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NOVA SOUTHEASTERN UNIVERSITY FISCHLER COLLEGE OF EDUCATION
CATALOG & STUDENT HANDBOOK 2016-2017



NOVA SOUTHEASTERN
UNIVERSITY

**Abraham S. Fischler
College of Education**

NCATE

The Standard of Excellence
in Teacher Preparation



**NOVA SOUTHEASTERN
UNIVERSITY**

**Abraham S. Fischler
College of Education**

**Catalog and
Student Handbook
2016 – 2017**

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 addenda, the information in this document and/or its addenda prevail.

FCE Catalog and Student Handbook

2016 – 2017

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 | 7 |
| Performance on Certification Examinations..... | 8 |
| National Council of Accreditation for Teacher Education (NCATE) Program Approvals..... | 9 |
| Board of Trustees..... | 10 |
| FCE Administration | 11 |
| Department Chairs | 11 |
| NSU Mission Statement | 12 |
| Vision 2020 Statement | 12 |
| President’s Message..... | 12 |
| NSU Core Values | 12 |
| FCE Mission Statement | 13 |
| Dean’s Message | 13 |
| FCE Compact Between Faculty and Students... | 13 |

Student Information

| | |
|---|----|
| 2016–2017 Academic Calendar..... | 16 |
| NSU Holiday Calendar | 16 |
| Tuition Refund Schedule..... | 17 |
| Admission Requirements | 19 |
| Master of Science..... | 19 |
| Educational Specialist | 19 |
| Doctor of Education | 19 |
| Doctor of Philosophy | 20 |
| Admission 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 |
| Educator Certification/Licensure Requirements. 21 | |
| Certification through Course-by-Course Analysis by the Florida Department of Education..... | 22 |
| Graduation..... | 22 |
| Degree Completion Requirements..... | 22 |
| Degree Conferral..... | 23 |
| Diplomas..... | 23 |
| Commencement | 23 |
| Participation Eligibility..... | 23 |
| Transfer of Credit | 23 |
| Tuition and Fees | 24 |
| Tuition and Fee Schedule | 24 |
| Withdrawal from Classes | 24 |

| | |
|--|----|
| Academic Degrees, Departments, and Programs | |
| Undergraduate Programs in Education | 26 |
| Master of Science in Education | 27 |
| Conceptual Framework..... | 27 |
| Choosing the Degree Plan That Meets Your Career Goals | 27 |
| Program Learning Outcomes..... | 28 |
| Additional Admission Requirements | 28 |
| Transfer of Credit | 28 |
| Field Experiences..... | 28 |
| Internship/Externship | 28 |
| Security Clearance..... | 29 |
| Testing Requirements | 29 |
| Graduation Requirements | 30 |
| Program Completion Timeline | 30 |
| Master of Science Degree Specializations and Endorsements..... | 31 |
| Educational Specialist..... | 32 |
| Educational Specialist Mission Statement..... | 32 |
| Program Learning Outcomes..... | 32 |
| Choosing the Degree Plan That Meets Your Career Goals | 32 |
| Transfer of Credit | 33 |
| Program Completion Timeline | 33 |
| Testing Requirements | 33 |
| Graduation Requirements..... | 33 |
| Educational Specialist Degree Specializations... 34 | |
| Doctor of Education | 35 |
| Doctor of Education Mission Statement.... | 35 |
| Certification/Licensure | 35 |
| Program Learning Outcomes..... | 35 |
| Transfer of Credit | 35 |
| Doctoral Program Completion Timeline | 35 |
| Doctoral Studies Orientation (DSO)..... | 35 |
| Summer Institute | 36 |
| Applied Dissertation | 36 |
| Graduation Requirements..... | 36 |
| Doctor of Education Degree Concentrations | 37 |
| Doctor of Education General Program Requirements..... | 38 |
| Doctor of Philosophy in Education..... | 39 |
| Doctor of Philosophy Mission Statement .. | 39 |
| Certification/Licensure | 39 |
| Program Learning Outcomes..... | 39 |
| Instructional Delivery Model..... | 39 |
| Additional Admission Requirements | 39 |
| International Students | 39 |
| Transfer of Credit | 39 |
| Admission to Candidacy | 40 |

| | |
|--|----|
| Deposit Policy..... | 40 |
| Doctoral Program Completion Timeline ... | 40 |
| Graduation Requirements | 40 |
| Ph.D. Program Orientation (PPO) | 40 |
| Applied Research Practicum | 40 |
| Dissertation..... | 41 |
| Ph.D. Concentration | 41 |

Educational Leadership and School Administration Department

| | |
|--|----|
| Department Chair | 44 |
| Educational Leadership and School Administration Programs of Study | 44 |
| Certificate Program | 44 |
| Certificate of Educational Leadership Modified Core | 45 |
| Master of Science (M.S.) in Education Degree Programs..... | 46 |
| Educational Leadership (Florida) | 46 |
| Educational Leadership (Georgia) | 46 |
| Educational Leadership (School Administrator-Nevada) | 47 |
| Educational Leadership (Administrative-Ohio)..... | 47 |
| Management and Administration of Educational Programs (MAEP) | 48 |
| Educational Specialist (Ed.S.) Degree Programs..... | 49 |
| Educational Leadership (Florida) | 49 |
| Educational Leadership (Administrative-Nevada) | 49 |
| Doctor of Education (Ed.D.) Degree Programs.. | 50 |
| Educational Leadership..... | 50 |
| Instructional Leadership | 54 |

Higher Education Leadership and Organizational Leadership Department

| | |
|--|----|
| Department Chair | 56 |
| Higher Education Leadership and Organizational Leadership Programs of Study..... | 56 |
| Master of Science (M.S.) in Education Degree Programs..... | 57 |
| Athletic Administration..... | 57 |
| Master of Science in Leadership..... | 57 |
| Doctor of Education (Ed.D.) Degree Programs.. | 58 |
| Higher Education Leadership..... | 58 |
| Human Services Administration | 59 |
| Organizational Leadership | 60 |
| Doctor of Philosophy (Ph.D.) Degree Program.. | 61 |
| Educational Research and Evaluation | 61 |

Instructional Design and Technology Department

| | |
|---|----|
| Department Chair | 64 |
| Instructional Design and Technology Programs of Study | 64 |

| | |
|--|----|
| Certificate Program | 65 |
| Distance Educator Certificate | 65 |
| Master of Science (M.S.) in Education Degree Program | 66 |
| Curriculum, Instruction, and Technology .. | 66 |
| Master of Science in Instructional Technology and Distance Education (M.S. in I.T.D.E.) Degree Program | 67 |
| Master of Science in Instructional Technology and Distance Education | 67 |
| Educational Specialist (Ed.S.) Degree Program.. | 68 |
| Curriculum, Instruction, Management and Administration | 68 |
| Doctor of Education (Ed.D.) Degree Programs .. | 69 |
| Curriculum and Teaching | 69 |
| Instructional Technology and Distance Education | 70 |

Language and Literacy Department

| | |
|--|----|
| Department Chair..... | 72 |
| Language and Literacy Programs of Study | 72 |
| Bachelor of Science Degree Program | 72 |
| Secondary English Education/ESOL Florida | 72 |
| Certificate Program | 73 |
| Reading Endorsement Certificate (Ohio) .. | 73 |
| Master of Science (M.S.) in Education Degree Programs | 74 |
| English Education | 74 |
| Middle Grades English/ESOL (Ohio)..... | 74 |
| Reading Education..... | 75 |
| Reading Education (Florida) | 75 |
| Reading Education (Nevada Add-On Endorsement)..... | 76 |
| Reading Education (Ohio Add-On Endorsement)..... | 76 |
| Spanish Language Education | 77 |
| Spanish Language Education with Bilingual Endorsement (Nevada) | 77 |
| Teaching English to Speakers of Other Languages (TESOL) | 78 |
| Teaching English to Speakers of Other Languages (TESOL-Nevada Add-On Endorsement)..... | 78 |
| Teaching English to Speakers of Other Languages (TESOL-Ohio Add-On Endorsement)..... | 79 |
| Graduate Education Endorsement Programs.... | 80 |
| Reading (Florida) | 80 |
| Teaching English to Speakers of Other Languages (TESOL-Florida)..... | 80 |
| Educational Specialist (Ed.S.) Degree Programs | 81 |
| Reading Education..... | 81 |
| Reading Education (Reading Specialist Endorsement-Nevada)..... | 81 |
| Doctor of Education (Ed.D.) Degree Programs .. | 83 |
| Reading | 83 |

| | |
|--|-----|
| Teaching and Learning Department | |
| Department Chair | 86 |
| Teaching and Learning Programs of Study | 86 |
| Associate of Arts (A.A.) Degree Program | 86 |
| Early Childhood Education | 86 |
| Bachelor of Science (B.S.) Degree Programs ... | 86 |
| Early Child Development | 86 |
| Elementary Education/ESOL | |
| Endorsement/Reading Endorsement | |
| (Florida) | 86 |
| Elementary Education (Nevada) | 86 |
| Exceptional Education/ESOL (Florida)..... | 86 |
| Exceptional Student Education (Nevada) | 86 |
| Prekindergarten/Primary Education/ESOL | |
| (Florida) | 86 |
| Secondary Mathematics Education | |
| (Florida) | 86 |
| Secondary Social Studies Education | |
| (Florida) | 86 |
| Undergraduate Certificate Programs | 86 |
| Child Development Associate (CDA) | 86 |
| Florida Department of Children and | |
| Families Director Credential | 86 |
| Bilingual Early Childhood Education | 86 |
| Undergraduate Add-On Endorsement | 86 |
| Driver Education | 86 |
| Undergraduate Minors | 86 |
| Education..... | 86 |
| Physical Education | 86 |
| Master of Science (M.S.) in Education Degree | |
| Programs..... | 88 |
| Computer Science Education..... | 88 |
| Early Childhood Special Education | 88 |
| Early Literacy (Florida) | 89 |
| Elementary Education (Florida)..... | 89 |
| Elementary Education with ESOL | |
| Endorsement (Initial Certification Plan- | |
| Florida) | 90 |
| Elementary Education with ESOL | |
| Endorsement and Reading Endorsement | |
| (Florida) | 90 |
| Elementary Education (Nevada) | 91 |
| Elementary Education (Add-On | |
| Endorsement-Nevada) | 92 |
| Exceptional Student Education | 93 |
| Mathematics Education | 96 |
| Middle Grades and Secondary | |
| Mathematics Education (Florida) | 96 |
| Prekindergarten-Primary Education | 97 |
| Preschool Education | 97 |
| Science Education..... | 98 |
| Social Studies Education..... | 98 |
| Teacher Leadership | 98 |
| Teaching and Learning..... | 99 |
| Graduate Education Endorsement Programs.. | 101 |
| Autism (Florida) | 101 |
| Autism (Nevada)..... | 101 |
| Gifted Education (Florida) | 101 |
| Prekindergarten Disabilities (Florida) | 101 |

| | |
|---|-----|
| Educational Specialist (Ed.S) Degree | |
| Programs | 102 |
| Early Literacy and Reading Education.... | 102 |
| Elementary Education | 102 |
| Mathematics Education..... | 103 |
| Science Education | 103 |
| Doctor of Education (Ed.D.) Degree Programs | 104 |
| Early Childhood Education..... | 104 |
| Elementary and Middle Grades Science, | |
| Technology, Engineering and Math | |
| (STEM) Education..... | 105 |
| Special Education | 106 |

International Programs

| | |
|---|-----|
| Maestría en Educación | 110 |
| Programas de Estudio | 110 |
| Maestría en Currículo, Instrucción y | |
| Tecnología | 110 |
| Maestría en Liderazgo | 110 |
| Maestría en Enseñanza del Inglés como | |
| Segundo Idioma (TESOL)..... | 111 |
| Maestría en Liderazgo y Gerencia de | |
| Centros y Proyectos Educativos | 111 |
| Maestría en la Enseñanza de las | |
| Ciencias | 112 |
| Maestría en la Enseñanza de las | |
| Matemáticas..... | 112 |
| Maestría en Educación Especial | 112 |
| Maestría en Educación Preescolar/ | |
| Infantil..... | 113 |
| Doctorado en Educación | 114 |
| Conferencia de Verano | 114 |
| ILALE ofrece Doctorado en Educación | |
| las siguientes áreas de concentración.... | 114 |
| Programa de Estudio | 114 |
| Requerimientos Generales | 114 |
| Créditos de Concentraciones | 115 |
| Liderazgo Educativo..... | 115 |
| Educación Superior..... | 115 |
| Liderazgo, Currículo e Instrucción | 115 |
| Tecnología Educativa y Educación a | |
| Distancia | 115 |
| Liderazgo en la Organización | 116 |

Maestría Internacional de Preparación Docente (ITEP)

| | |
|--------------------------------------|-----|
| Maestría en la Enseñanza de las | |
| Ciencias | 117 |
| Maestría en la Enseñanza de las | |
| Matemáticas..... | 117 |
| Maestría en Educación Especial | 118 |
| Maestría en Español | 118 |

Abraham S. Fischler College of Education Course Descriptions

| | |
|-------------------------------|-----|
| FCE Course Descriptions | 122 |
|-------------------------------|-----|

**Abraham S. Fischler College of
Education 2016-2017 Student Handbook
Policies, Regulation, Procedures, and
General Student Information**

| | |
|---|-----|
| General Student Information | 168 |
| NSU Student Handbook | 168 |
| University Policies and Procedures..... | 168 |
| NSU Resources and Student Life | 168 |
| Reservation of Power | 168 |
| Policies, Regulations and Procedures | 169 |
| Academic Honesty, Responsibility, and the Code of Student Conduct..... | 169 |
| Academic Misconduct | 169 |
| Academic Progress | 170 |
| Academic Standing | 170 |
| Academic Probation and Dismissal M.S. and Ed.S | 170 |
| Academic Warning, Suspension, and Dismissal Ed.D and Ph.D. | 170 |
| Address and Name Changes | 170 |
| Advisement Services | 170 |
| Americans with Disabilities Act..... | 171 |
| Attendance | 171 |
| Cancellation of Courses | 171 |
| Grades and Grading | 171 |
| Incomplete Grades | 171 |
| Repeated Course/Grade Replacement.. | 172 |
| Graduation Requirements | 172 |
| M.S. and Ed.S. Students | 172 |
| Ed.D. Students | 172 |
| Ph.D. Students | 173 |
| Commencement Participation | 173 |
| International Students | 173 |
| Plagiarism..... | 174 |
| Program Completion Timelines..... | 174 |
| Doctoral Program Completion Timeline | 174 |
| M.S. and Ed.S. Program Completion Timeline | 174 |
| Readmission..... | 174 |
| Registration | 176 |
| Student Reinstatement..... | 176 |
| Teaching Internship/Externship..... | 177 |
| Transcript Issuance | 177 |
| Withdrawal..... | 177 |
| Student Withdrawal from a Course and Cancellation of Registration..... | 177 |
| Student Withdrawal from a Program | 178 |
| Technology Requirements | 179 |
| Blackboard | 179 |
| Sharklink | 179 |
| WebSTAR | 179 |
| Minimum Technology Requirements..... | 179 |
| Appeal and Grievance Procedures | 180 |
| Student Appeal Process..... | 180 |
| FCE Policy 3.05 Doctoral Students . | 180 |
| FCE Policy 3.04 Ed.S. and M.S. | |

| | |
|---|-----|
| Students | 181 |
| Grievance Procedure | 183 |
| FCE Policy 3.06 Doctoral, Educational Specialist, and Master's Students..... | 183 |

Financial Aid

| | |
|--|-----|
| Enrollment and Student Services..... | 185 |
| Means of Communication with Students. | 185 |
| The Office of Student Financial Assistance (OSFA)..... | 185 |
| Financial Aid Checklist..... | 185 |
| Grants and Scholarships..... | 186 |
| TEACH Grant | 186 |
| Scholarships..... | 186 |
| Student Employment..... | 186 |
| Loans | 187 |
| Return of Title IV Funds | 187 |
| Satisfactory Academic Progress (SAP) .. | 187 |
| Qualitative Measure (GPA)..... | 188 |
| Quantitative Measure (Credits)..... | 188 |
| Maximum Timeframe Measurement. | 188 |
| Pace..... | 188 |
| Undergraduate Programs | 188 |
| Master's and Specialist Programs.... | 188 |
| Doctoral Programs..... | 188 |
| Transfer Credits..... | 188 |
| Attempted Credits..... | 188 |
| Incompletes and Withdrawals | 189 |
| Repeated Courses..... | 189 |
| Dropped Courses | 189 |
| SAP Determination | 189 |
| SAP Notification..... | 189 |
| SAP Appeal | 189 |
| SAP Academic Plan | 189 |
| Veterans Education Benefits..... | 190 |
| Grade/Progress Reports for Students Receiving Veterans Benefits | 190 |
| Financial Aid Debt Management..... | 190 |

Registration

| | |
|--|-----|
| The Office of the University Registrar | 191 |
| Registration | 191 |
| Dropping and Adding Classes..... | 191 |
| Withdrawal from Classes..... | 191 |
| Curriculum, Advising, and Program Planning..... | 191 |
| Payment | 192 |
| The University Bursar's Office | 192 |
| Late Payment Fee | 192 |
| Method of Payments..... | 192 |
| Payment Plans | 192 |
| Tuition Assistance Plans | 192 |
| Florida Prepaid College Plan..... | 193 |
| Enrollment and Student Services Contact Information | 193 |
| Technical Help | 193 |
| University Call Center..... | 193 |
| The One-Stop Shop..... | 193 |

| | |
|--|-----|
| Office of International Affairs | 194 |
| Financial Policies and Information..... | 195 |
| Applied Dissertation Services Fees | 195 |
| Fees | 195 |
| Application Fee | 195 |
| Graduation Fee | 195 |
| Late Payment Fee..... | 195 |
| Late Registration Fee | 195 |
| Registration Fee..... | 195 |
| University Student Services Fees.... | 195 |
| Payment Options..... | 195 |
| Check Payments | 195 |
| Credit Card Payments | 196 |
| Revoked Payments..... | 196 |
| Tuition Refund Policy | 196 |

Full-Time Faculty and Campus Locations

| | |
|--|-----|
| Full-Time Faculty Roster | 198 |
| NSU Campus Locations..... | 202 |
| NSU Regional Campuses and Instructional Sites | 202 |

Abraham S. Fischler College of Education

Catalog and Student Handbook 2016 – 2017



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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, 2016, through June 30, 2017. 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, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any persons because of race, color, religion or creed, sex, pregnancy, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, military service, veteran status, political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment.

