edu/> to complete the following tasks:

- check your NSU email
- access your financial aid information
- request official transcripts and view unofficial transcripts
- view your student account
- make payments
- access your grades
- register for and drop courses
- view your course schedule
- change your contact information
- apply for student employment jobs
- sign the Student Enrollment Agreement (SEA)

The Office of Student Financial Assistance (OSFA)

The Office of Student Financial Assistance (OSFA) is dedicated to helping you make educated financial choices while you are in college. The OSFA administers federal, state, and institutional aid programs such as grants, scholarships, student employment, and loans. In order to be eligible for these programs, students must generally complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The NSU Federal School Code is 001509. Florida residents pursuing their first bachelor's degree will be required to complete the NSU State Aid Application to apply for state funds.

Financial Aid Checklist

- **1. Complete the FAFSA & NSU State Aid Application.**
Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov annually which becomes available each January 1. The earlier you apply, the better chance you have of being considered for maximum available funds. To apply for Florida grants and scholarships, undergraduate students should complete the NSU State Aid Application available on the financial aid website at http://www.nova.edu/financialaid/forms/1516/state_aid_application.pdf
- **2. Plan for Housing and Meal Expenses.**
Your budget includes a housing and meal component. Please ensure that your budget covers these expenses, if you intend to live on campus.
- **3. Check Your Financial Aid Account Frequently.**
Regularly check your financial aid status via SharkLink to ensure that you have no outstanding requirements. The link to **My Financial Aid** is located in the center of your SharkLink **Student** tab. Now is a good time to confirm your admissions status. You will have to be fully admitted in order for your financial aid funds to disburse.
- **4. Submit Additional Documents and Complete a Master Promissory Note and Entrance Counseling.**
Some students may be required to submit additional documents prior to being awarded. You will be notified of outstanding requirements via NSU (SharkLink) email. Your requirements (outstanding and completed) can also be viewed in SharkLink. If you are interested in receiving Federal Direct Loans, you will be required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling at www.studentloans.gov.
- **5. Accept, Reduce, or Decline Your Loan and Federal Work-study Award(s).**
Your financial aid award notice will provide you with detailed instructions on how to accept, reduce, or decline your financial aid award. Your award will not be disbursed until this step has been completed.
- **6. Don't Forget to Continuously Apply for and Identify Scholarships.**
Schedule time regularly to search for scholarships. The best place to start is the scholarship webpage at www.nova.edu/financialaid/scholarships/.

- **7. Check your NSU (SharkLink) email daily.**
Keep up-to-date by checking your NSU email daily and to ensure you have no outstanding requirements.
- **8. Register for Classes (early).**
Students awarded Federal Direct Loans must be enrolled at least half-time. Half-time enrollment is defined as 6 credits per semester for all undergraduate students. For graduate and first professional students, your program of study defines half-time status. Enrollment requirements for federal and state grants vary. Familiarize yourself with the enrollment requirements defined by your program office as well as by the financial aid programs through which you are receiving aid. Be sure to register as early as possible to ensure timely disbursement of your financial aid funds.

Grants and Scholarships

Grants and scholarships are considered “gift” aid and generally do not have to be repaid. However, if a student drops or withdraws from any classes for which financial aid has been received, the student may have to return any “unearned” funds.

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides grants of up to \$2,000 per semester to students who intend to teach in a high-need field in a public or private elementary or secondary school that serves students from low-income families. TEACH Grant recipients must teach at least four academic years within eight calendar years of ceasing enrollment or completing the program of study for which they received TEACH Grant funds. Failure to complete this service agreement will result in the TEACH Grant funds being converted to a Federal Direct Unsubsidized Loan with interest charged retroactively from the date of each TEACH Grant disbursement. Students in this situation must repay this loan to the U.S. Department of Education. Students in the following NSU programs may be eligible for a TEACH Grant:

Bachelor of Science Programs

- [Exceptional Student Education](#)
- [Secondary Biology Education](#)
- [Secondary Mathematics Education](#)
- [Middle Grades General Science](#)

Master of Science in Education Programs with Specialization in

- [Teaching English to Speakers of Other Languages](#)
- [Exceptional Student Education \(with or without ESOL endorsement\)](#)
- [Reading Education](#)
- [Spanish Language Education \(with or without bilingual endorsement\)](#)
- [Mathematics and Middle Grades Mathematics Education](#)
- [Science Education](#)

Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. Generally, scholarships are awarded to students who meet particular criteria for qualification, such as academic achievement, financial need, and field of study, talent, or athletic ability. The NSU scholarship webpage at www.nova.edu/financialaid/scholarships/ provides resources to help you locate and apply for scholarships. New scholarships are regularly added to the web site, so check now, and check often.

Scholarships and grants are available to students from various sources within the university, as well as from external public and private organizations. All college and university scholarships and grants are combined with other federal and state financial aid programs to help meet students' financial needs. Eligibility requirements vary. Students should note that changes in enrollment during a semester may affect eligibility for awards.

For more information on grants and scholarships, visit the financial aid website at www.nova.edu/financialaid.

Student Employment

There are four main student employment programs: Federal Work-Study (FWS), Florida Work Experience Program (FWEP), Nova Student Employment (NSE), and Job Location and Development (JLD). The NSE and JLD programs provide jobs to students regardless of financial need. The FWS program and the FWEP are need-based and require the completion of the FAFSA. Students awarded FWS may participate in the America Reads/America Counts Programs through which students serve as reading or math tutors to elementary school children. For more information and instructions on how to apply for positions, visit www.nova.edu/financialaid/employment/.

Loans

A student loan, unlike a grant and work-study, is borrowed money that must be repaid, with interest. Student loan repayment is a legal obligation, so before you decide to take out a student loan, determine the amount you will have to

repay on the loan.

Federal Direct Loans

There are four types of federal direct loans: direct subsidized (need-based) and direct unsubsidized (not need-based) loans, Parent PLUS Loans (credit-based), and Graduate PLUS Loans (credit-based). Interest rates and loan fees are determined by federal law. Interest rates published below apply to loans first disbursed between July 1, 2014, and June 30, 2015. Please visit the financial aid website for information on applicable loan fees.