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, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, military service, veteran status, political beliefs or affiliations, 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. The following person has been designated to handle inquiries and complaints regarding perceived discrimination and NSU nondiscrimination policies:

Robert Pietrykowski
Title IX Office/Vice President of Human Resources
(954) 262-7893 • rpietrykowski@nova.edu

Accreditations and Approvals



Nova Southeastern University (NSU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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 English Education
5. Secondary Mathematics Education

Master – Initial and Add-on Preparation

Elementary Education

Master –Add-on Preparation

Mathematics Education

Advanced Teacher Programs

Master

1. Curriculum, Instruction, and Technology
2. Early Literacy
3. Educational Leadership
4. Reading Education
5. Teaching and Learning
6. Teaching English to Speakers of Other Languages

Specialist

1. Curriculum/Instruction Management and Administration
2. Early Literacy and Reading Education
3. Educational Leadership
4. Elementary Education
5. Mathematics Education
6. Reading Education (Reading Specialist)
7. School Counseling
8. School Psychology
9. Science Education
10. Teaching English to Speakers of Other Languages

Doctoral

1. Educational Leadership (Building Level)
2. 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

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.

Minnesota

Nova Southeastern University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Nevada

Nova Southeastern University's Bachelor of Science in Education, Master of Science in Education, Educational Specialist, and Doctor of Education programs are licensed by the Nevada Commission on Postsecondary Education. The Las Vegas site includes classrooms, a technology lab, and administrative offices. All facilities conform to Clark County building, fire, and business license requirements.

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

Brown Education Building
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 concentrations in: Educational Leadership; Curriculum and Teaching; Early Childhood Education; Elementary and Middle Grades STEM Education; Higher Education Leadership; Human Services Administration; Instructional Leadership; Instructional Technology and Distance Learning; Organizational Leadership; Special Education; and Reading. 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.

Note: *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

The following information is provided in compliance with recent United States Department of Education regulations. 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 and the student complaint process.

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/programstandardsandreportforms/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=tFmaPVlwMMo%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 | | Georgia 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 | Initial | Add-On/Endorsement |
| Autism | M.S. | FCE | | X | | | | X | | | | |
| Educational Leadership (PK-12) | M.S. Ed.S. Ed.D. | FCE | | X X - | | X - | | X X X | | X - | | - - X |
| Educational Media (PK - 12) | M.S. | FCE | | | | | X | | | | | |
| Elementary Education (K-6) (NV) / Elementary Education/ESOL (K-6) (FL) | B.S. | FCE | X | | | | X | | | | | |
| | M.S. | | X | X | | | X | X | | | | |
| Exceptional Student Education | B.S. | FCE | X | | | | X | | | | | |
| | M.S. | | X | X | | | X | X | | | | |
| Mathematics Education | B.S. | FCE | X (6-12) | | | | | | | | | |
| | M.S. | | | X (5-12) | | | | | | | | |
| Prekindergarten Disabilities | M.S. | FCE | | X | | | | | | | | |
| Prekindergarten - Primary Education/ESOL PK-3 (FL) | B.S. | FCE | X | | | | | | | | | |
| | M.S. | | | X | | | | | | | | |
| Reading Education | M.S. | FCE | | X | | | | X | X | | | |
| | Ed.S. | | | X | | | | X | | | | |
| School Counseling (PK-12) | M.S. | CPS* | X | | | | | | | | | |
| School Psychology (PK-12) | Psy.S. | CPS* | X | | | | | | | | | |
| Social Studies (5-9 or 6-12) | B.S. | FCE | X (5-9) X (6-12) | | | | | | | | | |
| Spanish Language Education/Bilingual (NV) | M.S. | FCE | | | | | | X | | | | |
| TESOL | M.S. | FCE | | X | | | | X | | X | | |

* 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 Certification Areas 5514 Nova Southeastern University | | | | |
|--|----------------------------------|---------------------|-----------|-----------------------------|
| Institution Population | Institutional Pass Rates | | Pass rate | Statewide average pass rate |
| | Number taking test | Number passing test | | |
| Other enrolled students 2014-2015 | 345 | 216 | 63% | - |
| All program completers 2014-2015 | 50 | 50 | 100% | - |
| 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 2014-2015 | 246 | 164 | 67% | - |
| All program completers 2014-2015 | 40 | 40 | 100% | - |
| 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 2014-2015 | 142 | 113 | 80% | - |
| All program completers 2014-2015 | 48 | 48 | 100% | - |
| 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 2014-2015 | 133 | 99 | 74% | - |
| All program completers 2014-2015 | 50 | 50 | 100% | - |
| 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 English Education | X | National Council of Teachers of English (NCTE) |
| Secondary Mathematics Education | X | National Council of Teachers of Mathematics (NCTM) |
| Master of Science in Education (M.S.) | | |
| Curriculum, Instruction, and Technology | X | NA |
| Early Literacy | X | NA |
| Educational Leadership (Florida) (Nevada) | X | Educational Leadership Constituent Council (ELCC) |
| 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) |
| 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) |
| Prekindergarten - Primary Education (Nevada) | X | National Association for the Education of Young Children (NAEYC) |
| Prekindergarten/Primary Education (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 |
| Spanish Language Education (Add-on endorsement) | X | American Council on the Teaching of Foreign Languages (ACTFL) |
| Spanish Language Education with Bilingual endorsement (Nevada) | X | NA |
| 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) |
| Educational Specialist (Ed.S.) | | |
| Curriculum/Instruction Management and Administration | X | NA |
| Early Literacy and Reading Education | X | NA |
| Educational Leadership (Florida) (Nevada) | X | Educational Leadership Constituent Council (ELCC) |
| Elementary Education | X | NA |
| Mathematics Education | X | NA |
| Reading Education (Reading Specialist) (Nevada) | X | International Reading Association (IRA) |
| Science Education | X | NA |
| 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) (Georgia) (Nevada) (Ohio) (Pennsylvania – District level) | X | Educational Leadership Constituent Council (ELCC) |

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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 online students both near and far. 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 providing enhancement and support to all educators and others in related helping professions globally, to fill emerging roles in education and related fields, and to be prepared to accept changing responsibilities within their own organizations. We are committed to working professionals, offer alternative delivery systems that are adaptable to practitioners' work schedules and locations, and serve as a resource for new and experienced practitioners in innovative ways.

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

2016 – 2017 Academic Calendar

| Fall 2016 Semester (201720) | August 22, 2016 – December 11, 2016 | Registration Opens | Registration Closes |
|-----------------------------|--------------------------------------|--------------------|---------------------|
| Full Session | August 22, 2016 - December 11, 2016 | May 2, 2016 | August 21, 2016 |
| 1st Session | August 22, 2016 - October 16, 2016 | May 2, 2016 | August 21, 2016 |
| 2nd Session | October 17, 2016 - December 11, 2016 | May 2, 2016 | October 16, 2016 |

**Late Registration for Full and 1st Session Begins August 8, 2016; for 2nd session it is October 3, 2016*

| Winter 2017 Semester (201730) | January 9, 2017 – May 7, 2017 | Registration Opens | Registration Closes |
|---|---------------------------------|--------------------|---------------------|
| Full Session | January 9, 2017 - May 7, 2017 | October 10, 2016 | January 8, 2017 |
| 1st Session | January 9, 2017 – March 5, 2017 | October 10, 2016 | January 8, 2017 |
| Spring Break: March 6, 2017 - March 12, 2017 | | | |
| 2nd Session | March 13, 2017 - May 7, 2017 | October 10, 2016 | March 12, 2017 |

**Late Registration for Full and 1st Session Begins: December 26, 2016; for 2nd session it is February 27, 2017*

| Summer 2017 Semester (201750) | May 8, 2017 – August 13, 2017 | Registration Opens | Registration Closes |
|-------------------------------|---------------------------------|--------------------|---------------------|
| Full Session | May 8, 2017 - August 13, 2017 | March 7, 2017 | May 7, 2017 |
| 1st Session | May 8, 2017 - June 25, 2017 | March 7, 2017 | May 7, 2017 |
| 2nd Session | June 26, 2017 - August 13, 2017 | March 7, 2017 | June 25, 2017 |

**Late Registration for Full and 1st Session Begins: April 24, 2017; for 2nd session it is June 12, 2017*

*Late Registration fees apply to continuing students only.

NSU Holiday Calendar August 2016 – August 2017

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

| Holiday | NSU Observed Date |
|----------------------------|---|
| Labor Day | Monday, September 5, 2016 |
| Thanksgiving Day | Thursday, November 24, 2016 |
| Day after Thanksgiving Day | Friday, November 25, 2016 |
| Winter Closure | Saturday, December 24, 2016– Monday, January 2, 2017 |
| Martin Luther King Day | Monday, January 16, 2017 |
| Memorial Day | Monday, May 29, 2017 |
| Independence Day | Tuesday, July 4, 2017 |

Tuition Refund Schedule

Tuition Refund Schedule Fall 2016 August 22, 2016 - December 11, 2016

| | Session 1 [August 22 - October 16] | Session 2 [October 17 - December 11] |
|-----------------------------|---|---|
| Drop/Add | August 22 – 28, 2016 | October 17 – 23, 2016 |
| 50% | Ends September 4, 2016 | Ends October 30, 2016 |
| 25% | Ends September 11, 2016 | Ends November 6, 2016 |
| Last Day to Withdraw | September 25, 2016 | November 20, 2016 |
| | No Refunds after September 11, 2016 | No Refunds after November 6, 2016 |

Full Term/Semester

| | |
|-----------------------------|-------------------------------------|
| Drop/Add | August 22 – 28, 2016 |
| 50% | Ends September 4, 2016 |
| 25% | Ends September 11, 2016 |
| Last Day to Withdraw | November 20, 2016 |
| | No Refunds after September 11, 2016 |

Tuition Refund Schedule Winter 2017 January 9, 2017 - May 7, 2017

| | Session 1 [January 9 – March 5] | Session 2 [March 13 - May 7] |
|-----------------------------|--|---|
| Drop/Add | January 9 – 15, 2017 | March 13 – 19, 2017 |
| 50% | Ends January 22, 2017 | Ends March 26, 2017 |
| 25% | Ends January 29, 2017 | Ends April 2, 2017 |
| Last Day to Withdraw | February 12, 2017 | April 16, 2017 |
| | No Refunds after January 29, 2017 | No Refunds after April 2, 2017 |

Full Term/Semester

| | |
|-----------------------------|-----------------------------------|
| Drop/Add | January 9 – 15, 2017 |
| 50% | Ends January 22, 2017 |
| 25% | Ends January 29, 2017 |
| Last Day to Withdraw | April 16, 2017 |
| | No Refunds after January 29, 2017 |

**Tuition Refund Schedule
Summer 2017
May 8, 2017 – August 13, 2017**

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

**Session 2
[June 27 – August 14]**

| | | |
|-----------------------------|-------------------------------|--------------------------------|
| Drop/Add | May 9 – 15, 2017 | June 27 – July 3, 2017 |
| 50% | Ends May 22, 2017 | Ends July 10, 2017 |
| 25% | Ends May 29, 2017 | Ends July 17, 2017 |
| Last Day to Withdraw | June 5, 2017 | July 24, 2017 |
| | No Refunds after May 29, 2017 | No Refunds after July 17, 2017 |

Full Term/Semester

| | |
|-----------------------------|-------------------------------|
| Drop/Add | May 9 – 15, 2017 |
| 50% | Ends May 22, 2017 |
| 25% | Ends May 29, 2017 |
| Last Day to Withdraw | July 24, 2017 |
| | No Refunds after May 29, 2017 |

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 Science Programs

The following are specific admissions requirements for entry into the 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.**

4. In accordance with the **Ohio Department of Education, prospective students residing in Ohio are required to have a conferred master's degree with an earned minimum of 36 semester hours** for entry into the Doctor of Education (Ed.D.) program.

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 & Program Planning (CAPP) is the University's online degree evaluation system. CAPP Degree Evaluation is designed to help students achieve their academic goals efficiently. The system is used to compare your completed coursework against degree requirements published in the college catalog. CAPP is not meant to replace your [academic advisor/program office](#) or the college catalog, but is a reference tool to help you track your progress towards degree completion. The CAPP Degree Evaluation enables students and advisors to measure academic progress towards degree requirements at anytime through WebSTAR. Please note that **your CAPP Degree Evaluation is not official**. You should consult your academic advisor/program office for detailed program requirements and course options. 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.

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 in the states where NSU has 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.

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.

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.

Diplomas

The diploma indicates the degree the student has earned (e.g., Master of Science, Doctor of Education) and the date of conferral. 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 Federal Express Ground service.

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 six semester hours of graduate credits will be considered if:

- The requirements for the student's specialization or concentration 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](http://education.nova.edu/Resources/uploads/app/28/files/PDF/transfer_of_credit_request.pdf) form has been completed by the student and mailed to the FCE Office of Student Services. The transfer of credit form is available at the FCE website, at http://education.nova.edu/Resources/uploads/app/28/files/PDF/transfer_of_credit_request.pdf.

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
- Supervised Teaching Internship or supported Teaching Externship
- Applied Dissertation Benchmarks
- Practicum

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

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, 2016. 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) | | International Dissertation Services | |
| Master of Science in Education (M.S.) | \$940 | IDS 8092 (per semester) | \$150 |
| Master of Science in Leadership | \$795 | IDS 8093 | \$400 |
| Master of Science in Instructional Technology and Distance Education | \$940 | | |
| Educational Specialist Degree (per credit hour) | | Other Fees | |
| Educational Specialist (Ed.S.) | \$940 | Application Fee (non-refundable) | \$50 |
| | | Degree Application Fee | \$100 |
| | | Internship Fee | \$100 |
| | | Registration Fee | \$30 |
| Doctorate Degrees (per credit hour) | | Student Services Fee (one course – 3 credit hours or less) | \$175 |
| Doctor of Education (Ed.D.) | \$1,240 | Student Services Fee (one course – 4 credit hours or more/ two or more courses) | \$350 |
| Doctor of Philosophy (Ph.D.) | \$1,520 | Transcript Fee | \$10 |
| Applied Dissertation Services | | | |
| ADS 8091 (per semester) | \$2,985 | | |

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 DEGREES,
DEPARTMENTS, AND
PROGRAMS**

Undergraduate Programs in Education

Undergraduate Programs of Study

Associate of Arts (A.A.)