- **Federal Direct Subsidized Loan (undergraduate only)**
The U.S. Department of Education pays the interest while students are in school at least half-time. A fixed interest rate of 4.66 percent applies.
- **Federal Direct Unsubsidized Loan**
Students are responsible for paying the interest that accrues on the loan from the time it is disbursed until it is paid in full. Students may make interest payments while in school or during periods of deferment or forbearance. Fixed interest rates of 4.66 percent for undergraduates and 6.21 percent for graduate and professional students apply.
- **Federal Direct Parent Loan for Undergraduate Students (PLUS)**
PLUS Loans are federally-sponsored loans parents can obtain to help pay the cost of education for their dependent undergraduate children. The PLUS has a fixed interest rate of 7.21 percent. The maximum PLUS amount that a parent can borrow is the student's cost of attendance minus any other financial aid the student receives. As with other federal loans, students are required to be enrolled at least half-time per semester. In addition, students must not have adverse credit history and must meet citizenship criteria.
- **Federal Grad PLUS Loan**
The federal Grad PLUS (fixed interest rate of 7.21 percent) is a loan available to graduate or professional students who have applied for their annual maximum loan eligibility under the Federal Direct Loan Program. The maximum Grad PLUS amount that a student can borrow is the student's cost of attendance minus any other financial aid the student receives. In addition, students must not have adverse credit history and must meet citizenship criteria.

Please Note: Annual and lifetime (aggregate) loan limits apply. A student who has reached his or her aggregate limit may no longer borrow under the Direct Federal Loan Program.

Alternative or Private Loans

If your grants, scholarships, and/or federal loans do not cover your full cost of attending NSU, you may apply for a private/alternative loan through lending institutions and nonprofit organizations. Private education loans tend to cost more than the education loans offered by the federal government but may be less expensive than credit card debt. Alternative loans are considered part of a student's financial aid package and cannot exceed the cost of attendance.

Return of Title IV Funds

Any student who does not complete at least one course within an academic semester for which financial aid is received, or could have been received, will be reviewed for a Return of Title IV Funds calculation. For complete information, please review www.nova.edu/financialaid/grantsloans/title_iv_return.html.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress, or SAP, refers to federal regulations defining specific standards that must be met by each student for federal financial aid eligibility. SAP requirements for Florida state financial aid program eligibility may differ. Students who fail to meet SAP will not be eligible for Title IV federal and Florida state financial aid for the following academic year. Each student must meet standards in all of the following four categories:

1. **Qualitative Measure (Grade Point Average)**
Students must maintain a minimum cumulative grade point average (GPA) in order to receive financial aid during their course of study.
2. **Quantitative Measure (Annual Credits)**
Students must successfully complete a minimum of 66.7 percent* of all attempted credits each academic year. Please note that repeat and incomplete courses are counted toward the quantitative measurement.

Quantitative formula: $\frac{\text{Successfully completed credits}}{\text{Attempted credits}}$
3. **Maximum Time Frame Measurement (Total Allowable Credits)**
Students must complete their degree requirements within 150 percent of the published length of their program

(number of credits needed to complete degree requirements). For example, a program requiring 120 credits to graduate will be limited to 180 credits of financial aid eligibility. All coursework is counted including, but not limited to, repeat and incomplete coursework and transfer credit, and coursework completed for a prior degree or major for which a degree was not conferred.

4. **Pace (Overall Credits Completed)**

Students must successfully complete a minimum of 66.7 percent* of all courses attempted within their academic degree level (undergraduate, graduate, first professional, etc.). Students who do not meet pace are not eligible to receive financial aid. Pace is calculated annually to determine if the student is making the necessary progression to complete the degree program within the maximum time frame.

$$\text{Pace formula: } \frac{\text{Cumulative successfully completed credits}}{\text{Cumulative attempted credits}}$$

Important: All credits are part of the calculation, including, but not limited to, repeat and incomplete coursework, transfer credits, and coursework completed for a prior degree or major for which a degree was not conferred. The only time a student may start over is after a degree is conferred.

Please note: Students interested in receiving state aid (e.g., Florida Resident Access Grant, Florida Student Assistance Grant, Florida Bright Futures Scholarship) must also meet the state SAP standards (published at <http://www.nova.edu/financialaid/receiving/sap-standards.html>) established for each aid program.

*represents successful completion of two-thirds of attempted credits.

Undergraduate Programs

- **Qualitative Measure:** Min. GPA 2.00
- **Quantitative Measure:** at least 66.7 percent of all credits attempted annually at NSU
- **Maximum Time Frame:** financial aid limited to 150 percent of the published length of your program
- **Pace:** successful completion of at least 66.7 percent of all attempted credits

Master's and Specialist Programs

- **Qualitative Measure:** Min. GPA 3.00 or 80 percent (for programs with a numeric grading system)
- **Quantitative Measure:** successful completion of at least 66.7 percent of all credits attempted annually at NSU
- **Maximum Time Frame:** financial aid limited to 150 percent of the published length of your program
- **Pace:** successful completion of at least 66.7 percent of all attempted credits

Doctoral Programs

- **Qualitative Measure:** Min. GPA 3.00 for all programs
- **Quantitative Measure:** successful completion of at least 66.7 percent of all credits attempted annually at NSU.
- **Maximum Time Frame:** financial aid limited to 150 percent of the published length of your program
- **Pace:** successful completion of at least 66.7 percent of all attempted credits

Transfer Credits

NSU will count transfer credits and advanced placement hours accepted toward a student's educational program as both attempted and successfully completed hours. These hours will be included in pace and maximum time frame calculations, however, they will not be included in the annual qualitative and quantitative measure calculations.

Attempted Credits

All credits are part of the calculation, including, but not limited to, repeat and incomplete coursework, transfer credits, and coursework completed for a prior degree, certificate or major for which a degree or certificate was not conferred, regardless of receiving financial aid.

Incompletes and Withdrawals

Courses with incomplete and withdrawal grades at the time of the SAP review count as attempted hours but are not counted as successfully completed hours. An incomplete grade that is converted at a later time will be considered during the next annual SAP review.

Repeated Courses

Courses that are repeated will count in attempted hours. Repeated course that are excluded from the academic record will not count as successfully completed hours or in the GPA calculation.

Dropped Courses

Courses that are dropped with a non-attendance code are not counted in attempted hours, except when a student has retained a refund of loan proceeds made prior to the start of classes. All other dropped courses will count in attempted hours. Dropped courses do not count in successfully completed hours.

SAP Determination

The Office of Student Financial Assistance (OSFA) evaluates SAP for all students at the end of the final semester of their current academic year to determine financial aid eligibility for the next academic year. In addition, it is reviewed mid-year to alert students who may be in danger of failing SAP. Students who have failed to meet federal SAP requirements are ineligible to receive any federal or state financial aid for the upcoming academic year.

Academic Year	Mid-Year Review	SAP Evaluation
three-semester programs (Fall/Winter/Summer)	January	end of the final semester of a student's enrollment in the academic year

SAP Notification

Students who are not making SAP at the mid-year evaluation will receive an email to their NSU email address to alert them of their SAP status. Students who have failed to meet SAP at the end-of-year evaluation will receive a notification to their NSU email address and a letter sent to their preferred mailing address displayed in SharkLink.

Students may also view their academic progress status online by following the steps below:

- Login to SharkLink using your SharkLink ID and Password
- Click on the **student tab** and locate the Financial Aid section
- Click on **My Financial Aid**
- Select **Eligibility** and then **Academic Progress**
- Select an aid year to view your academic progress standing

SAP Appeal

A student with extenuating circumstances may appeal the denial of student financial assistance by submitting a SAP Appeal Form within 60 days from the day the failure notice was sent. The appeal must be made in writing, addressed to the Satisfactory Academic Progress Committee in care of the Office of Student Financial Assistance, and include the following documentation:

- Completed Satisfactory Academic Progress (SAP) Appeal Form
- A letter written and signed by the student describing why the student has failed SAP and what has changed that will allow the student to successfully meet SAP in the future
- A physician's note and/or records if the appeal is based on medical circumstances
- Additional supporting documents, if appropriate

A student's appeal may be approved on a probationary basis for one semester, as long as it is feasible for the student to meet all SAP requirements within one semester. If not, an academic plan must also be included with the appeal.

Note: Late appeals will not be accepted.

SAP Academic Plan

If a student is unable to feasibly meet all SAP requirements within one semester, an academic plan must be developed with the student's academic advisor. The academic plan will outline grade and course requirements that will allow the student to successfully meet SAP. If necessary, the academic plan may extend beyond the current academic year. If SAP failure was based on the quantitative measure only, or if the student failed SAP for state aid, it is not necessary to establish an academic plan. If SAP failure was based on the maximum time frame measure, the student must complete all credits required for degree completion by the end of the last semester of the academic plan.

Under an academic plan, a student's progress will be monitored at the end of each semester in order to ensure that the student is progressing according to the requirements of the plan. As long as the student is progressing accordingly, the student will remain eligible for financial aid. If the student is not meeting the requirements of the plan, the student will not be eligible to receive financial aid until all components of SAP have been met.

For complete and up-to-date information on SAP, visit www.nova.edu/sap.

Veterans Education Benefits

Department of Veterans Affairs educational benefits are designed to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Office at (954) 262-7236; toll free 800-541-6682 ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the office in the Horvitz Administration Building on the main campus. Detailed information is also available on the

veterans benefits webpage at www.nova.edu/financialaid/veterans/. If you have any questions concerning eligibility, you may also contact the U. S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their website at www.gibill.va.gov.

Grade/Progress Reports for Students Receiving Veterans Benefits

Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/or attempted. This transcript can be obtained from the One-Stop Shops at the Horvitz or Terry Administration Buildings or online at <https://sharklink.nova.edu/cp/home/displaylogin>.

Financial Aid Debt Management

Have you prepared a budget for your expenses? If not, now is the time to start. The financial decisions you make now will affect your ability to achieve your long-term financial goals. As an undergraduate student, you are able to receive Federal Direct Loans, in addition to grants and scholarships. As a dependent undergraduate student, you can borrow an aggregate (life-time) limit of up to \$31,000. It is important to remember, however, that every dollar you borrow will need to be paid back with interest. For instance, if you were to borrow the entire \$31,000, your monthly student loan repayment would be approximately \$356 per month.

Studies show that in order to comfortably pay back your student loans, the monthly payment should be less than 10 percent of your monthly income. That means in order to pay back \$356 per month; you will need a salary of at least \$42,810. Before you take out any student loans, you should get an idea of how much you will be making in your particular field upon graduation. You can check this information by visiting <http://www.collegegrad.com>, and looking up the entry level salary for your future profession.

Be Credit Card Smart!

- Credit cards are not free money; they are actually high interest loans in disguise. Familiarize yourself with the various fees associated with credit cards.
- Only take out one or two credit cards. The fewer you have the easier they are to manage.
- Shop around for the lowest interest rates.
- Make sure interest rates are fixed.
- You can save a lot of time and money by paying more than your minimum monthly credit card payment.
- If you have a balance of \$1,000 with a 16% interest rate, and you only make the minimum \$25 per month payment, it will take you 11 years and \$1,861 to pay off that \$1,000.
- However, by simply doubling your payment to \$50 per month, you can pay that same balance off in 2 years for only \$1,192.

Your college education should be as financially stress-free as possible. By preparing early, borrowing wisely, and taking the time to research options to finance your college education, you can avoid the financial pressures and focus on the wonderful and valuable experience offered at NSU. If you have questions regarding your loan obligations that you would like to discuss, you may contact NSU's "Debt Squad" to set up a counseling appointment by emailing dbtmgmt@nova.edu or calling (954) 262-2728.

Registration

Registrar policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE students and programs, unless otherwise stated within this text.

The Office of the University Registrar

The University Registrar's Office offers a variety of diverse services to the university community. These services include, but are not limited to, course registration, transcript processing, name and address change, loan deferment, enrollment and degree verification, grade processing, commencement, degree conferral, and transfer of credit services. Additional information is available at www.nova.edu/registrar.

Registration

As part of the registration process, students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) or risk being dropped from their courses. Students are encouraged to register online via SharkLink. Students who do not know their SharkLink ID and password should visit www.nova.edu/resources/nsuidentity.html.