Early Childhood Education (60 credits)

Bachelor of Science (B.S.)

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

Secondary Mathematics Education (Florida) (122 credits)

Minors

Education (State Approved Professional Training Option) (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 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
Reflective 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 six 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

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://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>.

For additional information on field experiences, the Office of Placement Services at 800-986-3223, ext. 27900, or link to <http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>.

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://education.nova.edu/students/current-students/gtep/office-of-placement-services.html> (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://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>.

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://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>

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
- Gifted Education (endorsement)
- Mathematics Education
- 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.)
- 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
- Early Childhood (Prekindergarten/PK-3)
- Reading Education
- Spanish Language Education with Bilingual Endorsement

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 Georgia, 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;
- attain an overall 3.0 GPA;
- complete a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- complete all state testing requirements specified for the program specialization if applicable (contact an academic advisor);
- submit a degree application form with payment of the diploma fee; and
- fulfill all financial obligations to the university.

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

Program Completion Timeline

Master's degree students are allotted four 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 four-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

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

- Athletic Administration
- Computer Science Education
- Curriculum, Instruction, and Technology
- Early Childhood Special Education
- Early Literacy
- Educational Leadership (Florida/Georgia/Nevada/Ohio Approved Program)
- Elementary Education (Nevada Approved Program)
- Elementary Education/ESOL Endorsement/ Reading Endorsement (Florida Approved Program)
- English Education
- Exceptional Student Education (Florida/Nevada Approved Program)
- Instructional Technology and Distance Education
- Mathematics (Florida Approved Program)
- Prekindergarten - Primary Education
- Preschool Education
- Reading Education (Florida/ Nevada /Ohio Approved Programs)
- Science Education
- Social Studies Education
- Teacher Leadership
- Teaching and Learning
- Teaching English to Speakers of Other Languages (TESOL) (Nevada/Ohio Approved Program and Noncertification Program)

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 six 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
- 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 four 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 four-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 with payment of the diploma fee, and
- fulfill all financial obligations to the university.

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

Educational Specialist Degree Specializations

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

- Curriculum, Instruction, Management and Administration
- Early Literacy and Reading
- Educational Leadership
- Elementary Education
- Mathematics
- Reading Education
- Science Education

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)

Transfer of Credit

A maximum of six 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.

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 Institute

During the doctoral program students are required to attend at least one FCE Summer Institute as part of required coursework.

For additional information, please visit the summer institute website at <http://education.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://education.nova.edu/applied-research/index.html> for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) applied dissertation.

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.

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. Students should consult their faculty advisor.

To complete the Doctor of Education program a student must:

- successfully complete DSO 8000: Doctoral Studies Orientation,
- attend the mandatory summer institute,
- 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>

Doctor of Education Degree Concentrations

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
- Higher Education Leadership
- Human Services Administration
- Instructional Leadership
- Instructional Technology and Distance Education
- Organizational Leadership
- Reading
- Special Education

Doctor of Education General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (30 credits) and choose one area of concentration and corresponding number of electives (24 credits). Total credits required for degree completion equals 54 credits. Course requirements for each of the concentration areas are listed by academic department.

Orientation

DSO 8000: Doctoral Studies Orientation (0 credits)

Summer Institute

FSC 8000: Summer Institute (Required) (0 credits)

FSC 8005: Summer Institute – Returning Students (0 credits)

Concentration Area and Electives (24 credits)

Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area. Students must complete the minimum 54-credits to complete the doctoral degree including common, concentration and elective credits.

Note: For all Ed.D. programs except Curriculum and Teaching, Early Childhood Education, ITDE, Reading and Special Education, **EDD 8200: Leadership, Communication, and Technology** will be offered as a concentration course requirement. For the above programs, EDD 8200 is embedded in the curriculum as a general requirement.

Required Research Courses (6 credits)

RES 8100: The Nature of Knowing: Epistemology and Inquiry-Based Learning (3 credits) RES 9300: Methods of Inquiry (3 credits)

Elective Research Courses (6 credits)

(Students will select two of the following courses based on faculty advisor recommendations.)

| | |
|--|---|
| RES 8912: Statistical Methods (3 credits) | RES 8916: Qualitative Research (3 credits) |
| RES 8913: Program Evaluation (3 credits) | RES 8919: Single Subject Research (3 credits) |
| RES 8914: Educational Assessment (3 credits) | RES 8920: Mixed Methods Research (3 credits) |
| RES 8915: Survey Research (3 credits) | |

Electives (6 credits)

Electives allow students to individualize their doctoral studies. Elective courses can be additional courses within the student's chosen concentration, from another concentration or additional research electives.

Dissertation Benchmarks (12 credits)

DISR 8966: Applied Dissertation 1: Prospectus (3 credits)
DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)
DISR 8968: Applied Dissertation 3: Proposal (3 credits)
DISR 8969: Applied Dissertation 4: Applied Dissertation (3 credits)

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 or PhD, degrees. Students must be registered for ADS 8091 to be eligible for continuing services through the Department Program Office.

Total Credits for Completion 54

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 academic advisor to discuss their options prior to beginning the application process.

Transfer of Credit

A maximum of six 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 students should consult their faculty advisor.

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 69 semester credit hours;
- maintain a minimum overall 3.0 GPA;
- successfully complete the applied research practicum;
- successfully complete the dissertation;
- submit a degree application form with payment of the diploma fee, and fulfill all financial obligations to the university

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

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.

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 Practicum, 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 practicum 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 (please refer to the Higher Education Leadership and Organizational Leadership Department section for the Ph.D. Program of Study)

PhD. Program Contact Information

Dr. Dana S. Mills, PhD, Director

dmills@nova.edu

954-262-7818

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

Sharon Santilli, Ed.D. – Academic Department Chair

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.

Educational Leadership and School Administration Programs of Study

Certificate

Certificate of Educational Leadership Modified Core (30 credits)

Master of Science in Education

Educational Leadership State-approved Florida (36 credits)

Educational Leadership State-approved Georgia (36 credits)

Educational Leadership (School Administrator) State-approved Nevada (36 credits)

Educational Leadership (Administrative) State-approved Ohio (36 credits)

Management and Administration of Educational Programs (MAEP) (36 credits)

Educational Specialist

Educational Leadership State-approved Florida (36 credits)

Educational Leadership State-approved Nevada (Administrative) (36 credits)

Doctor of Education

Educational Leadership State-approved Georgia, Nevada, Ohio and Pennsylvania (54 credits)

Instructional Leadership (54 credits)

Certificate Program

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.

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: | Administrative/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.

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

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: | Administrative/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

Certification: State Approved – Georgia (Major Code A534)

About the Specialization

The M.S. in Education with a specialization in Educational Leadership is a state-approved program leading to Tier 1 certification in Georgia. This degree allows educational leadership candidates to be employed only as assistant principals or in district-level positions that will not supervise principals. It provides educators with leadership skills through practical application and 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 Georgia Professional Standards Commission Tier 1 certification requirements.

***All students seeking certification in Georgia should refer to the Georgia Professional Standards Commission, <http://www.gapsc.com/> regarding eligibility requirements and regulatory updates.**

Additional Admission Requirements

1. Possess a Professional Level 4 certificate or higher in a teacher, service, or leadership field.
2. Candidates enrolled to any GaPSC-approved Educational Leadership program on or after July 1, 2016, must have completed, but do not have to pass, the Georgia Ethics for Educational Leadership Assessment – Program Entry prior to enrollment.
3. Submit school/district endorsement and agreement for residency at the Building or District Level (via the Superintendent's Assurance Form and the Residency Agreement).
4. Letter of Recommendation (from a direct supervisor)

Program of Study

| | | | |
|---|--|----------|--|
| EDU 5000: | Orientation to the Graduate Teacher Education Program (0 credit) | EDL 525: | Human Resources: Process and Staff Development (3 credits) |
| CUR 526: | Educational Research for Practitioners (3 credits) | EDL 510: | School Leadership (3 credits) |
| EDL 506: | Standards-Based Curriculum and Assessment (3 credits) | EDL 500: | Problem Solving and Visionary Leadership (3 credits) |
| EDL 550: | Electronic Tools for Educational Leaders (3 credits) | EDL 530: | Management of Schools (3 credits) |
| EDL 520: | School Law for Administrators (3 credits) | EDL 505: | Educational Budgeting and Finance (3 credits) |
| EDL 545: | School Improvement Process (3 credits) | EL 699: | Administrative/Educational Leadership Internship (6 credits) |
| Total Credits Required for Degree Completion: 36 | | | |

Additional Graduation/Certification Requirements

All candidates completing any GaPSC-approved Educational Leadership program on or after July 1, 2016, must attempt the Georgia Ethics for Educational Leadership – Program Exit for program completion and must pass the assessment to earn certification in the field of Educational Leadership.

Important note: Candidates must comply with any rule changes and/or additions instituted by the Georgia Professional Standards Commission (GaPSC) affecting Educational Leadership certification. All students should refer to the GaPSC, <http://www.gapsc.com/> for updates and eligibility requirements.

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: School Improvement Process (3 credits) |
| EDL 500: Problem Solving and Visionary Leadership (3 credits) | EL 699: Administrative/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: | School Improvement Process (3 credits) |
| EDL 500: | Problem Solving and Visionary Leadership (3 credits) | EL 699: | Administrative/Educational Leadership Internship (6 credits) |

Total Credits Required for Degree Completion 36**Additional Graduation Requirements**

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

**Specialization: Management and Administration of Educational Programs (MAEP)
Noncertification Track** (Major Code F504)
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) | Electives | Total of 12 credits of electives |
| CUR 526: | Educational Research for Practitioners (3 credits) | EL600: | Seminar in the Knowledge Base of Educational Leadership (3 credits) |
| EDL 510: | School Leadership (3 credits) | Or | |
| EDL 500: | Problem Solving and Visionary Leadership (3 credits) | EL 601: | Knowledge Based of Educational Leadership – Comprehensive Examination (3 credits) |
| | Management of Schools (3 credits) | EL 698: | Administrative Internship (3 credits) |
| EDL 530: | (3 credits) | Or | |
| EDL 505: | Educational Budgeting and Finance (3 credits) | EL 699: | Administrative/Educational Leadership Internship (6 credits) |
| EDL 525: | Human Resources: Process and Staff Development (3 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: | 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: | 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) |
| EDL 745: | Administration of School Improvement Process (3 credits) | EL 699: | Administrative/Educational Leadership Internship (6 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 Georgia, 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.

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

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|------------|---|------------|---|
| EDD 8200: | Leadership, Communication, and Technology (3 credits) | EDLR 8415: | Strategic Planning for Educational Leadership (3 credits) |
| EDLR 8460: | The Principal and School Leadership (3 credits) | EDLR 8420: | Policy, Power, and Politics in Educational Leadership (3 credits) |
| Or | | EDLR 8425: | School-Based Inquiry and Transformation (3 credits) |
| EDLR 8461: | The Superintendent and District Leadership (3 credits) | ELDR 8430: | Legal and Ethical Issues in Educational Leadership (3 credits) |
| EDLR 8410: | Leading an Educational Organization: Theory, Practice, and Reflection (3 credits) | EDLR 8435: | Current Topics in Educational Leadership (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 Georgia, Nevada, Ohio, and Pennsylvania, please read further in this catalog.

Program of Study for the State of Georgia

Additional Admission Requirements

- Complete requirements for a Master's degree or higher from a regionally accredited institution (master's must be in school leadership or administration) or successfully complete educational leadership prerequisite or pre-service requirement.*
- Tier I entry level certification or a valid, GaPSC-issued Standard Professional L or PL certificate in Educational Leadership.
- Serve in a leadership position at either the P-12 school or Local Unit of Administration (LUA) level (or agency or organization equivalent to LUA level) that will enable the candidate to fully meet the program residency requirements.
- Submit school/district endorsement and agreement for residency at the Building or District level (via the Superintendent's Assurance Form and the Residency Agreement).
- One letter of recommendation from a direct supervisor who can attest to the applicant's ability to succeed in a doctoral program.
- Minimum of three years of verifiable school/district experience prior to admission to the program.

* Pre-service courses: Candidates who do not have a graduate degree in educational leadership, school leadership or administration, can only be provisionally admitted. In order to attain full admission status, candidates must successfully complete the following two pre-service courses: EDL 702-Standards-Based Curriculum (3 credits) and Assessments and EDL 720-School Law for Administrators (3 credits).

Note: It is anticipated that transition to the new GaPSC Tier II advanced level certification requirements will occur during the 2016-17 academic year. Updates will be furnished via an addendum to this catalog and posted on the FCE website.

NOTE: Candidates enrolled to any GaPSC-approved Educational Leadership program on or after July 1, 2016, must have completed, but do not have to pass, the Georgia Ethics for Educational Leadership Assessment – Program Entry prior to enrollment. A candidate who completes the Program Entry assessment for Tier I, does not have to complete the Program Entry Assessment for Tier II.

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|------------|---|------------|---|
| EDD 8200: | Leadership, Communication, and Technology (3 credits) | EDLR 8415: | Strategic Planning for Educational Leadership (3 credits) |
| EDLR 8460: | The Principal and School Leadership (3 credits) | EDLR 8420: | Policy, Power, and Politics in Educational Leadership (3 credits) |
| Or | | EDLR 8425: | School-Based Inquiry and Transformation (3 credits) |
| EDLR 8461: | The Superintendent and District Leadership (3 credits) | EDLR 8430: | Legal and Ethical Issues in Educational Leadership (3 credits) |
| EDLR 8410: | Leading an Educational Organization: Theory, Practice, and Reflection (3 credits) | EDLR 8435: | Current Topics in Educational Leadership (3 credits) |

Additional Graduation Requirements

All candidates completing any GaPSC-approved Educational Leadership program on or after July 1, 2016, must attempt the Georgia Ethics for Educational Leadership – Program Exit for program completion and must pass the assessment to earn certification in the field of Educational Leadership. A candidate who completes the Program Exit for Tier I certification, does not have to complete the Program Exit Assessment for Tier II.

Important note: Candidates must comply with any rule changes and/or additions instituted by the Georgia Professional Standards Commission (GaPSC) affecting Educational Leadership certification. All students should refer to the GaPSC, <http://www.gapsc.com/> for updates and eligibility requirements.

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

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.

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|------------|---|------------|---|
| EDD 8200: | Leadership, Communication, and Technology (3 credits) | EDLR 8415: | Strategic Planning for Educational Leadership (3 credits) |
| EDLR 8460: | The Principal and School Leadership (3 credits) | EDLR 8420: | Policy, Power, and Politics in Educational Leadership (3 credits) |
| Or | | EDLR 8425: | School-Based Inquiry and Transformation (3 credits) |
| EDLR 8461: | The Superintendent and District Leadership (3 credits) | ELDR 8430: | Legal and Ethical Issues in Educational Leadership (3 credits) |
| EDLR 8410: | Leading an Educational Organization: Theory, Practice, and Reflection (3 credits) | EDLR 8435: | Current Topics in Educational Leadership (3 credits) |

Candidates seeking initial licensure or certification at the building level or district level must complete either EDLR 8490 or EDLR 8405, and the Internship

| | | | |
|------------|--|------------|--|
| EDLR 8490: | Reflection and Vision for School Leaders (3 credits) | EDLR 8405: | Reflection and Vision for District Leaders (3 credits) |
| AND | | AND | |
| EDLR 8498: | Internship (Building Level) (3 credits) | EDLR 8499: | Internship (District Level) (3 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

Additional Admission Requirements

In accordance with the Ohio Department of Education Guidelines, prospective students residing in Ohio are required to have a conferred master's degree with an earned minimum of 36 semester hours for entry into the Doctor of Education (Ed.D.) program.