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class, receive a grade, and receive academic credit. Students should register via SharkLink for the fall, winter, and summer semester during the open registration period. Students should register for all courses they intend to complete within a semester and not wait until the semester has started to register for part of a term. Petitions for changes to course registrations will not be accepted 20 days after each semester ends. Registering early for the entire semester ensures availability of seats in required classes and allows the NSU Office of Student Financial Assistance to properly process and disburse the student's financial aid. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. The following holds will prevent students from registering:

New student hold—New students must meet with their academic advisor before registering with the exception of nursing students

NSU employee hold—NSU employees must submit a Student Transaction Form to register.

Other holds—Other holds, such as a bursar or academic hold, may prevent students from registering. Students must contact the respective hold originator to resolve the hold before registering in SharkLink.

Faculty members are required to notify the Office of the University Registrar of any registered student who is not in attendance at the beginning of each semester. Therefore, it is of utmost importance that you attend the courses you registered for at the beginning of each semester. If that is not possible, be sure to notify your professor. Otherwise, your professor may report you as not in attendance, and you can be dropped from the course.

Dropping and Adding Classes

During the drop and add periods, students may modify their schedule by changing classes without any further academic implications. However, even during the drop and add period, dropping a class may result in a tuition charge, affect fees, or impact a student's financial aid. Students may withdraw from a class after the drop period has ended. Changes to course registrations will not be accepted 20 days after each semester ends. Dropping a course may result in a refund for tuition paid and will not negatively affect the GPA. However, students need to be cautious because dropping classes may affect the student's enrollment status, eligibility for financial aid, and loan deferment. If a student drops below half-time or full-time status, (whichever was the basis for financial aid awarded), the student may become ineligible for grant aid, loans, and scholarships that were awarded prior to the drop. This may cause a reduction in certain types of financial aid and, consequently, may result in a higher balance due. Students receiving financial aid are strongly encouraged to consult a financial aid counselor before dropping or withdrawing from classes to ensure compliance with federal and state standards of academic progress. Student athletes should also contact the athletic compliance officer.

Withdrawal from Classes

Students may withdraw from a class after the drop period has ended. Withdrawn courses will remain on student transcripts with a notation of W, but will not affect the student's GPA. Before withdrawing from classes, students are advised to consult with their academic advisor to discuss academic standing implications. Financial aid recipients are strongly encouraged to also speak with a financial aid counselor to avoid consequences such as loss of financial aid eligibility or reversal or reduction of funds received. International students must be mindful that their immigration status can be affected by changes in schedule.

Curriculum, Advising, and Program Planning

The Curriculum, Advising, and Program Planning (CAPP) degree evaluation system allows students to compare their completed coursework against the degree requirements published in the college catalog. This useful reference tool helps you track your progress towards degree completion and is available through WebSTAR, the university's interactive online portal. Please note that CAPP does not replace your academic advisor or college catalog information. CAPP degree evaluations are not official. You should consult with your academic advisor/program office for detailed program

requirements and course options. Final approval for the completion of graduation requirements is granted by your program office. For further information about CAPP degree evaluation, please visit the Registrar's website www.nova.edu/capp.

Payment

Bursar policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE students and programs, unless otherwise stated within this text.

The University Bursar's Office

The Office of the University Bursar is responsible for billing students, collecting and depositing their payments, issuing refunds from excess financial aid funds, and verifying students' eligibility for a student loan. Please be aware of the following policies:

- Payment is due in full at the time of registration.
- Registration will be processed unless there is a hold on the student's account.
- Electronic bills are sent the middle of each month via email to the student's NSU email address. No paper bills are sent. Students can authorize additional users to receive an NSU eBill notification by signing the person on as an authorized user.
- If a student owes a balance 30 days after the start of the semester, a hold and a \$100.00 late fee will be placed on the account. This hold prevents future registrations, the viewing of grades, and access to the RecPlex at the Don Taft University Center.
- If a balance exists after 90 days, the account will be placed in collections.

Late Payment Fee

All tuition and fees must be paid within 30 days after the start of the semester. A delay in excess of 30 days will result in the assessment of a nonrefundable \$100 late payment fee, and a hold will be placed on the student account. The hold will prevent the student from viewing grades, registering for future classes, ordering transcripts or diplomas, and accessing the Don Taft University Center RecPlex until the financial obligation is reconciled.

Method of Payment

NSU accepts Visa, MasterCard, and American Express as well as payments made by traveler's checks, cashier's checks, personal checks, money orders, and wire transfers. Electronic checks can be used through NSU eBill. International checks must be in U.S. funds only and drawn on a U.S. bank.

Credit card authorization forms can be downloaded from the Bursar's website at www.nova.edu/bursar/forms/cc_authorization.pdf and faxed to (954) 262-2473.

Payment Plans

Some graduate program offices offer payment plan options. Please check your program's Web site for details. In addition, NSU offers the following plans:

3-Month and 10-Month Payment Plans

NSU students (with the exception of international students) who wish to defer payment of their tuition, fees, and other institutional charges due at the time of registration may sign up for an NSU payment plan. For details, visit http://www.nova.edu/bursar/payment/payment_plans.html.

Tuition Assistance Plans

• Tuition Deferment

Graduate students should contact their program office for information on deferment programs. Undergraduate students participating in employer tuition assistance programs who wish to defer tuition payment must:

- o submit a letter of eligibility, a purchase order from their employer, or details of their employer's program from the employer's human resources office or the employer's website
- o provide postdated payments (check or credit card authorizations) for the amount of tuition. Payment of tuition only (not fees) may be deferred for five weeks after course completion.
- o Pay a \$75 deferment fee along with all other fees.
- o Notify the Office of Student Financial Assistance of participation in an employer tuition assistance program

• Tuition Direct Billing

A student whose employer, sponsor, or guarantor has agreed to be direct billed by NSU must notify the Office of the University Bursar accordingly. The student must:

- o provide a voucher, financial guarantee, letter of credit or eligibility from the respective payer with the amount and enrollment period for which funds are to be applied when charges are due at the time of registration.
- o pay any amount due not covered in the billed party documentation.

- **Tuition Reimbursement**

Some employers/sponsors/guarantors make payments directly to the student. Students must:

- o Pay charges in full for the semester/term to be reimbursed
- o Send an email to bursar@nova.edu from their SharkLink (NSU) email account to request a receipt of paid charges

Florida Prepaid College Plan

NSU accepts and bills the Florida Prepaid College Plan for tuition, fees, and on-campus housing costs. The plans are based on the tuition rates of the tax-assisted Florida public colleges and universities. The difference between NSU tuition, fees, and on-campus housing costs and the allocations through the Florida Prepaid College Plan is the sole responsibility of the student. If a student is on the unrestricted plan, the student must designate a dollar amount for up to the cost of tuition and fees. Students new to NSU must contact Florida Prepaid at 800-552-GRAD to authorize NSU for payment. For those students who have notified the Florida PrePaid College Plan that they are attending NSU, the Plan will automatically be billed based on the hours of enrollment after the drop/add period. A student may request changes to this procedure by submitting a completed and signed Florida Prepaid College Plan Billing Request Form available on the bursar website at www.nova.edu/bursar/forms/index.html. To learn more about the Florida Prepaid College Plan, visit www.myfloridaprepaid.com.

Office of International Affairs (OIA)

The Office of International Affairs is committed to providing essential services to assist international students and visiting scholars at NSU. The OIA also serves as a resource to the university community and provides services and counseling expertise regarding U.S. government visa regulations and university life in the United States, and acts as a liaison with federal agencies such as the United States Citizenship and Immigration Services (USCIS), the U.S. Department of State, and other foreign governmental agencies. The OIA also coordinates and provides assistance to domestic and international students who wish to study abroad for a summer, semester, or full academic year.

More than 1,100 international students and scholars from more than 106 countries have selected NSU as their academic destination. The OIA provides the following support services:

- international student admissions and advising
- F-1 and J-1 visa assistance and counseling
- issuance of I-20 documents
- assistance with reinstatement of status
- travel documentation
- curricular practical training (CPT)
- optional practical al training (OPT)
- extension of stay
- study abroad
- social security
- income tax filing
- health insurance
- cross-cultural activities
- international student orientation

The OIA is committed to welcoming international students, scholars, and their families while facilitating their transition to life at Nova Southeastern University. For further information, contact the OIA at (954) 262-7240 or visit the Web site at www.nova.edu/internationalstudents.

Enrollment and Student Services Contact Information

Technical Help

The Help Desk is dedicated to serving the NSU community from enrollment to graduation and beyond. Help Desk services include, but are not limited to, computer and browser configuration for NSU online resources; SharkLink account support; academic specified program installations; email configuration; basic network troubleshooting and configuration, and mobile device support. For technical help, call (954) 262-4357; 800-541-6682 ext. 24357; or email help@nova.edu.

University Call Center

The University Call Center is available seven days a week to answer financial aid, bursar, registrar, and technical support questions.

University Bursar:	(954) 262-5200 or 800-806-3680
Office of Student Financial Assistance:	(954) 262-3380 or 800-806-3680
University Registrar:	(954) 262-7200 or 800-806-3680
Help Desk:	(954) 262-HELP (4357) or 800-541-6682, ext. 24357

Hours of Operation (E.S.T.)

Monday-Friday: 7 a.m. to 10 p.m.

Saturday-Sunday: 8:30 a.m. to 5 p.m.

The One-Stop Shop (Horvitz and Terry Administration Buildings)

The One-Stop Shop is the central point of information and service for walk-in prospective, new, and continuing students. The staff is cross-trained in financial aid, registration, bursar and student accounts functions, as well as to provide other types of status information and services that students may require. Stop by anytime during the hours of operation listed below: The One-Stop Shop is located in the Horvitz Building on the main campus as well as on the first floor of the Terry Administration Building.

Hours of operation: **Monday - Thursday 8:30 a.m. to 7:00 p.m.**
 Friday 8:30 a.m. to 6:00 p.m.
 Saturday 9:00 a.m. to 12 noon (Horvitz Administration Building only)

The University Call Center and the One-Stop Shop are closed on holidays observed by NSU.

Financial Policies and Information

Books—Estimated Cost for Books

Following is a list of estimated per year cost for books and supplies for each program. These figures represent an estimate and are not guaranteed.

Brain-Based Teaching (Master of Science and Educational Specialist)	\$937
Certificate of Advanced Graduate Studies (CAGS)	\$973
Doctor of Education	\$1936
Doctor of Philosophy	\$1670
Doctorate in Speech-Language Pathology	\$2860
Educational Specialist (FCE & NGTE)	\$937
Master of Arts in Teaching & Learning (MATL)	\$1150
Master of Science in Education (FCE & NGTE)	\$937
Master of Science in Instructional Design and Diversity Education (IDDE)	\$1030
Master of Science in Instructional Technology and Distance Education (ITDE)	\$1227
Master of Science in Leadership	\$1160
Master of Science in Speech-Language Pathology	\$2540

Applied Dissertation Services Fees (FCE Policy 1.1.2)

Students who are within the first three years of enrollment will receive dissertation services as long as they are enrolled in coursework. Students who complete all of their coursework and have registered for all of their dissertation benchmark courses (concept paper, proposal, final report) within the first three years will be required to register for ADS 8090, Applied Dissertation Services I if there is no other coursework in which the student needs to register.

Beginning with the fourth year (10th semester) following initial enrollment, doctoral students are required to register for ADS 8091, Applied Dissertation Services II, in order to receive dissertation services from their committee. Students are required to register for ADS 8091 each semester during which they require services.

Students who are in their fourth year or beyond and are enrolled in a dissertation benchmark course (concept paper, proposal, report) do not need to register for ADS 8091 during the semester in which they are enrolled in the dissertation benchmark course.

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8091 bears one (1) credit hour. Doctoral students registered for ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR), which does not count as coursework or elective credit towards degree completion. Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria on page 233.

Fees

Application Fee

Application for Admission to the university must be accompanied by a \$50 non-refundable application fee.