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|------------|---|---|--|
| EDD 8200: | Leadership, Communication, and Technology (3 credits) | EDLR 8425: | School-Based Inquiry and Transformation (3 credits) |
| EDLR 8460: | The Principal and School Leadership (3 credits) | ELDR 8430: | Legal and Ethical Issues in Educational Leadership (3 credits) |
| EDLR 8410: | Leading an Educational Organization: Theory, Practice, and Reflection (3 credits) | EDLR 8435: | Current Topics in Educational Leadership (3 credits) |
| EDLR 8415: | Strategic Planning for Educational Leadership (3 credits) | Required Courses for Candidates Seeking School-Level Licensure Grades K-6, 4-9, and 5-12 (9 credits) | |
| EDLR 8420: | Policy, Power, and Politics in Educational Leadership (3 credits) | EDLR 8490: | Reflection and Vision for School Leaders (3 credits) |
| | | EDLR 8498: | Internship (Building Level) (3 credits) |

This degree program complies with NCATE and ELCC standards for Educational Administration in Building Level licensure (Principal Grades Pk-6, 4-9, and 5-12) and Superintendent Code licensure.

Additional Graduation Requirements for Ohio

1. 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)
2. Students in the approved program in Ohio must have 3 years of teaching experience

Program of Study for the State of Pennsylvania (District)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|------------|---|------------|---|
| EDD 8200: | Leadership, Communication, and Technology (3 credits) | EDLR 8420: | Policy, Power, and Politics in Educational Leadership (3 credits) |
| EDLR 8461: | The Superintendent and District Leadership (3 credits) | EDLR 8425: | School-Based Inquiry and Transformation (3 credits) |
| EDLR 8410: | Leading an Educational Organization: Theory, Practice, and Reflection (3 credits) | EDLR 8430: | Legal and Ethical Issues in Educational Leadership (3 credits) |
| EDLR 8415: | Strategic Planning for Educational Leadership (3 credits) | EDLR 8435: | Current Topics in Educational Leadership (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) |

Pennsylvania Candidates seeking initial licensure or certification at the district level must complete

EDLR 8405 and the internship

| | | | |
|------------|--|------------|---|
| EDLR 8405: | Reflection and Vision for District Leaders (3 credits) | EDLR 8499: | Internship (District level) (3 credits) |
|------------|--|------------|---|

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

Additional Graduation Requirements for Pennsylvania

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.

Total Credits for Degree Completion 54

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

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|------------|---|------------|---|
| EDD 8200: | Leadership, Communication, and Technology (3 credits) | ILLR 8111: | Communities of Practice (3 credits) |
| ILLR 8100: | Curriculum and Program Development (3 credits) | ILLR 8112: | Assessment Centered Curriculum Design (3 credits) |
| ILLR 8110: | Assessment Literacy (3 credits) | ILLR 8113: | Instructional Leadership (3 credits) |
| | | ILLR 8114: | Professional Development (3 credits) |
| | | ILLR 8105: | Leading for Change (3 credits) |

Total Credits for Degree Completion 54

Higher Education Leadership and Organizational Leadership 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 Leadership and Organizational Leadership Department

J. Troy Robinson, Ed.D. – Academic Department Chair

The Department of Higher Education Leadership and Organizational Leadership 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.

Higher Education Leadership and Organizational Leadership Programs of Study

Master of Science in Education

Athletic Administration (36 credits)

Master of Science in Leadership (31 credits)

Doctor of Education

Higher Education Leadership (54 credits)

Human Services Administration (54 credits)

Organizational Leadership (54 credits)

Doctor of Philosophy

Educational Research and Evaluation (69 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) |
| Athletic Administration Specialization (24 credits) | | ATH 675: | Field Experience in Athletic Administration II (3 credits) |
| ATH 500: | Leadership in Athletic Administration (3 credits) | ATH 671: | Applied Research in Athletic Administration I (3 credits) |
| ATH 510: | Socio-Cultural and Ethical Foundations of Sport (3 credits) | ATH 676: | Applied Research in Athletic Administration II (3 credits) |
| ATH 520: | Essentials of Sports Law (3 credits) | Total Credits Required for Degree Completion 36 | |

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 686: | Strategic Leadership in Education and Human Services (3 credits) |
| MSL 680: | Leadership Theory and Practice (3 credits) | MSL 687: | Current Organizational Issues and Trends in Educational and Human Services Organizations (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 684: | Organizational Systems (3 credits) | | |
| MSL 685: | Leading Learning Communities (3 credits) | | |

Total Credits Required for Degree Completion 31

Doctor of Education (Ed.D.) Degree Programs

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. Examine the institution's internal and external forces to proactively plan change.
2. Employ the skills and strategies needed to lead higher education institutions in the 21st century.
3. Develop an understanding of and vision for the academic mission of higher educational institutions that affirms and values diversity.
4. Respond to the needs of the institution's stakeholders while addressing real-world problems.
5. Manage the human, financial, and technological resources and data to make informed, ethical and legal decisions.
6. Analyze the factors that influence the delivery of higher education in a global marketplace.

Program of Study

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | |
|---|---|
| EDD 8200: Leadership Communication, and Technology (3 credits) | HEL 8330: Governance, Ethics, and the Law of Higher Education (3 credits) |
| HEL 8300: The Faces of 21st Century Higher Education Institutions (3 credits) | HEL 8340: Leading the Academic Mission of Today's Colleges & Universities (3 credits) |
| HEL 8310: Student Affairs in Higher Education (3 credits) | HEL 8350: Politics and External Relations of Higher Education (3 credits) |
| HEL 8320: Planning, Budgeting, and Financing of Institutional Resources (3 credits) | HEL 8360: Comparative Higher Education (3 credits) |

Total Credits for Degree Completion 54

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

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

| | | | |
|-----------|--|-----------|---|
| EDD 8200: | Leadership Communication, and Technology (3 credits) | HSA 8603: | Human Resource Development (3 credits) |
| HSA 8600: | System of Care in Human Services (3 credits) | HSA 8604: | Human Services and the Law (3 credits) |
| HSA 8601: | Administration, Management, and Policy Development of Human Services Agencies and Programs (3 credits) | HSA 8605: | Human Services Organizational Theory and Behavior (3 credits) |
| HSA 8602: | Developing Human Services in the Context of the Family and the Community (3 credits) | HSA 8606: | Special Topics in Human Services (3 credits) |

Total Credits for Degree Completion 54

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

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

Concentration Area Courses (24 credits)

EDD 8200: Leadership Communication, and
Technology (3 credits)

ORGL 8730: Virtual and Global Leadership
(3 credits)

ORGL 8740: Organizational Behavior and Human
Development (3 credits)

ORGL 8750 Strategic Planning (3 credits)

ORGL 8760: Change Management (3 credits)

ORGL 8770: Critical Thinking for Decision Making
(3 credits)

ORGL 8780: Emerging Theories of Organizational
Leadership (3 credits)

ORGL 8790: Diversity Dynamics (3 credits)

Total Credits for Degree Completion 54

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 69 (credits).

Program of Study

Educational Research and Evaluation (42 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 8950: Policy Analysis in Education (3 credits)
EDRE 9320: Hierarchical Linear Modeling (3 credits)
EDRE 9500: Large-Scale Assessment: Procedures and Practice (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 69

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

Michael Simonson, Ph.D. – Academic Department Chair

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.

Instructional Design and Technology Programs of Study

Certificate

Distance Educator Certificate (12 credits)

Master of Science in Education

Curriculum, Instruction and Technology (36 credits)

Master of Science in Instructional Technology and Distance Education

Instructional Technology and Distance Education (33 credits)

Educational Specialist

Curriculum, Instruction, Management, and Administration (30 credits)

Doctor of Education

Curriculum and Teaching (54 credits)

Instructional Technology and Distance Education (54 credits)

Certificate Program

Distance Educator Certificate

(Major Code F948)

The Distance Educator Certificate program provides 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.

Eligibility for financial aid 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 (12 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.

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

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) | CIT 622: | Technology and the School Curriculum (3 credits) |
| CIT 522: | Internet for Educators (3 credits) | CIT 630: | 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) |
| CIT 520: | Introduction to Media and Instruction (3 credits) | CIT 6100: | Classroom and Clinical Applications of Assistive Technology (3 credits) |
| CIT 524: | 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) | | |
| CIT 501: | Curriculum and Instruction (3 credits) | | |
| CIT 503: | Assessment of Learning (3 credits) | | |
| | | | Total Credits Required for Degree Completion 36 |

Master of Science in Instructional Technology and Distance Education (M.S. in I.T.D.E.) Degree Program

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|--|
| Master of Science in Instructional Technology and Distance Education (Major Code F503) |
|--|

The mission of the M.S. Program in Instructional Design and Technology (IDT) 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

IDT 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 (IDT 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) | IDT 8001: | Instructional Design (3 credits) |
| IDT 7123: | Digital Media for Instructional Technology and Distance Education (3 credits) | IDT 8012: | Managing and Evaluating ITDE (3 credits) |
| CUR 526: | Educational Research for Practitioners (3 credits) | IDT 8123: | Advanced Applications in ITDE (3 credits) |
| IDT 7007: | Principles of Distance Education (3 credits) | IDT 6000: | Portfolio in ITDE (3 credits) |
| IDT 8008: | Principles of Instructional Technology (3 credits) | **Elective | Any EDD course (3 credits) |
| IDT 7005: | Instructional Media (3 credits) | IDT 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 IDT course. |

Educational Specialist (Ed.S.) Degree Program

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|---|
| 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) | CIMA 715: | Educational Diversity and Community (3 credits) |
| CIMA 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) |
| CIMA 705: | Today's Educational Leader (3 credits) | CIMA 710: | Grant Writing (3 credits) |
| CIMA 706: | Managing Change in the Educational Environment (3 credits) | CIMA 702: | Curriculum and Instruction: Trends and Issues (3 credits) |
| | | CIMA 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. Emphasis is placed on developing the individual's expertise in 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.
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.).
6. Demonstrate critical, creative, and reflective thinking in professional environments, emphasizing the generation, transformation, and use of professional knowledge in practice.

Program of Study

Research Electives (6 credits)

Dissertation (12 credits)

Required Research Electives and Courses (9 credits)

| | | | |
|-----------|--|-----------|--|
| RES 8100: | The Nature of Knowing: Epistemology and Inquiry-Based Learning (3 credits) | CUR 9610: | Teaching: Theory and Research (3 credits) |
| RES 9300: | Methods of Inquiry (3 credits) | CUR 8210: | Curriculum Development and Design (3 credits) |
| EDD 8200: | Leadership Communication, and Technology (3 credits) | CUR 8310: | Curriculum Assessment and Evaluation (3 credits) |
| | | CUR 8510: | Social and Political Context of Curriculum (3 credits) |

Concentration Area Courses (24 credits)

| | |
|-----------|---|
| IDT 7914: | Curriculum, Teaching, and Technology (3 credits) |
| IDT 8124: | Theories of Learning (3 credits) |
| CUR 8110: | Principles of Curriculum and Teaching (3 credits) |
| CUR 9510: | Curriculum: Theory and Research (3 credits) |

Additional Course or Elective (3 credits)

| | |
|-----------|-----------------------------|
| IDT 7000: | Research in IDT (3 credits) |
|-----------|-----------------------------|

Total Credits for Degree Completion 54

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.

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

Research Electives (12 credits)

Dissertation (12 credits)

Required Course and Elective (6 credits)

EDD 8200: Leadership Communication, and Technology (3 credits)

IDT 7000: Research in IDT (3 credits)

Concentration Area Courses (24 credits)

Required Concentration Courses (15 credits)

IDT 7005: Instructional Media (3 credits)

IDT 7007: Principles of Distance Education (3 credits)

IDT 8001: Instructional Design (3 credits)

IDT 8006: System Analysis and Design (3 credits)

IDT 8008: Principles of Instructional Technology (3 credits)

Elective Concentration Courses (9 credits)

IDT 7123: Digital Media for ITDE (3 credits)

IDT 8012: Management and Evaluation of ITDE (3 credits)

IDT 8119: Contemporary Issues in ITDE (3 credits)

IDT 8120: Perspectives in ITDE (3 credits)

IDT 8121: Advanced Instructional Design (3 credits)

IDT 8122: Professional Practice in ITDE (3 credits)

IDT 8123: Advanced Applications in ITDE (3 credits)

IDT 8124: Theories of Learning (3 credits)

Total Credits for Degree Completion 54

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

Lina Chiappone, Ph.D. – Academic Department Chair

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.

Language and Literacy Programs of Study

Bachelor of Science (B.S.)

Secondary English Education/ESOL – Florida (120 credits)

Certificate

Reading Endorsement Certificate State-approved Ohio (15 credits)

Master of Science in Education

English Education (36 credits)

Middle Grades English Education/ESOL State-approved Ohio

Reading Education (36 credits)

Reading Education State-approved Florida (36 credits)

Reading Education State-approved Nevada Add-on Endorsement (36 credits)

Reading Education State-approved Ohio Add-on Endorsement (36 credits)

Spanish Language Education (36 credits)

Spanish Language Education with Bilingual Endorsement State-approved Nevada (36 credits)

Teaching English to Speakers of Other Languages (TESOL) (36 credits)

Teaching English to Speakers of Other Languages (TESOL) State-approved Nevada (36 credits)

Teaching English to Speakers of Other Languages (TESOL) State-approved Ohio Add-on Endorsement (36 credits)

Endorsements

Reading Endorsement State-approved Florida (15 credits)

Teaching English to Speakers of Other Languages State-approved Florida (15 credits)

Educational Specialist

Reading Education (36 credits)

Reading Education State-approved Nevada (Reading Specialist Endorsement) (36 credits)

Doctor of Education

Reading (54 credits)

Certificate Program

Reading Endorsement Certificate State Approved – Ohio

(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:

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

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) |
| *ENG 521: | Methods for Teaching Middle School and Secondary English (3 credits) | ENG 699: | Applied Professional Experience (3 credits) |
| ENG 600: | Recent Directions in Oral Communications (3 credits) | ENG 650: | Many Voices of Twentieth Century American Literature (3 credits) |
| ENG 605: | Recent Directions in Language Learning (3 credits) | ENG 665: | Many Voices in Twentieth Century World Literature (3 credits) |
| ENG 615: | Recent Directions in Expository Writing (3 credits) | ENG 675: | Many Voices in Twentieth Century British Literature (3 credits) |
| ENG 625: | Recent Directions in Creative Writing (3 credits) | | Total Credits Required for Degree Completion 36 |

*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

Certification: State Approved — Ohio

About the Specialization

The M.S. in Education with a specialization in English Education is a state-approved program in Ohio leading to AYA Licensure in Integrated Language Arts (7-12). This specialization focuses on preparing educators in the areas of writing and literature, and provides them 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

Valid Temporary or Professional Teaching License

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) |
| ENG 521: | Methods for Teaching Middle School and Secondary English (3 credits) | ENG 699: | Applied Professional Experience (3 credits) |
| ENG 600: | Recent Directions in Oral Communications (3 credits) | ENG 650: | Many Voices of Twentieth Century American Literature (3 credits) |
| ENG 605: | Recent Directions in Language Learning (3 credits) | ENG 665: | Many Voices in Twentieth Century World Literature (3 credits) |
| ENG 615: | Recent Directions in Expository Writing (3 credits) | ENG 675: | Many Voices in Twentieth Century British Literature (3 credits) |
| ENG 625: | Recent Directions in Creative Writing (3 credits) | RED 550 | Foundations of Reading for Content Area Teachers (3 credits) |
| | | | Total Credits Required for Degree Completion 39 |

Testing Requirements for Certification

Adolescence to Young Adult (7-12): Add-on Licensure in Integrated Language Arts

Students with a Temporary Teaching Certificate must provide the following:

- Ohio Assessment for Educators (OAE) Content Assessment—Passing score of 220 on the English Language Arts test (#020)

- Evidence of student teaching experience or a minimum of one year (1) year's teaching experience in a (K-12) classroom

Students with a Professional Teaching Certificate must provide the following:

Ohio Assessment for Educators (OAE) Content Assessment-Passing score of 220 on the English Language Arts test (#020)

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) |
| RED 570: | Foundations of Reading: Theory and Practice (3 credits) | RED 587: | Supervised Reading Practicum II: Group Remediation (3 credits) |
| RED 554: | Assessment in Reading (3 credits) | RED 585: | Reading in the Content Area (3 credits) |
| RED 555: | Supervised Reading Practicum I: Individual Remediation (3 credits) | RED 5271: | Reading Supervision and Curriculum Development (3 credits) |
| RED 575: | Contemporary Foundations of Reading: Research Perspective (3 credits) | RED 590: | Administration and Interpretation of Instructional Assessments (3 credits) |
| RED 560: | Literature for Children and Adolescents (3 credits) | Total Credits Required for Degree Completion 36 | |

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) |
| RED 570: | Foundations of Reading: Theory and Practice (3 credits) | RED 587: | Supervised Reading Practicum II: Group Remediation (3 credits) |
| RED 554: | Assessment in Reading (3 credits) | RED 585: | Reading in the Content Area (3 credits) |
| RED 555: | Supervised Reading Practicum I: Individual Remediation (3 credits) | RED 5271: | Reading Supervision and Curriculum Development (3 credits) |
| RED 575: | Contemporary Foundations of Reading: Research Perspective (3 credits) | RED 590: | Administration and Interpretation of Instructional Assessments (3 credits) |
| RED 560: | Literature for Children and Adolescents (3 credits) | Total Credits Required for Degree Completion 36 | |

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) |
| RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits) | RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits) |
| RED 560: Literature for Children and Adolescents (3 credits) | RED 585: Reading in the Content Area (3 credits) |
| RED 565: Language Arts in the Secondary School (3 credits) | RED 5271: Reading Supervision and Curriculum Development (3 credits) |
| RED 580: Educational Measurements(3 credits) | RED 590: Administration and Interpretation of Instructional Assessments (3 credits) |
| RED 587: Supervised Reading Practicum II:Group Remediation (3 credits) | Total Credits Required for Degree Completion 36 |

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) |
| RED 570: Foundations of Reading: Theory and Practice (3 credits) | RED 575: Contemporary Foundations of Reading: Research Perspective (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) | | |
| RED 5271: | Reading Supervision and Curriculum Development (3 credits) | | Total Credits Required for Degree Completion 36 |

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: Spanish Language Education

Noncertification Track (Major Code F520)

About the Specialization

The M.S. in Education with a specialization in Spanish Language Education 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) |
| LANG 530: | Advanced Spanish Grammar (3 credits) | LANG 576: | Readings in Content Area Spanish (3 credits) |
| LANG 531: | Advanced Spanish Composition (3 credits) | LANG 581: | Foreign Language Methods (3 credits) |
| LANG 545: | Peoples and Cultures of Spain (3 credits) | LANG 699: | Applied Professional Experience in Spanish Language Education (3 credits) |
| LANG 550: | Spanish Linguistics for Teachers (3 credits) | | Choose one of the following three-credit courses |
| LANG 551: | Teaching Spanish to Heritage Speakers (3 credits) | LANG 560: | Representative Spanish Authors I (3 credits) |
| | | LANG 575: | Spanish Children's Literature (3 credits) |

Total Credits Required for Degree Completion 36

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 semester, 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) | CUR 526: | Educational Research for Practitioners (3 credits) |
|-----------|--|----------|--|

| | | | |
|-----------|--|-----------|--|
| LANG 575: | Spanish Children's Literature (3 credits) | TSOL 500: | Foundations of Bilingual Education (3 credits) |
| LANG 530: | Advanced Spanish Grammar (3 credits) | TSOL 520: | Second Language Learning: Theory, Methods, and Evaluation (3 credits) |
| LANG 531: | Advanced Spanish Composition (3 credits) | TSOL 525: | Teaching Reading and Literacy Development in Spanish (3 credits) |
| LANG 545: | Peoples and Cultures of Spain (3 credits) | TSOL 580: | Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits) |
| LANG 550: | Spanish Linguistics for Teachers (3 credits) | TSOL 699: | Applied Professional Experience (3 credits) |
| LANG 561: | Representative Spanish Authors II (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 M.S. 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) |
| TSOL 500: | Foundations of Bilingual Education (3 credits) | TSOL 569: | Methodology of TESOL (3 credits) |
| TSOL 515: | Curriculum Development for TESOL (3 credits) | TSOL 525: | Teaching Reading and Literacy Development in Spanish (3 credits) |
| TSOL 547: | Testing and Evaluation in TESOL (3 credits) | TSOL 699: | Applied Professional Experience (3 credits) |
| TEFL 535: | Teaching English to Adolescents and Adults (3 credits) | TSOL 575: | Critical Issues in TESOL (3 credits) |
| | | TSOL 580: | Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits) |
| Total Credits Required for Degree Completion 36 | | | |

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

1. **Valid Teaching License:** Initial/Temporary or Professional
2. **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) |
| 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 575: | Critical Issues in TESOL (3 credits) |
| TSOL 547: | Testing and Evaluation in TESOL (3 credits) | TSOL 580: | Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits) |
| TSOL 562: | Cultural and Cross-Cultural Studies (3 credits) | TEFL 535: | Teaching English to Adolescents and Adults (3 credits) |
| | | TSOL 699: | Applied Professional Experience in TESOL (3 credits) |
| Total Credits Required for Degree Completion 36 | | | |

Additional Graduation Requirements

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

Graduate 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) |
| | Foundations of Reading: Theory and Practice (3 credits) | RED 555: | Supervised Reading Practicum I: Individual Remediation (3 credits) |
| RED 570: | Contemporary Foundations of Reading (3 credits) | RED 587: | Supervised Reading Practicum II: Group Remediation* (3 credits) |
| RED 575: | 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) |
| | Methodology of TESOL (3 credits) | TSOL 567: | Applied Linguistics (3 credits) |
| TSOL 569: | Curriculum Development for TESOL (3 credits) | TSOL 547: | Testing and Evaluation in TESOL (3 credits) |
| TSOL 515: | | | |

Total Credits Required for Endorsement Area 15

Educational Specialist (Ed.S.) Degree Programs

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) |
| EDU 708: | Research Design in Education (3 credits) |
| EDU 702: | Curriculum Trends and Innovation (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) |
| *RED 730: | Critical Issues in Reading (3 credits) |
| *RED 731: | Interpreting Research in Reading Education (3 credits) |
| *RED 732: | Reading Disorders: Diagnosis and Remediation (3 credits) |
| RED 733: | Academic Literacy Issues in Middle and Secondary Grades (3 credits) |
| RED 787: | Educational Field-Based Project in Reading (3 credits) |

Ed.S. students with no reading background take the following two reading courses:

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

Choose two of the following courses:

| | |
|-----------|---|
| LTRC 711: | Assessment in the Early Literacy and Reading Classroom (3 credits) |
| LTRC 716: | Curriculum Approach and Prescriptive Instruction in Early Literacy Programs (3 credits) |
| LTRC 722: | Research in Oral and Written Language Development (3 credits) |
| LTRC 735: | Advanced Seminar in Children's Literature (3 credits) |

Total Credits Required for Degree Completion 36

***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) |
| EDU 708: | Research Design in Education (3 credits) |
| EDU 702: | Curriculum Trends and Innovation (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) |
| *RED 730: | Critical Issues in Reading (3 credits) |
| *RED 731: | Interpreting Research in Reading Education (3 credits) |

| | |
|-----------|---|
| *RED 732: | Reading Disorders: Diagnosis and Remediation (3 credits) |
| RED 733: | Academic Literacy Issues in Middle and Secondary Grades (3 credits) |
| RED 787: | Educational Field-Based Project in Reading (3 credits) |
| LTRC 711: | Assessment in the Literacy and Reading Classroom (3 credits) |
| LTRC 722: | Research in Oral and Written Language Development (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

Doctor of Education (Ed.D.) Degree Programs

Concentration Area: Reading

(Major Code F513)

The Doctor of Education with a concentration in Reading is designed to prepare students for leadership and lifelong learning in the field of literacy education. This program combines theory and practice with the goal of equipping its graduates with an in-depth knowledge and practice of the foundations of reading development, current trends and issues in literacy education and assessment, curriculum design and instructional practices related to literacy, and the characteristics of diverse readers in a multimodal world. Graduates of the Ed.D. with a concentration in Reading will be prepared to be literacy leaders, researchers, and advocates for all students.

Concentration Learning Outcomes

Graduates of the program will engage in research-based projects, academic writing, and professional interactions with the goal of transitioning from practitioner to scholar, applying the latest research in the field of literacy education.

Learning outcomes in the Reading concentration were developed along these domains:

1. Foundational knowledge in reading
2. Current trends and research in literacy
3. Curriculum design and instructional practice
4. Characteristics of readers
5. Global views of literacy
6. Leadership and advocacy in literacy

Program of Study

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

EDD 8200: Leadership, Communication and Technology (3 credits)

EDD 8200 counts as three (3) credits towards Elective Courses

Students without a strong background in Reading MUST take RED 730 and RED 731

RED 730: Critical Issues in Reading (3 Credits)

RED 731: Interpreting Research in Reading Education (3 credits)

Concentration Area Courses (24 credits)

Required Concentration Courses

RED 9001: Issues and Trends in Literacy Education (3 credits)

RED 9002: Theories of Reading (3 credits)

RED 9003: Digital Literacy (3 credits)

Select additional RED courses for a total of 24 credits in concentration area courses:

RED 9004: Teaching Reading in Diverse Classrooms (3 credits)

RED 9005: Literacy Across The Curriculum (3 credits)

RED 9006: Reading Assessment and Intervention: PK-3 (3 credits)

RED 9007: Reading Assessment and Intervention for Adolescents and Adults (3 credits)

RED 9008: Research in Second-Language Reading (3 credits)

RED 9009: Literature for Children and Young Adults: Critical Analysis (3 credits)

ILLR 8100: Curriculum and Program Development (3 credits)

***Note: RED 730 and RED 731 to be taken (as part of concentration area courses) ONLY by students who do not have a strong background in Reading.**

Total Credits for Degree Completion 54

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

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

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.

Teaching and Learning Programs of Study

Associate of Arts (A.A.) Degree Program

Early Childhood Education (60 credits)

Bachelor of Science (B.S.)

Early 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 Mathematics Education – Florida (122 credits)

Undergraduate Certificate Programs

Child Development Associate (CDA)

Florida Department of Children and Families Director Credential

Bilingual Early Childhood Education

Undergraduate Add-On Endorsement

Driver Education (9 credits)

Undergraduate Minors

Education (18 credits)

Physical Education (19 credits)

Master of Science in Education

Computer Science Education (36 credits)

Early Childhood Special Education (36 credits)

Early Literacy Florida Students (36 credits)

Elementary Education Florida (40 credits)

Elementary Education with ESOL Endorsement Initial Certification Plan-Florida

Elementary Education with ESOL Endorsement and Reading Endorsement State-approved Florida (43 credits)

Elementary Education Nevada (39 credits)

Elementary Education State-approved Nevada Add-on Endorsement (39 credits)

Exceptional Student Education Noncertification, Certification, and Customized Options (36 credits)

Mathematics Education (36 credits)

Middle Grades and Secondary Mathematics Education (36 credits)

Prekindergarten-Primary Education (36 credits)

Preschool Education (36 credits)

Science Education (36 credits)

Social Studies Education (36 credits)

Teacher Leadership (30 credits)

Teaching and Learning (36 credits)

Endorsements

Autism Endorsement State-approved Florida (12 credits)

Autism Endorsement State-approved Nevada (15 credits)

Gifted Education Endorsement State-approved Florida (15 credits)

Prekindergarten Disabilities Endorsement State-approved Florida (12 credits)

Educational Specialist

Early Literacy and Reading Education (36 credits)

Elementary Education (36 credits)

Mathematics Education (36 credits)

Science Education (36 credits)

Doctor of Education

Early Childhood Education (54 credits)

Elementary and Middle Grades Science, Technology, Engineering and Math (STEM) Education (54 credits)

Special Education (54 credits)

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

Specialization: Computer Science Education Noncertification Track (Major Code F541)

About the Specialization

The M.S. in Education with a specialization in Computer Science Education focuses on training educators in the area of computer instruction with an emphasis on programming. This specialization provides educators with the skills to create curriculum and instruct students in the areas of technology applications, programming, networking, and data structures. 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) | CSE 515: | Methods of Teaching Computer Science K-12 (3 credits) |
| CSE 505: | Computing Applications for Teachers (3 credits) | CSE 517: | Web Applications for Computer Science Education (3 credits) |
| CSE 501: | Computing Resources for Teachers (3 credits) | CSE 530: | Introduction to Programming in C++ for Computer Science Educators (3 credits) |
| CUR 526: | Educational Research for Practitioners (3 credits) | CSE 535: | Java for Computer Science Educators (3 credits) |
| CSE 510: | Instructional Applications of Technology: Introduction to Programming Concepts (3 credits) | CSE 699: | Applied Professional Experience in Computer Science Education (3 credits) |
| CSE 525: | Introduction to Structured Programming for Computer Science Educators (3 credits) | CSE 540: | Data Structures for Computer Science Educators (3 credits) |
| | | CSE 545: | Networking in Computer Science Education Environments (3 credits) |
| Total Credits Required for Degree Completion 36 | | | |

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) | Choose one of the following tracks (9 credits) | |
| CUR 526: | Educational Research for Practitioners (3 credits) | Preschool Track (ages 3-5) | |
| EC 620: | Research Issues in Child Development (3 credits) | EC 579: | Foundations of Emergent Literacy (3 credits) |
| EC 501: | Language Acquisition and Development (3 credits) | EC 522: | Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 credits) |
| EC 519: | Health and Safety Issues in Early Childhood Classrooms (Birth through Age 8) (3 credits) | EP 5280 | Working with Families of Young Children with Disabilities and the Community (3 credits) |
| EC 518: | Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits) | Early Intervention Track | |
| EP 5265: | Assessing the Needs of Young Children with Disabilities (3 credits) | EC 586: | Early Intervention Trends and Issues (3 credits) |
| EP 5270: | Nature and Needs of Young Children with Disabilities (3 credits) | EC 502: | Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) |
| EP 5275: | Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 credits) | 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 36

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|--|
| Specialization: Early Literacy (Florida) Noncertification Track (Major Code F506) |
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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 518: Developmentally Appropriate Curricula Practices in Multicultural Settings (3 credits) |
| EC 620: Research Issues in Child Development (3 credits) | RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits) |
| EC 501: Language Acquisition and Development (3 credits) | EC 699: Applied Professional Experience (3 credits) |
| EC 579: Foundations of Emergent Literacy (3 credits) | EC 521: Developmentally Appropriate Literature based Curriculum for Young Children (3 credits) |
| RED 570: Foundations of Reading: Theory and Practice (3 credits) | EC 526: Family Literacy (3 credits) |
| EC 509: Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits) | |

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

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|---|
| 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 36

| |
|--|
| 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 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 505: Teaching Visual Arts and Music in the Elementary School (2 credits) |
| RED 554: Assessment in Reading (3 credits) | ELE 506: Teaching Physical Education and Health Education in the Elementary School (2 credits) |
| TSOL 510: Classroom TESOL, Theory and Strategies for Teachers (3 credits) | ELE 603: Teaching Elementary Social Studies in a Multicultural Society (3 credits) |
| TSOL 520: Second Language Learning: Theory, Methods, and Evaluation (3 credits) | |

Total Credits Required for Degree Completion 40

Specialization: Elementary Education with ESOL and Reading Endorsement
Certification: State Approved Florida - Initial Certification Plan (Major Code A601)

About the Specialization

The M.S. in Education with a specialization in Elementary Education leading to initial certification for teachers in Florida focuses on preparing non-educators to enter the classroom, while emphasizing the teaching of children in kindergarten through grade six. This specialization provides future educators with a foundation in classroom management, curriculum development, and instruction strategies, as well as skills for assessing and teaching language and literacy, mathematics, science, and the arts. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's certification requirements for elementary education.