Graduation Fee

An [Application for Degree](#) form should be submitted no later than the last term in which the student will complete his/her program. The application must be submitted with a \$100 application for degree fee (non-refundable). Please visit the Office of the Registrar's Web site at <http://www.nova.edu/registrar/instructions.html> for degree application and instructions. Graduation regalia can be purchased through the [NSU Bookstore](#) (<http://nsubooks.bncollege.com>) at an additional charge.

Late Payment Fee

If a student has a balance at 30 days after the official start of the term, a hold and a \$100 late payment fee will be placed on the account. If a balance exists after 90 days, the account will be placed in collections. Any further registrations received for an account with a hold will not be processed.

Late Registration Fee

Continuing students who register for classes after the registration deadline will be required to pay a \$100 late registration fee. Students should refer to the program schedule, posted on the respective Web site, regarding registration dates and deadlines.

Registration Fee

Students will pay a \$30 registration fee per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

University Student Services Fee

A \$175 fee will be charged for students registering for three credits or less in a given term. A \$350 fee will be charged for students registering for more than three credits per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

Payment Options

Check Payments

The NSU Bursar's Office mails billing statements on the 15th of each month. If you choose to mail your tuition and fees prior to receiving your statement, check the NSU Web site at <http://www.nova.edu/financialaid/> or call (954) 262-5200 or 800-522-3243 to inquire about your balance. Otherwise, when you receive your statement, mail your payment, along with the remittance stub, directly to:

Nova Southeastern University
Bursar's Office
3301 College Avenue
Fort Lauderdale-Davie, FL 33314-7796

Credit Card Payments

Tuition and fees may also be paid by credit card (American Express, MasterCard, or Visa). Download the NSU Credit Card Form at: http://www.nova.edu/bursar/payment/pay_my_bill.html. Mail the completed form to the NSU Bursar's Office at the above address, or fax it to the Bursar's Office at (954) 262-5203.

Students may also use their credit cards to make payments online by following the steps outlined below.

1. Log on to WebSTAR's homepage at <http://webstar.nova.edu/> or use the links provided on NSU's Web site.
2. Select the "Enter Secure Area" option and use your NSU student ID and PIN number to log on.
3. Select the "Student Services & Financial Aid" option.
4. Select the "Student Records" option.
5. Select the "Account Summary by Term" or "Account Summary" option.
6. Select the "Credit Card Payment" option located at the bottom of the screen and follow the prompts as directed.

Note: Whether you use a personal check or credit card, be sure to include your full name and NSU student ID number so that your payment can be correctly credited to your student account.

Revoked Payments

A processing fee will be assessed for any check returned to the NSU Bursar's Office for nonpayment. When checks are returned for nonpayment or credit card payments are declined, the corresponding fees/dues will be charged against the student's account.

Tuition Refund Policy (FCE Policy 1.1.1)

A student who cancels his /her registration before the first week is entitled to a full tuition refund; student fees are also refundable.

A student who drops a course after the first week will receive a partial tuition refund. The partial tuition refund will be based on the number of class meetings/sessions held during the term as of the date of receipt of a completed [Student Transaction Form](#) (STF).

A student who drops a course after the first week must:

1. Notify the Office of Student Services Registration Department of the intent to drop a course.
2. Complete a STF to drop or withdraw and return the completed form to a Student Educational Center or mail or fax the completed form to:

Nova Southeastern University
Abraham S. Fischler College of Education
Office of Student Services
ATTN: Registration Department
1750 NE 167th Street
North Miami Beach, FL 33162
Fax (954) 262-2336

A student may not withdraw one week before the end of the term/semester. Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation (i.e., educational activity) includes attendance, logging onto an online course, the submission of assignments, or examinations, etc. A student who stops attending class will receive a final grade based on course requirements and work completed. An official drop request must be submitted and received by the Office of Student Services in order to drop/withdraw a student from class.

FCE Refund Amounts based on a 14 week to 16-week schedule

100% Tuition and Student Fees	Written notice of drop/withdrawal before the official start date of the term.
50% Tuition	Written notice of drop/withdrawal before the end of the 2nd week of class following the official start date of the term.
25% Tuition	Written notice of drop/withdrawal by the end of the 3rd week of class following the official start date of the term.
No Refund	No refunds will be granted after the end of the 3rd week of the class meeting.

FCE Refund Amounts based on an 8-week schedule

100% Tuition and Student Fees	Written notice of drop/withdrawal before the official start date of the term.
50% Tuition	Written notice of drop/withdrawal before the end of the 2nd week of class following the official start date of the term.
25% Tuition	Written notice of drop/withdrawal by the end of the 3rd week of class following the official start date of the term.
No Refund	No Refund will be granted after the end of the 3rd week of class.

This policy is designed to meet refund requirements in all of the states where the Abraham S. Fischler College of Education offers its programs.

Note to California Residents

The institution provides a pro rata refund of unearned institutional charges to students who complete 75 percent or less of the period of attendance.

The institution provides to all students the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the second class session, or the 14th day after enrollment, whichever is later.

Full-time Faculty and Campus Locations

Full-Time Faculty Academic Year 2015-2016

Liezette Abel-Ruffin

Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Program Professor

Julie Alemany

Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Program Professor

Tamara Anderson

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Soledad Arguelles-Borge

Ph.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Georgina Arguello

Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Program Professor

Erin Beasley

M.S., Nova Southeastern University
Program Instructor

Elaine Bloom

M.S., Emerson College
Speech Pathologist

Jia Borrer

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Vivian Bosque

Ed.D., University of Houston
M.A., University of Florida
Program Professor

Karen Bowser

D.Ed., The Pennsylvania State University
M.Ed., The Pennsylvania State University
Program Professor

Tambi Braun

SLP.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Tony Bright

Ph.D., Michigan State University
M.A., University of Alabama
Program Professor

A. Jared Bucker

Ph.D., University of Miami
M.C.S.E., University of Miami
M.P.S., Lynn University
Program Professor

Larry Calderon

Ed.D., University of Southern California
M.S., University of Southern California
Program Professor

Berta Capo

Ed.D., Nova Southeastern University
M.S., University of Miami
Program Professor

Lisa J. Carbone

Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Manager of Program Licensure and
Accreditation/Program Professor