Additional Admission Requirements

Provide Passing scores for:

- General Knowledge Test (GKT), **or**
- Praxis I, **or** Praxis I Pre-Professional Skills Test: Combined Test, **or** Praxis Core Academic Skills for Educators, **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) | CUR 591: | Assessment and Evaluation (3 credits) |
| CUR 526: | Educational Research for Practitioners (3 credits) | ELE 503: | Reading in the Elementary Classroom (3 credits) |
| EDU 514: | Pre-Internship Practices (3 credits) | ELE 504: | Methods of Teaching Reading in the Elementary School (3 credits) |
| EDU 501: | School and Society (3 credits) | TSOL 510: | Classroom TESOL, Theory and Strategies for Teachers (3 credits) |
| EDU 502: | Psychological Foundations in Education (3 credits) | TSOL 520: | Second Language Learning: Theory, Methods, and Evaluation (3 credits) |
| EDU 503: | Classroom Management and Organization (3 credits) | RED 560: | Literature for Children and Adolescents (3 credits) |
| ELE 502: | Methods of Teaching Mathematics in the Elementary Schools (3 credits) | ELE 601: | Teaching Language Arts in the Elementary School (3 credits) |
| ELE 602: | Teaching of Science in the Elementary School (3 credits) | ELE 603: | Teaching Elementary Social Studies in a Multicultural Society (3 credits) |
| ELE 505: | Teaching Visual Arts and Music in the Elementary School (2 credits) | EC 5015: | Teaching and Working with 5-Year Old Children: The Kindergarten Classroom (1 credit) |
| ELE 506: | Teaching Physical Education and Health Education in the Elementary School (2 credits) | EDU 688: | Teaching Internship Seminar (9 credits) |

Total Credits Required for Degree Completion 60

Additional Graduation Requirements

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

Specialization: Elementary Education with ESOL 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 508: | Instructional and Assessment Strategies (3 credits) | ELE 505: | Teaching Visual Arts and Music in the Elementary School (2 credits) |
| ELE 503: | Reading in the Elementary Classroom (3 credits) | ELE 506: | Teaching Physical Education and Health Education in the Elementary School (2 credits) |
| ELE 504: | Methods of Teaching Reading in the Elementary School (3 credits) | ELE 603: | Teaching Elementary Social Studies in a Multicultural Society (3 credits) |
| RED 554: | Assessment in Reading (3 credits) | TSOL 510: | Classroom TESOL, Theory and Strategies for Teachers (3 credits) |
| ELE 601: | Teaching Language Arts in the Elementary School (3 credits) | TSOL 520: | Second Language Learning: Theory, Methods, and Evaluation (3 credits) |
| ELE 502: | Methods of Teaching Mathematics in the Elementary School (3 credits) | ESE 600: | Survey of Exceptionalities of Children and Youth (3 credits) |

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 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 508: | Instructional and Assessment Strategies (3 credits) | ELE 699: | Applied Professional Experience (3 credits) |
| ELE 503: | Reading in the Elementary Classroom (3 credits) | ELE 540: | Creativity in the Elementary School Curriculum (3 credits) |
| ELE 504: | Methods of Teaching Reading in the Elementary School (3 credits) | ELE 603: | Teaching Elementary Social Studies in a Multicultural Society (3 credits) |
| RED 560: | Literature for Children and Adolescents (3 credits) | TSOL 510: | Classroom TESOL, Theory and Strategies for Teachers (3 credits) |
| ELE 601: | Teaching Language Arts in the Elementary School (3 credits) | ESE 600: | Survey of Exceptionalities of Children and Youth (3 credits) |

Total Credits Required for Degree Completion 39

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 508: | Instructional and Assessment Strategies (3 credits) | CUR 526: | Educational Research for Practitioners (3 credits) |
| ELE 503: | Reading in the Elementary Classroom (3 credits) | ELE 602: | Teaching Science in the Elementary School (3 credits) |
| ELE 504: | Methods of Teaching Reading in the Elementary School (3 credits) | ELE 699: | Applied Professional Experience (3 credits) |
| RED 560: | Literature for Children and Adolescents (3 credits) | ELE 540: | Creativity in the Elementary School Curriculum (3 credits) |
| ELE 601: | Teaching Language Arts in the Elementary School (3 credits) | ELE 603: | Teaching Elementary Social Studies in a Multicultural Society (3 credits) |
| ESE 600: | Survey of Exceptionalities of Children and Youth (3 credits) | TSOL 510: | Classroom TESOL, Theory and Strategies for Teachers (3 credits) |

Total Credits Required for Degree Completion 39

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

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| Specialization: Exceptional Student Education Noncertification Track (Major Code 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 are certified teachers or related services professionals who seek to engage in advanced, specialized study, in the field of ESE.

Option A: MS degree program for individuals interested in the field of exceptional student education. This option provides in-depth preparation for individuals interested in gaining knowledge on pedagogical practices for students with special needs.

***Note:** Completion of the MS degree program does not ensure certification; 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.

Program of Study (36 Credits)

| | |
|--|---|
| EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit) | ESE 650: Instructional Strategies for Exceptional Students (3 credits) |
| CUR 526: Educational Research for Practitioners (3 credits) | ESE 620: Behavior Management of Exceptional Students (3 credits) |
| ESE 600: Survey of Exceptionalities of Children and Youth (3 credits) | ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits) |
| ESE 610: Speech and Language Development (3 credits) | ESE 640: Transition Skills and Services for Exceptional Students (3 credits) |
| ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits) | ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits) |
| ESE 670: Inclusive Education for 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) | |

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 requirements for exceptional student education and ESOL endorsement.

Additional Admission Requirements – Nevada: Students are encouraged to consult with the Department of Education in their respective state to determine any requirements needed to meet certification.

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) |
| ESE 600: Survey of Exceptionalities of Children and Youth (3 credits) | ESE 650: Instructional Strategies for Exceptional Students (3 credits) |
| ESE 610: Speech and Language Development and Disabilities (3 credits) | ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits) |
| ESE 620: Behavior Management of Exceptional Students (3 credits) | ESE 670: Inclusive Education for Exceptional Students (3 credits) |
| ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits) | ESE 699: Applied Professional Experience in Exceptional Student Education (3 credits) |
| ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits) | |

Endorsement Areas in Exceptional Student Education

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

***Note: Additional Admission Requirements for Students Pursuing Florida State Approved Endorsement:**

1. **Autism:** Valid Teaching Certificate, Temporary or Professional, in any exceptional student education area.
2. **Prekindergarten Children 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 completing courses in autism must also enroll in:**

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

Prekindergarten Children with 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)

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)

Option B: Customized Study in ESE. The program is open to certified teachers who seek to attain the MS in ESE and/or add categorical endorsements to current certification, individuals from the related services who seek to attain the MS in ESE, and individuals interested in gaining knowledge about strategies and practices for students with special needs. Students have the option to design a customized program of study. This option is intended to permit students to concentrate on a disability specific area of study or to study a combination of courses that best meets individual career objectives and needs.

The customized MS in ESE requires a minimum of 36 credit hours; 21 hours (seven courses) must be completed in exceptional student education. 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.

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>.

This option provides in-depth preparation for individuals interested in gaining knowledge on pedagogical practices for students with special needs.

***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.

Program of Study**Additional Admission Requirements**

Certified/Licensed Educator or Related/Direct Services Professional

Required Courses

| | | | | |
|-----------|--|---------|--|--|
| EDU 5000: | Orientation to the Graduate Teacher Education Program (0 credit) | CBD 502 | Assessment and Diagnosis of Exceptional Learners (3 credits) | |
| CUR 526: | Educational Research for Practitioners (3 credits) | or | ESE 630: | Educational and Psychological Assessment of Exceptional Students (3 credits) |
| CBD 501: | Special Education Law (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. 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) |

Learning Disabilities

| | |
|----------|--|
| CBD 511: | Characteristics and Needs of Students with Learning Disabilities (3 credits) |
|----------|--|

Additional Exceptional Student Education Course Options

| | |
|----------|---|
| 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) |

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

(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) |

| | |
|----------|--|
| CBD 514: | Methods for Teaching Students with Learning Disabilities (3 credits) |
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| 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 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.

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 511: Teaching Probability and Statistics in the K -12 Classroom (3 credits) |
| CUR 526: Educational Research for Practitioners (3 credits) | MAT 513: Problem-Solving Strategies in Mathematics Classrooms (3 credits) |
| MAT 504: Algebra in Secondary Schools (3 credits) | MAT 522: Methods of Teaching Middle and Secondary Math (3 credits) |
| MAT 506: Strategies for Teaching Calculus (3 credits) | MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits) |
| MAT 507: Linear and Abstract Algebra for Teachers (3 credits) | MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits) |
| MAT 508: Conquering the Teaching of Calculus (3 credits) | MATH 699: Applied Professional Experience in Mathematics Education (3 credits) |
| MAT 509: Learning Geometry in the K -12 Classroom (3 credits) | Total Credits Required for Degree Completion 36 |

Note for Postsecondary Educators:

Courses in the following track are content intensive and designed to prepare students for teaching at the post-secondary level. Given that courses are transferable at the discretion of the receiving institution, it is highly recommended that students contact the institutions where they are planning to teach prior to enrolling in these courses. Students interested in pursuing this track must contact their advisor and receive approval from faculty in the mathematics program before registering for courses.

| | |
|---|--|
| MAT 514: Topics in Applied Algebra and Geometry (3 credits) | MAT 517: Elements of Integral Calculus (3 credits) |
| MAT 515: Probability and Statistics (3 credits) | MAT 518: Linear Algebra (3 credits) |
| MAT 516: Elements of Differential Calculus (3 credits) | MAT 519: Abstract Algebra (3 credits) |

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 513: Problem-Solving Strategies in Mathematics Classrooms (3 credits) |
| CUR 526: Educational Research for Practitioners (3 credits) | MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits) |
| MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits) | MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits) |
| MAT 504: Algebra in Secondary Schools (3 credits) | MAT 511: Teaching Probability and Statistics in the K -12 Classroom (3 credits) |
| MAT 509: Learning Geometry in the K -12 Classroom (3 credits) | MAT 508: Conquering the Teaching of Calculus (3 credits) |

MAT 506: Strategies for Teaching Calculus (3 credits)
 MAT 507: Linear and Abstract Algebra for Teachers (3 credits)

MATH 699: Applied Professional Experience in Math Education (3 credits)
Total Credits Required for Degree Completion 36

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: 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) |
| 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 in Early Childhood Education (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) | EC 503: Child Study and Assessment (3 credits) |
| EC 509: Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits) | Total Credits Required for Degree Completion 36 |

**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) |
| EC 620: Research Issues in Child Development (3 credits) | EP 5270: Assessing the Needs of Young Children with Disabilities (3 credits) |

| | | | |
|--|---|---------|---|
| EC 502: | Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) (3 credits) | EC 541: | Guiding Behavior in the Preschool Classroom (3 credits) |
| EC 579: | Foundations of Emergent Literacy (3 credits) | EC 531: | Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth-Age 4) (3 credits) |
| EC 522: | Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits) | EC 514: | Family and School Collaboration in Early Childhood Programs (3 credits) |
| | | EC 699: | Applied Professional Experience (3 credits) |
| Total Credits Required for Degree Completion 36 | | | |

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 523: | Methods in Science Education (3 credits) |
| CUR 526: | Educational Research for Practitioners (3 credits) | SCI 600: | Foundations of Physical Science for Teachers (3 credits) |
| EDU 503: | Classroom Management and Organization (3 credits) | SCI 601: | Inquiry-Based Space Science for Teachers (3 credits) |
| SCI 602: | Teaching Comprehensive Ocean Science (3 credits) | SCI 605: | Interdisciplinary Earth Science for Teachers (3 credits) |
| SCI 603: | Teaching Inquiry-Based Life Science (3 credits) | Elective | (3 credits) |
| SCI 604: | Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits) | Elective | (3 credits) |
| | | SCI 699: | Applied Professional Experience in Science Education (3 credits) |
| Total Credits Required for Degree Completion 36 | | | |

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) |
| SST 524: | Methods for Teaching Social Studies (3 credits) | SST 627: | World History I in 5-12 Curriculum (3 credits) |
| SST 612: | Economics in the Middle and Secondary Curriculum (3 credits) | SST 629: | World History II in 5-12 Curriculum (3 credits) |
| SST 614: | Geography in the Middle and Secondary Curriculum (3 credits) | SST 630: | Contemporary Social Problems and Issues (3 credits) |
| SST 616: | Sociological Perspectives in Our Multicultural Society (3 credits) | SST 699: | Applied Professional Experience in Social Studies Education (3 credits) |
| SST 622: | Consent of the Governed: American Government (3 credits) | Total Credits Required for Degree Completion 36 | |

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:

1. foster a collaborative culture within the organization to support educator development and student learning;
2. assess and engage research to improve professional practice and student learning;
3. promote professional learning for continuous improvement of self and colleagues;
4. facilitate improvements in instruction and student learning in a diverse and global context;
5. promote use of assessments and data for student, school, and district improvement;
6. improve outreach and collaboration with families and community; and
7. advocate for students, families, and the profession.

Additional Admission Requirements

1. Valid Teaching Certificate/License
2. Applicants must have a minimum of 3 years of experience teaching.

Program of Study

| | | | |
|-----------|---|---|---|
| EDU 5000: | Orientation to Graduate Teacher Education (0 credit) | TLDR 665: | Research and Evidence-based Practices: Promoting Classroom Change (3 credits) |
| TLDR 653: | Teacher as Leader: Collaborative Practices for Promoting Student, Classroom, and School Improvement (3 credits) | TLDR 667: | Current Trends in Assessment and Data Driven Improvement Planning (3 credits) |
| TLDR 671: | Seminar on Global Classroom Improvement Practices (3 credits) | *Specialization Area: | Select 3 courses: Literacy and Reading, Special Needs, TESOL, Early Childhood Education, STEM (9 credits) |
| TLDR 673: | Leading Student Learning in Culturally Diverse Contexts: Challenges and Opportunities (3 credits) | TLDR 697: | The Reflective Teacher Leader Capstone Project (3 credits) |
| TLDR 675: | Family and Community Collaborations: Advocacy and Leadership Practices (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.

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) |
| RED 550: | Foundations of Reading for Content Area Teachers (3 credits) | CUR 526: | Educational Research for Practitioners (3 credits) |
| EDU 502: | Psychological Foundations in Education (3 credits) | CUR 591: | Assessment and Evaluation (3 credits) |
| | | APR 650: | Educational Field Based Project (3 credits) |

Students taking any of the Florida State-Approved Endorsement tracks in Gifted Education 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)

• **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)

• **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)

• **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)

• **Gifted Education Endorsement Directed Content Course Sequence (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)

• **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)

- 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)

Total Credits Required for Degree Completion 36

Graduate 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

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) | 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 713: | Scientific Inquiry and Discovery in the Elementary Classroom (3 credits) |
| ELE 714: | Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 credits) | ELE 716: | Creative Thinking in the Elementary Classroom (3 credits) |
| ELE 711: | Literacy: Theory and Practice in the Elementary Classroom (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 organization and advocacy for 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, 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

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

EDD 8200: Leadership, Communication, and Technology, (3 credits)

EDD 8200 counts as three (3) credits towards

Elective Courses

Concentration Area Courses (24 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) | ECED 8715: Child Advocacy and Leadership in Early Education: Social Concerns in the Global Context (3 credits) |
| ECED 8712: Seminar on Critical Issues in Early Childhood Education in the Global Village (3 credits) | ECED 8720: Social World of Young Children: Issues Challenges and Practices (3 credits) |
| ECED 8713: Advanced Seminar on Families, Children and Communities (3 credits) | ECED 8724: Culturally Diverse Children: Advanced Seminar on Developmental Practices and Programming (3 credits) |

Total Credits for Degree Completion 54

Concentration Area: Elementary and Middle Grades Science, Technology, Engineering and Math (STEM) Education (Major Code F694)

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

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

EDD 8200: Leadership, Communication, and Technology, (3 credits)

STEM 8200: Professional Development and Performance Assessment in STEM (3 credits)

EDD 8200 counts as three (3) credits towards

Elective Courses

STEM 8030: STEM Curriculum for PreK-3: Developmental Approaches (3 credits)

Concentration Area Courses (24 credits)

STEM 8000: Integrated STEM Curriculum Design (3 credits)

STEM 8040: STEM Curriculum for Grades 4 to 8: Developmental Approaches (3 credits)

STEM 8010: Global Trends and Issues in STEM Curriculum (3 credits)

STEM 8050: Leadership of STEM Schools (3 credits)

STEM 8020: STEM Program Evaluation (3 credits)

STEM 8060: Teacher Leaders in STEM Schools (3 credits)

Total Credits for Degree Completion 54

Concentration Area: Special Education

(Major Code F879)

The FCE programs in Exceptional Student Education/Special Education prepare professionals to assume positions as educators, administrators, consultants 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, 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

Students may select program courses from those available in the program. 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.