Lina Lopez Chiappone

Ph.D., University of Miami
M.S.Ed., University of Miami
Interim Chair/Program Professor

Mary Clisbee

Ed.D., University of Massachusetts
M.Ed., Salem State College
Program Professor

Mel D. Coleman

Ed.D., Teacher's College, Columbia University
M.Ed., Ohio University
Program Professor

Judith L. Coughlin

Ph.D., University of Miami
M.S., Nova Southeastern University
Program Professor

Maureen Crowley

Ed.D., Nova Southeastern University
M.A., Central Michigan University
Program Professor

Ronald J. Cugno

Ed.D., Nova Southeastern University
M.Ed., Bridgewater State College
Program Professor

Nydia Cummings

Ph.D., University of Miami
M.S., Arkansas State University
Program Professor

Molly Davis

M.Ed., University of Toledo
Speech-Language Pathologist

Susan L. Davis

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Charlene M. Desir

Ed.D., Harvard University
M.A.Ed., Harvard University
M.A., Tufts University
Program Professor

Fredrick DiCarlo

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Gretchen M. Donndelinger

Ed.D., University of California
M.S., National University
Program Professor

Kenneth R. Dose

Ed.D., Nova Southeastern University
M.A.T., Nova Southeastern University
Program Professor

Wayne T. Driscoll

Ed.D., Teacher's College,
Columbia University
M.Ed., Wright State University
Program Professor

Fawzy A. Ebrahim

Ed.D., University of Georgia
Ph.D., University of Georgia
M.Ed., University of Georgia
Program Professor

W. Alex Edmonds

Ph.D., Florida State University
M.S., Florida State University
Program Professor

Melissa W. Edrich

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Instructor

David Escobar-Arcay

Ph.D., Boston College
M.A., Gordon-Conwell Theological Seminary
M.Ed., Harvard University
Program Professor

Jorge Maximiliano Fernandez de Cueto

Ph.D., University of California
Program Professor

Ramon Ferreiro

Ph.D., University of Havana
Program Professor

Helene R. Fisher

SLP.D., Nova Southeastern University
M.S., New York University
Program Professor

John G. Flores

Ph.D., University of Connecticut
M.S., Boston University
Program Professor

Dana L. Fredebaugh

Ph.D., University of Miami
M.S., University of Miami
M.A., University of the Virgin Islands
Program Professor

Melinda Fronrath

Ed.D., Nova Southeastern University
M.Ed., Ashland University
Program Professor

Lori Gabric

M.S., University of Central Florida
Program Instructor/ Facilitator of Clinical Placement

Michael W. Gaffley

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Nancy Gauvin

M.S., Nova Southeastern University
Program Instructor/Clinical Supervisor

Arthur J. Green

J.D., University of Cincinnati
Program Professor

David K. Griffin

Ed.D., Florida International University
M.A., State University of New York
Assistant Professor

Constance R. Hebert

Ed.D., Nova Southeastern University
M.Ed., College of William & Mary
Program Professor

Steven Hecht

Ph.D., Florida State University
M.S., Florida State University
Program Professor

Audrey H. Henry

Ed.D., University of Florida
M.Ed., University of Florida
Program Professor

Robert W. Hill

Ed.D., Nova Southeastern University
M.Ed., University of South Florida
Program Professor

Brian D. Humphrey

M.A., University of Minnesota
Speech Pathologist/Program Instructor

Kevin Johnson

Ed.D., Samford University
M.S., Georgia State University
Program Professor

Jennifer Jordan

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Interim Chair/Program Professor

Elda Kanzki-Veloso

Ph.D., Barry University
M.S., Florida International University
Program Professor

Lea Kaploun

Ph.D., Columbia University
M.Phil., Columbia University
Program Professor

Jason Karp

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Thomas D. Kennedy

Ph.D., University of Miami
M.A., Southern Methodist University
Program Professor

Mary T. Kolesinski

Ed.D., University of Georgia
M.Ed., Boston State College
Program Professor

Joan P. Kowal

Ed.D., Indiana University
M.S., Indiana University
Program Professor

Leslie J. Kyrimes

M.S., Nova Southeastern University
Program Instructor

Danielle M. Kwasnik

Ed.D., Nova Southeastern University
M.P.A., Nova Southeastern University
Program Professor

Sidi M. Lakhdar

Ed.D., Boston University
M.A., Salem State College
Program Professor

Patrice R. LeBlanc

Ed.D., Boston University
M.A., Anna Maria College
Program Professor

Maria Ligas

Ph.D., University of Southern Mississippi
Ed.S., University of Southern Mississippi
M.Ed., University of Southern Mississippi
Program Professor

Victoriano Lopez

Ed.D., Florida International University
Ed.S., Nova Southeastern University
M.S., Florida International University
Program Professor

Jamie D. Manburg

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean/Program Professor

Gilda M. Marin

Psy.D., Nova Southeastern University
J.D., Suffolk University
M.Ed., University of Miami
Program Professor

Carmen B. Marinelli

Ed.D., Nova Southeastern University
M.A., University of Miami
Program Professor

Daniel H. Markarian

Ed.D., Nova Southeastern University
M.S., University of Miami
Program Professor

Tatjana Martinez

J.D., Widener University
M.S., University of Miami
Program Professor

James L. McCan

Ph.D., Purdue University
M.S.Ed., Purdue University
Program Professor

Maureen McDermott

Ed.D., Florida International University
M.A., Indiana State University
Program Professor

Michele D. McGuire

Ph.D., University of Kansas
M.S., University of Alabama
Program Professor

Gabriela A. Mendez

Ph.D., The Pennsylvania State University
M.S., The Pennsylvania State University
Program Professor

Maria Grethel Mendez

Ed.D., Nova Southeastern University
M.S., Barry University
Program Professor

Dana S. Mills

Ph.D., University of Rhode Island
M.A., University of Rhode Island
Director, Ph.D. Program/Program Professor

Roxanne V. Molina

Ph.D., Florida International University
M.S., Florida International University
Program Professor

Rashid A. Moore

Ph.D., Indiana University
M.A., Southern Illinois University
M.A., Illinois State University
Program Professor

Vanaja Nethi

Ph.D., Cornell University
M.A., University of London
Program Professor

Wren S. Newman

SLP.D., CCC-SLP, Nova Southeastern University
M.S., University of Oklahoma
Executive Director/Program Professor

Barbara O'Connor-Wells

Ph.D., CCC-SLP The City University of New York
M.A., St. John's University
Program Professor

Susan Ohrablo

Ed.D. Nova Southeastern University
M.S., State University College
Program Professor

Anymir M. Orellana

Ed.D., Nova Southeastern University
M.S., University of Florida
Program Professor

Silvia Orta

Ed.D., Nova Southeastern University
M.I.B.A., Nova Southeastern University
Program Professor

James M. Pann

Ph.D., University of Miami
M.S.Ed., University of Miami
Program Professor

Lina M. Parra

D.P.A., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Gina Peyton

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Jennifer Quiñones Nottingham

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Special Assistant to the Dean/Program Professor

Jennifer Gunter Reeves

Ph.D., Florida State University
M.S., Florida State University
Program Professor

Frederick A. Ricci

Ed.D., Boston University
M.Ed., Boston University
Program Professor

Eduardo R. Rivas

Ed.D. University of Miami
Ed.S., Nova Southeastern University
M.S., Florida International University
Program Professor

Herminia J. Rivera

Ph.D., The Ohio State University
M.Ed., University of Puerto Rico
Program Professor

Mary Elizabeth Roberts

Ph.D., University of Southern Mississippi
M.S., University of Central Arkansas
Program Professor

J. Troy Robinson

Ed.D., Nova Southeastern University
Ed.S., Nova Southeastern University
M.S.Ed. University of South Florida
Program Professor

Wilma J. Robles de Melendez

Ph.D., Universidad Complutense de Madrid, Spain
M.A.Ed., University of Puerto Rico
Interim Chair/Program Professor

Kenneth Rockensies

Ed.D., University of Virginia
M.S., University of Kentucky
Program Professor

Alberto Rodriguez

Ed.D., Nova Southeastern University
M.S.F., Florida International University
M.A.cc, Florida International University
Program Professor

Armando Rodriguez

Ed.D., Nova Southeastern University
M.S., Florida International University'
Executive Director, Latin American Programs/
Program Professor

David Ross

Ed.D., Florida Atlantic University
M.J.P.M., Florida Atlantic University
Program Professor

Sharon A. Santilli

Ed.D., University of Massachusetts
M.A., University of Massachusetts
Interim Chair/Program Professor

Charles A. Schlosser

Ph.D., Iowa State University
M.S., Iowa State University
Program Professor

Terri S. Schmidt

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Rhonda Schuval

Ed.D., Nova Southeastern University
M.S., CUNY, Herbert H. Lehman College
Program Professor

Timothy D. Shields

Ed.D., Nova Southeastern University
M.S., University of Central Florida
Program Professor

Michael R. Simonson
Ph.D., University of Iowa
M.S., Iowa State University
Interim Chair/Program Professor

Jocelyn C. Slater
M.S., Nova Southeastern University
Program Instructor

Francine L. Spigel
M.A., Montclair State University
Supervisor/Program Instructor

Zandra Stino
Ph.D., Florida State University
M.S., Florida State University
Program Professor

Hui Fang Huang Su
Ed.D., Nova Southeastern University
M.Ed., Texas A & M University
Program Professor

Nancy Teger
Ph.D., Nova Southeastern University
M.S., Case Western Reserve University
Program Professor

Michelle Tenam-Zemach
Ed.D., Florida International University
M.A., New York University
Program Professor

Kathy A. Thomas
Ed.D., Nova Southeastern University
M.A., Tufts University
Program Professor

Maryann Tatum Tobin
Ph.D., University of Miami
M.F.A., University of Miami
Program Professor

Sandra M. Trotman
Ph.D., University of Waikato
Program Professor

Elaine Van Lue
Ed.D., Nova Southeastern University
M.S., University of Central Florida
Program Professor

Rachel M. Williams
Ph.D., Howard University
M.A., University of Central Florida
Program Professor

Jan Yates
Ph.D., Nova Southeastern University
M.S., Florida State University
Program Professor

Carole Zangari
Ph.D., Purdue University
M.Ed., Trenton State College
Coordinator/Program Professor

Barbara Zucker
M.A., Kent State University
Clinic Director

NSU Campus Locations

Main Campus

3301 College Avenue
Fort Lauderdale-Davie, FL 33314-7796
800-541-NOVA (6682)
nsuinfo@nova.edu

East Campus

3100 SW 9th Avenue
Fort Lauderdale, FL 33315-3025

North Miami Beach Campus

Abraham S. Fischler College of Education
1750 NE 167th Street
North Miami Beach, FL 33162-3097
800-986-3223
eduinfo@nova.edu

Oceanographic Center

8000 North Ocean Drive
Dania Beach, FL 33004-3078
800-39-OCEAN or (954) 262-3600
imcs@nova.edu

NSU Regional Campuses and Instructional Center

Fort Myers Campus

3650 Colonial Court
Fort Myers, FL 33913
(239) 274-6070
800-541-6682
nsu-swflorida@nova.edu

Jacksonville Campus

6675 Corporate Center Parkway, Suite 115
Jacksonville, FL 32216
(904) 245-8910
nsu-jacksonville@nova.edu

Las Vegas Instructional Center

3430 East Flamingo Road, Suite 103
Las Vegas, NV 89121
(702) 868-3323

Miami Campus

8585 SW 124th Avenue
Miami, FL 33183
(305) 275-2601
Toll Free: 800-541-6682
nsu-miami@nova.edu

Orlando Campus

4850 Millenia Boulevard
Orlando, FL 32839
(407) 264-5601
nsu-orlando@nova.edu

Palm Beach Campus

11501 N Military Trail
Palm Beach Gardens, FL 33410
(561) 805-2100
nsu-palmbeach@nova.edu

Puerto Rico Campus

Professional Offices Park IV
997 San Roberto St.
San Juan, PR 00926
(787) 773-6500

Tampa Campus

3632 Queen Palm Drive
Tampa, FL 33619
(813) 574-5200
nsu-tampa@nova.edu

EDUCATION.NOVA.EDU