Program of Study

Elective Courses (6 credits)

Research Electives (12 credits)

Dissertation (12 credits)

EDD 8200: Leadership, Communication, and Technology, (3 credits)

EDD 8200 counts as three (3) credits towards Elective Courses

Concentration Area and Core Courses (24 credits)

Core Courses (9 credits)

SPED 8402: Families, the Law, and Exceptionalities (3 credits)

SPED 8409: Multicultural Issues in Special Education (3 credits)

SPED 8405: Collaboration and Consultation (3 credits)

Concentration Area Courses (15 credits)

Select five courses from the following:

SPED 8401: Special Education Law and Policy (3 credits)

SPED 8404: Organization and Administration of Special Education Programs (3 credits)

SPED 8411: Issues in Special Education Administration (3 credits)

SPED 8403: Conferencing with Parents and Families of Individuals with Disabilities (3 credits)

SPED 8406: Transition, Career Development, and Independent Living (3 credits)

SPED 8407: Assessment and Evaluation of Special Needs: Cognitive Domains (3 credits)

SPED 8408: Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 credits)

SPED 8410: Curriculum and Program Development (3 credits)

SPED 8124: Theories of Learning (3 credits)

Autism Course Options

SPED 8801: Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder (3 credits)

SPED 8802: Seminar in the Nature of Students with Autism Spectrum Disorder (3 credits)

SPED 8803: Advanced Topics in Assessment of Students with Autism Spectrum (3 credits)

SPED 8805: Disorder (3 credits)
Seminar in Professional Issues in

Leading Programs for Students with Autism Spectrum Disorder (3 credits)
SPED 8806: Special Topics Across the Lifespan for Individuals with Autism Spectrum Disorder (3 credits)

***Applied Behavior Analysis (ABA) Course Options**

SPED 9655: Functional Behavior Assessment (3 credits)

SPED 9660: Application of Applied Behavior Analysis (ABA) in Education and Human Services (3 credits)

SPED 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.**

Students fulfill the additional 3 credit elective course requirement by completing any doctoral level courses offered in any concentration area, research, or other doctoral level courses.

Total Credits for Degree Completion 54

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
- Liderazgo y Gerencia de Centros y Proyectos Educativos
- Ciencias
- Matemáticas
- Educación Especial
- Educación Preescolar/Infantil

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 42 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 raves 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 |
| CIT 609 | Tópicos Especiales en Diseño Curricular I | 3 |
| CIT 610 | Tópicos Especiales en Diseño Curricular II | 3 |
| CAE 6100 | Asistencia Técnica para Personas con Necesidades Especiales | 3 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681-682 | Seminarios Prácticos I - II | 0 |
| Total de créditos | | 42 |

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 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681-682 | Seminarios Prácticos I-II | 0 |
| Total de créditos | | 40 |

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 |
| TEFL 547 | Pruebas y Evaluación en TESOL | 3 |
| TEFL 563 | Inglés Internacional: Desarrollo y Uso Histórico | 3 |
| TEFL 580 | Adquisición y Aprendizaje de un Segundo Idioma | 3 |
| TFEL 530 | Tecnología en TESOL | 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 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681-682 | Seminarios Prácticos I - II | 0 |
| Total de créditos | | 42 |

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 |
| 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 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |

Maestría en la Enseñanza de las Ciencias

(Major Code F656)

Este programa se ofrece para los educadores que enseñan ciencias naturales en K – 12 pero sobre todo para aquéllos que lo hacen en la secundaria (9-12). Se les ofrece un currículo actualizado en lo referente a las ciencias, al mismo tiempo que una sólida base para su actividad magisterial. Al finalizar el programa exitosamente, los participantes serán maestros con los recursos suficientes para enseñar ciencias naturales.

| Códigos | Cursos | Créditos |
|--------------------------|---|-----------|
| EDU 5000 | Orientación para los Estudios de Postgrado | 0 |
| 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 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681-682 | Seminarios Prácticos I - II | 0 |
| Total de créditos | | 36 |

Maestría en la Enseñanza de las Matemáticas

(Major Code 653)

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en sus respectivas escuelas en los diferentes niveles. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de las matemáticas. 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 |
| CUR 506 | Currículo e Instrucción | 3 |
| CUR 526 | Investigación para Profesionales de la Educación | 3 |
| MAT 504 | Algebra en Escuelas Secundarias | 3 |
| 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 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681 - 682 | Seminario Prácticos I - II | 0 |
| Total de créditos | | 36 |

Maestría en Educación Especial

(Major Code F515)

Este programa ha sido diseñado para aquellos educadores que quieren ser más efectivos en la enseñanza de los estudiantes excepcionales. En el mundo de hoy este tipo de maestros es muy necesario para poder ofrecer la atención que estos niños y jóvenes requieren, así como poder poner en prácticas las políticas de inclusión que cada vez más países buscan implementar.

| Códigos | Cursos | Créditos |
|----------|--|----------|
| EDU 5000 | Orientación para los Estudios de Postgrado | 0 |

| | | |
|--------------------------|--|-----------|
| CBD 503 | Gerencia y Organización del Aula | 3 |
| CUR 526 | Investigación para los Profesionales de la Educación | 3 |
| ESE 630 | Evaluación Educativa y Sicológica de los Alumnos Excepcionales | 3 |
| CBD 510 | Características y Necesidades de Alumnos con Discapacidades del Desarrollo | 3 |
| CBD 513 | Métodos de Enseñanza para Alumnos con Discapacidades del Desarrollo | 3 |
| CBD 512 | Características y Necesidades de Alumnos con Discapacidades Emocionales | 3 |
| CBD 515 | Métodos de Enseñanza para Alumnos con Discapacidades Emocionales | 3 |
| CBD 511 | Características y Necesidades de Alumnos con Problemas de Aprendizaje | 3 |
| CBD 514 | Métodos de Enseñanza para Alumnos con Problemas de Aprendizaje | 3 |
| CBD 504 | Currículo y Materiales Educativos para Alumnos Excepcionales | 3 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681-682 | Seminarios Prácticos I - II | 0 |
| Total de créditos | | 36 |

Maestría en Educación Preescolar/Infantil

(Major Code F526)

Esta maestría ha sido diseñada para aquellos educadores que quieran ser más efectivos en la enseñanza de niño de edad preescolar. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de los niños de preescolar. 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 |
| CUR 526 | Investigación para los Profesionales de la Educación | 3 |
| EC 620 | Temas de investigación en el desarrollo infantil | 3 |
| EP 5265 | Naturaleza y necesidades de los infantes con Necesidades Especiales | 3 |
| EC 0503 | Estudio y evaluación del niño | 3 |
| EC 0508 | Teoría y práctica en la Educación de la Primera Infancia | 3 |
| EC 0518 | Prácticas curriculares apropiadas para el desarrollo en medios pluriculturales | 3 |
| EC 0522 | Planificación del currículo basado en juegos: arte y movimiento de los niños desde el nacimiento hasta los ocho años | 3 |
| EC 0541 | Guía de la conducta en el salón pre-escolar (nacimiento hasta los cuatro años) | 3 |
| EC 0579 | Fundamentos de la alfabetización temprana: infantes y bebés | 3 |
| EC 0514 | Colaboración familiar y comunitaria en los programas de educación temprana | 3 |
| INED 691 | Investigación Acción en la Práctica Profesional I | 3 |
| INED 692 | Investigación Acción en la Práctica Profesional II | 3 |
| APR 681-682 | Seminarios Prácticos I - II | 0 |
| Total de créditos | | 36 |

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 seleccionar un área de concentración, el correspondiente número de asignaturas de investigación, electivas y las cuatro etapas de la disertación para un total de 54 créditos.

Conferencia de Verano

Nova Southeastern University (NSU) y la Abraham S. Fischler College of Education (FCE) celebran una conferencia anual en Davie, 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
- Liderazgo en la 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 para un total de 54 créditos.

Requerimientos Generales

Seminarios Generales (0 créditos)

| Códigos | Cursos | Créditos |
|----------------|-----------------------------------|----------|
| DSO 8000 | Orientación a Estudios Doctorales | 0 |
| LDR 8501 -8504 | Seminarios Doctorales (I – IV) | 0 |

Cursos de Investigación (12 créditos)

| Códigos | Cursos | Créditos |
|----------|--|----------|
| RES 8100 | La naturaleza del conocimiento: Epistemología y aprendizaje basado en la investigación | 3 3 |
| RES 9300 | Métodos de Investigación Educativa | 3 |
| RES 8912 | Métodos Estadísticos de Investigación | |
| RES 8916 | Metodología de la Investigación Cualitativos | 3 |

Disertación Aplicada (12 créditos)

La disertación aplicada es una presentación detallada, precisa y coherente de una investigación científica escolar diseñada para responder una o más preguntas. Es un requerimiento para todos los estudiantes del Doctorado de FCE cuyo objetivo es mejorar la práctica profesional en la educación. El proceso de disertación consiste en un total de 12 créditos abarcando cuatro grandes etapas.

| Códigos | Cursos | Créditos |
|-----------|--|----------|
| DISR 8966 | Disertación Aplicada 1: Prospecto | 3 |
| DISR 8967 | Disertación Aplicada 2: Desarrollo de la Propuesta | 3 |
| DISR 8968 | Disertación Aplicada 3: Propuesta | 3 |
| DISR 8969 | Disertación Aplicada 4: Disertación Aplicada | 3 |

Electivas (6 créditos)

Las concentraciones tienen 6 créditos de asignaturas electivas. Estas serán seleccionadas basado en las necesidades e intereses del grupo específico.

Créditos de Concentraciones Liderazgo Educativo (24 créditos)

(Major Code F987)

| Códigos | Cursos | Créditos |
|--------------------------|---|-----------|
| EDD 8200 | Liderazgo, comunicación y tecnología | 3 |
| EDLR 8410 | Liderando una institución educacional: Teoría, Práctica y Reflexión | 3 |
| EDLR 8415 | Planificación estratégica para líderes educacionales | 3 |
| EDLR 8420 | Normas, poder y política en líderes educacionales | 3 |
| EDLR 8425 | Investigación en la escuela y transformación | 3 |
| EDLR 8430 | Aspectos legales y éticos en el liderazgo educacional | 3 |
| EDLR 8435 | Temas actuales en liderazgo educacional | 3 |
| EDLR 8460 | El director y liderazgo educacional | 3 |
| Total de créditos | | 24 |

Liderazgo en la Educación Superior (24 créditos)

(Major Code F874)

| Códigos | Cursos | Créditos |
|--------------------------|---|-----------|
| EDD 8200 | Liderazgo, comunicación y tecnología | 3 |
| HEL 8300 | Caras de las instituciones de Educación Superior en el siglo XXI | 3 |
| HEL 8310 | Asuntos estudiantiles en Educación Superior | 3 |
| HEL 8320 | Planificación, presupuesto y financiamiento de los recursos institucionales | 3 |
| HEL 8330 | Gobierno, ética y la ley de Educación Superior | 3 |
| HEL 8340 | Liderando la misión académica en los institutos y universidades actuales | 3 |
| HEL 8350 | Políticas y relaciones externas de la Educación Superior | 3 |
| HEL 8360 | Educación Superior comparada | 3 |
| Total de créditos | | 24 |

Liderazgo, Currículo e Instrucción (24 créditos)

(Major Code F540)

| Códigos | Cursos | Créditos |
|--------------------------|--|-----------|
| EDD 8200 | Liderazgo, comunicación y tecnología | 3 |
| ILLR 8110 | Evaluación del proceso de alfabetización | 3 |
| ILLR 8111 | Comunidades en la práctica profesional | 3 |
| ILLR 8112 | Desarrollo del currículo centrado en la evaluación | 3 |
| ILLR 8113 | Liderazgo educativo | 3 |
| ILLR 8114 | Desarrollo profesional | 3 |
| ILLR 8511 | Liderando el cambio | 3 |
| EDD 8110 | Currículo y desarrollo de programa | 3 |
| Total de créditos | | 24 |

Tecnología Educativa y Educación a Distancia (21 créditos)*

(Major Code F877)

| Códigos | Cursos | Créditos |
|--------------------------|--|-----------|
| EDD 8200 | Liderazgo, comunicación y tecnología | 3 |
| IDT 7000 | Investigación en ITDE | 3 |
| IDT 7005 | Medios utilizados en Educación | 3 |
| IDT 7007 | Principios de la educación a distancia | 3 |
| IDT 8001 | Diseño didácticos | 3 |
| IDT 8008 | Principios de la tecnología educativa | 3 |
| IDT 8006 | Sistemas, análisis y diseño | 3 |
| Total de créditos | | 21 |

*La concentración de ITDE tiene 9 créditos de electivas

Liderazgo en la Organización (24 créditos)

(Major Code F878)

| Códigos | Cursos | Créditos |
|-----------|--------------------------------------|----------|
| EDD 8200* | Liderazgo, comunicación y tecnología | 3 |
| ORGL 8400 | Liderazgo virtual y global | 3 |

| | | |
|--------------------------|---|-----------|
| ORGL 8410 | Comportamiento de la organización y desarrollo humano | 3 |
| ORGL 8420 | Planificación estratégica | 3 |
| ORGL 8430 | Gerencia del cambio | 3 |
| ORGL 8440 | Pensamiento crítico para la toma de decisiones | 3 |
| ORGL 8450 | Teorías emergentes sobre liderazgo de la organización | 3 |
| ORGL 8460 | Dinámica de la diversidad | 3 |
| Total de créditos | | 24 |

Maestría Internacional de Preparación Docente (ITEP)

El Programa Internacional de Preparación Docente (ITEP), ofrece una Maestría en cuatro áreas de la enseñanza: Ciencias, Matemáticas, Educación Especial o Español. Estas especialidades le ofrecen al profesional hispano una gran experiencia y la oportunidad de adquirir conocimientos en el campo de la educación. El currículo está diseñado para que los profesionales hispanos incrementen su capacidad docente en el campo de la especialización seleccionada y adquieran técnicas instructivas para impartir-clases en una de las cuatro áreas.

Maestría en la Enseñanza de las Ciencias

(Major Code F656)

El programa prepara a los participantes para convertirse en líderes de la enseñanza en el campo de las ciencias en los diferentes niveles académicos. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de las ciencias. Las clases son impartidas en forma presencial y a través del 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 |

Maestría en la Enseñanza de las Matemáticas

(Major Code F653)

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en los diferentes niveles. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de las matemáticas. Las clases son impartidas en forma presencial y a través del 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 |

Maestría en Educación Especial

(Major Code F515)

Este programa ha sido diseñado para aquellos profesionales que quieren ser más efectivos en la enseñanza de los estudiantes excepcionales. En la actualidad estos maestros ofrecen la atención que los niños y jóvenes con necesidades especiales requieren así como ponen en práctica las políticas de inclusión exigidas. Las clases son impartidas en forma presencial y a través del 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 |
| CBD 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 de Alumnos Excepcionales | 3 |
| ESE 640 | Competencias y Servicios de Transición para 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 |

Maestría en Español

(Major Code F520)

El programa prepara a los participantes para convertirse en líderes de la enseñanza del español en los diferentes niveles. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza del español. Las clases son impartidas en forma presencial y a través del 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 |

**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 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**

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

CBD 502 Assessment and Diagnosis of Exceptional Learners (3 Cr)

This course introduces participants to the proper selection and use of educational and psychological assessments and the correct interpretation and use of assessment results specifically for students with disabilities. Special emphasis is placed on preparing participants to be sensitive to the social and ethical implications of assessments. **Prerequisite/s:** None

CBD 504 Instructional Materials for Exceptional Learners (3 Cr)

This course introduces participants to the various curricula and instructional materials used for students with disabilities. Specific suggestions for selecting, modifying, and developing appropriate curricula materials are explored for students including those with emotional and behavioral disabilities, learning disabilities, and developmental disabilities. **Prerequisite/s:** None

CBD 505 Working with Families of Exceptional Learners (3 Cr)

This course will enable participants to develop knowledge of historical influences of parents in the provision of education of students with disabilities. Participants will become familiar with past and present issues, priorities, problems and concerns facing parents. Further, participants will examine the emotional stages parents of students with disabilities frequently experience and will identify behavioral characteristics of the different emotions that parents encounter. Cultural factors impacting on parents' emotional reactions will be explored. Emphasis will be placed on participants' gaining an understanding of parents' emotional responses to their student's disability and enabling them to communicate and interact effectively with parents. **Prerequisite/s:** None

CBD 510 Characteristics of Students with Developmental Disabilities (3 Cr)

This course provides a comprehensive coverage of developmental disabilities and outlines both past and present theories and practices in the field. The course also provides participants with basic information and foundational skills for understanding and working with students with developmental disabilities. Emphasis is on what the concept of developmental disabilities involves, how learning problems can be recognized, and how to address these problems. **Prerequisite/s:** None

CBD 511 Transition of Exceptional Learners (3 Cr)

This course will focus on the strategies, methods, curriculum, and assessment for facilitating an effective transition from school to adulthood for students with disabilities. Special emphasis will be placed on career development and independent living. **Prerequisite/s:** None

CBD 512 Characteristics and Needs of Students with Emotional and Behavioral Disorders (EBD) (3 Cr)

This course involves a study of characteristics of children and youth with Emotional and Behavioral Disorders (EBD). Participants will develop an understanding of diverse theoretical perspectives, definitions, and intervention models; symptomology and etiological factors that contribute to EBD; and descriptive data currently used in both the literature and professional discipline. **Prerequisites:** None

CBD 513 Methods of Teaching Students with Developmental Disabilities (3 Cr)

This course introduces preservice teachers to various strategies and techniques to educate students with developmental disabilities. Methods of managing and teaching children with developmental disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored. Special attention will be devoted to developing individualized program strategies for enhancing learning for students with developmental disabilities. **Prerequisite/s:** None

CBD 516 Teaching Mathematics to Exceptional Learners (3 Cr)

This course is designed to ensure that exceptional student education teachers have the content knowledge necessary to teach mathematics. In addition, students will learn ways to adapt math instructional strategies, assessment and materials for students with disabilities. Topics will include strategies for number operations, thematic approach in mathematics, and alternative assessment strategies for the exceptional students. Students will learn the number structure and theory of numbers through puzzles and games. **Prerequisite/s:** None

CBD 517 Teaching Reading to Exceptional Students (3 Cr)

This course will concentrate on the best practices for teaching reading to students with disabilities. Participants will increase their understanding in the assessment and correction of reading difficulties and the analysis of these difficulties. The major components of literacy instruction for students with disabilities will be explored as well as modifications and adaptations to achieve a balanced literacy curriculum.

CIMA 700 Educational Inquiry and Electronic Research Technologies (3 Cr)

CIMA 0700 examines and applies research paradigms, examples of sound research, critical interpretation and evaluation of research and theoretical writing in the field. **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 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 of their leadership. **Prerequisite/s: None**

CIMA 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 indicatives, they will identify elements of effective change strategies and develop leadership competencies needed to proactively manage personal and organizational change. **Prerequisite: CIMA 0700**

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 710 Grant Writing (3 Cr)

CIMA 0710 provides students with the skills and knowledge to locate appropriate grant opportunities and to write effective grant proposals. **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 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: CIMA 0700**

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**

CIMA 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: CIMA 0700**

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 Grade12 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 520 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**

CIT 522 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**

CIT 524 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 (web) related resources. Each participant will use problem-based learning experiences to create basic web pages culminating in a final web site. **Prerequisite/s: None**

CIT 622 Technology and the School Curriculum (3 Cr)

This course examines the role of technology in the curriculum and its impact on school change. Research on 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**

CIT 630 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**

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**

CIT 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**

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 630 Digital Tools for Virtual Schools (3 Cr)

The Digital Tools course is designed to enable teachers to incorporate and utilize variety of digital media tools utilized within their virtual learning environments include collaboration, assessment, and authoring tools. This course also introduces the teachers to range of open source digital technologies available to support their teaching include podcasting, video, and audio. Teachers will learn how to design, develop, and publish a digital video by incorporating still images, video clips, voice narration and background music and enhance their final products with special effects and transitions. Topics covered will include pedagogical, copyright, hardware, and software requirements for digital tools.

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**

CSE 501 Computing Resources for Teachers (3 Cr)

This computer literacy course is designed for computer science education majors. Educational applications of technology and the use of hardware, software, and peripheral devices are emphasized. **Prerequisite/s: None**

CSE 505 Computing Applications for Teachers (3 Cr)

Computer science education majors will apply computer application programs in educational settings. An overview will be given of the wide variety of applications of computers for enhancing administrative and educational tasks to improve problem solving. **Prerequisite/s: CSE 501**

CSE 510 Instructional Applications of Technology: Introduction to Programming Concepts (3 Cr)

Extending basic applications of computers will help candidates blend critical thinking skills and technology to improve the educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the Logo and Alice environments, and graphics. **Prerequisite/s: CSE 501 and CSE 505**

CSE 515 Methods of Teaching Computer Science K-12 (3 Cr)

Candidates will investigate instructional strategies for designing and teaching computer science courses in kindergarten through grade 12. Included in the course is a review of the instructional elements of computer science. A systematic design model will be used to develop a course curriculum plan. **Prerequisite/s: CSE 501, and CSE 505, and any programming course: CSE 510, or CSE 525, or CSE 530, or CSE 535**

CSE 517 Web Applications for Computer Science Education (3 Cr)

Candidates will use current Web development software to create instructional and informational Web pages for PreK-12 classrooms and schools. Elements of Web page design and formatting that are appropriate for PreK-12 students, along with sources of Web utilities, will be emphasized. **Prerequisite/s: CSE 501 and CSE 505**

CSE 525 Introduction to Structured Programming for Computer Science Educators (3 Cr)

Using the concepts of problem solving, critical thinking, and pseudocode, candidates will analyze assigned tasks and develop structured approaches to designing computer programs using the structured programming languages. **Prerequisite/s: CSE 501 and CSE 505**

CSE 530 Introduction to Programming in C++ for Computer Science Educators (3 Cr)

This course introduces the C++ programming language. Candidates will apply problem solving and critical thinking skills to analyze assigned tasks and develop structured approaches to designing computer programs. AP Computer Science A test topics will be covered. **Prerequisite/s: CSE 501 and CSE 505**

CSE 535 Java for Computer Science Educators (3 Cr)

The Java programming language is used to introduce and reinforce problem-solving through modular and object-oriented programming and applications of programs in a Web-based environment. This course introduces graphical user interfaces (GUIs), event-driven programming using abstract window toolkits (AWTs), and the placement of Java code within an HTML-based Web page. **Prerequisite/s: CSE 501 and CSE 505.**

CSE 540 Data Structures for Computer Science Educators (3 Cr)

Candidates will develop skills in creating and testing programs to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: records, arrays, and pointers; singly and doubly linked lists; introduction to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs. **Prerequisite/s: CSE 501, CSE 505 and CSE 530 or CSE 535**

CSE 545 Networking in Computer Science Education Environments (3 Cr)

Basic networking theory and practice appropriate for the PreK-12 computer science lab or classroom are introduced. Resources to support computer networks are identified. **Prerequisite/s: CSE 501 and CSE 505**

CSE 560 Data Presentation Software for Educators and Administrators (3 Cr)

Candidates will use software (Excel, Internet Explorer, R, and Word) to obtain, organize, and present educational data in table and graphical formats. Benefits, comparisons, selection of software, and presentation techniques will be emphasized. This course will benefit administrators and teachers who need to compile, analyze, and communicate educational statistics. **Prerequisite/s: None**

CSE 692 Computer Science Education Internship (9 Cr)

This course for Computer Science 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 computer science setting (classroom and computer lab) 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; student assessment in computer science; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CSE 505, EDU 514, EDU 600, CSE 501, CUR 526, EDU 501, CSE 510, CSE 525, EDU 503, CSE 515, CSE 517, CSE 530, EDU 502, CSE 535, CUR 591, CSE 540, CSE 545, TSOL 510, RED 585, and EDU 620.**

CSE 699 Applied Professional Experience in Computer Science Education (3 Cr)

Candidates will apply professional experiences in Computer 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: CUR 526 and CSE 501, and CSE 505, and CSE 510 or CSE 525, and CSE 515, and CSE 530 or CSE 535, and CSE 540, and CSE 545**

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**

DISS 8966 Applied Dissertation 1 (3 Cr)

Applied Dissertation 1 focuses on identifying a research problem, providing justification for the research problem, critically analyzing literature to write a coherent literature review, and writing a purpose statement and associated research questions. The FCE dissertation processes are discussed, including dissertation committee roles and expectations of the student. **Prerequisite/s: RES 8100**

DISS 8967 Applied Dissertation 2 (3 Cr)

Applied Dissertation 2 focuses on writing a dissertation proposal. Students will refine the problem statement, background and justification, purpose statement, and research questions developed in DISS 8966. In addition, students will produce an exhaustive literature review with a well-developed theoretical framework using a minimum of 30 peer reviewed journal articles. **Prerequisite/s: DISS 8966**

DISS 8968 Applied Dissertation 3 (3 Cr)

Applied Dissertation 3 focuses on finalizing the dissertation proposal. Students will refine the problem statement, background and justification, purpose statement, literature review, and research questions developed in DISS 8967. In addition, students will identify an appropriate research design, and detail the participants, data collection instruments, data collection procedures, and data analysis procedures to answer the research questions. Students will also understand the elements regarding human-subjects research and the process for Institutional Review Board (IRB) approval. **Prerequisite/s: DISS 8967**

DISS 8969 Applied Dissertation 4 (3 Cr)

Applied Dissertation 4 focuses on writing the final dissertation report. Upon IRB approval students will collect data in order to answer the research questions developed in DISS 8968. Students will analyze the data appropriately, write up the results, and discuss the results in context of the current literature. Study implications and future research directions will be expounded in the final report.
Prerequisite/s: DISS 8968

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, EC522, 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

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

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.

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 8200 Leadership, Communication, and Technology (3 Cr)

This course will allow you to gain a deeper understanding of the unique nature of leadership communication. In this course, you will evaluate your own leadership communication style and build a communication improvement plan. You will experience the particular communication processes leaders need to embrace and apply 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, collaboration, teams, and technology in face-to-face and virtual settings. **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 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 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

EDL 500 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 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**

EDLR 8410 Leading an Educational Organization: Theory, Practice, and Reflection (3 Cr)

This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups by integrating theory, practice, and reflection. This includes shaping educational culture and values, facilitating the development of shared strategic vision, formulating goals and planning change efforts with staff, and setting priorities in the context of community and district priorities for all student and staff needs. It links theory to practice in the exploration of topics such as models of educational leadership, organizational behavior, institutional change, resource allocation, conflict management, problem solving, decision making, and ethical considerations.

EDLR 8415 Strategic Planning for Educational Leadership (3 Cr)

This course establishes the knowledge and skills needed to assist an educational leader in planning more effectively for a constantly changing environment. The course covers components of the strategic planning processes that can be adapted to specific educational environments. Students will create a strategic plan that incorporates/facilitates the development of a vision, mission, core values, and a positive organizational culture. They will be assessed on their ability to incorporate/facilitate evidence-based practices when implementing effective instructional programs and: (1) respond to the diverse needs of the community served, (2) mobilize and effectively use resources, and (3) marketing of their school/organization.

EDLR 8420 Policy, Power and Politics in Educational Leadership (3 Cr)

This course is designed to provide current and future school leaders with a view of the global process of policy making, while balancing the appropriate use of power with the political culture. Emphasis will be placed on the process of reviewing, constructing, implementing, and executing policy proposals and recommendations. Additionally, this course will explore the relevance and proactive approaches of political and power-based influences in regard to policy development and/or revision. While applying and sharing these concepts, school leaders will increase their knowledge base with the critical examination of policy analysis. Students will leave the course with a clearer understanding of their role as educational leaders and policy makers to their everyday experiences.

EDLR 8425 School-Based Inquiry and Transformation (3 Cr)

This course focuses on the identification and application of individual, school, and district data for school transformation. Using data driven decision making strategies, participants will address real life problems for curricular change and program development in PK-12 schools. Participants will pursue research focusing on the foundation to shape a vision of academic success for all students based on data and processes that are fundamental for school improvement.

EDLR 8430 Legal and Ethical Issues in Educational Research (3 Cr)

This course will focus on the major areas of school-related litigation, the implications of court rulings on school districts, school settings, personnel and students and how to apply ethical frameworks to educational decision-making. Course assignments will require candidates to analyze, evaluate, and synthesize legal knowledge and ethics and present their views in a logical, coherent manner. Candidates will examine how changes in law and society impact their decisions. They will study legal issues using real-world, problem-based approaches that emphasize the knowledge, skills, and dispositions needed for successful leadership. They

will examine how to deal in legally defensible ways with school- and community-based situations. Candidates will be armed with the knowledge to remain current with school related law and policy issues and equipped with the skills to positively and ethically impact the lives of the personnel and students with whom they interact and for whom they are responsible.

EDLR 8435 Current Topics in Educational Leadership (3 Cr)

This course focuses on the study of significant current topics and issues that impact educational institutions on a local, national, and global level. Emphasis will be placed on a critical review of trends and issues to include but not be limited to virtual learning, school choice, charter schools, privatization of schools, marketing a school, standards based education, and other reform initiatives. Students will examine these issues through reading, research, and case study analysis in order to develop informed opinions and formulate logical, coherent arguments.

EDLR 8460 The Principal and School Leadership (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.

EDLR 8461 The Superintendent and District Leadership (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.

EDLR 8490 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.

EDLR 8495 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.

EDLR 8498 Internship (Building Level) (3 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.

EDLR 8499 Internship (District Level) (3 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 360 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.

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 and 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 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 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. **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 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 multiculturalism 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 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**

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, and 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

FSC 8000 Summer Institute (0 Cr)

Required research and workshops will be held 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 Institute – Returning Students (0 Cr)

For students who have already attended the mandatory FSC 8000 required of all doctoral students and who wish to return for additional assistance with the applied dissertation process. Targeted sessions will be held on the dissertation benchmarks,

HEL 8300 The Faces of 21st Century Higher Education Institutions (3 Cr)

This foundation course focuses on the identification and analysis of issues, innovations, global trends, and policies of current importance in contemporary higher education. Topics will include the different types and characteristics of public, private, and for-profit colleges and universities and the key stakeholders; changing student demographics; student retention; faculty development; accountability and accreditation; life-long learning; the job market and higher education; and technology and distance learning. This course will examine the current landscape of higher education and explore the faculty, student, and administrative culture.

HEL 8310 Student Affairs in Higher Education (3 Cr)

This course will introduce student affairs components, its theoretical underpinnings, and how it operates within institutions of higher 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 ensure each student's sense of belonging and personal growth.

HEL 8320 Planning, Budgeting, and Financing of Institutional Resources (3 Cr)

Planning, Budgeting and Financing of Institutional Resources is an introduction to institutional finance for academic administrators or for those seeking to become involved in higher education, whether it be in for or not for-profit institutions. An understanding of institutional finance is the key to the future health and stability of all organizations. It is integral to the accreditation process and an indicator for the institution's future. Students participating in the course are introduced to the budget process as an outcome to their institution's mission, vision and strategic planning

HEL 8330 Governance, Ethics, and the Law of Higher Education (3 Cr)

The effective governance and management of colleges and universities requires a broad understanding of not only the range of organizational frameworks that encompass the administrative and academic functions but an awareness of the state and federal agencies that exert regulatory authority and influence through laws, policies, statutes, and planning/coordinating/governing boards. Depending upon an institution's classification, structure, and type of control (public, private, for-profit), the approaches to governance can vary widely across multiple higher education settings, and in this course students will have an opportunity to explore and analyze the various organizational paradigms and practices as they apply to governing boards, presidential leadership, administrative and academic units, stakeholders, and external government bodies. Special consideration will also be given to the sources of higher education law and ethics in the governance process.

HEL 8340 Leading the Academic Mission of Today's Colleges & Universities (3 Cr)

The extent to which a postsecondary institution achieves its purpose is a direct function of the intentional effort to establish coherent and educationally purposeful curricular and co-curricular academic programming. In this course, students will have the opportunity to review, analyze, and become more familiar with the purpose, principles, and impact of academic missions at two- and four-year public, private, and for-profit institutions. They will gain insight into the academic mission and its critical role in guiding curriculum and program planning, teaching and student learning, assessment and evaluation, faculty development, and institutional policy-and decision-making.

HEL 8350 Politics and External Relations of Higher Education (3 Cr)

This course introduces the future higher education leader to key roles in a complex external environment. It emphasizes the development of an awareness and recognition of the importance that external entities, diverse interests, and the external domain and processes have on the leadership of a higher educational institution. It includes the importance of developing productive relationships with boards, unions, professional organizations and associations, as well as the skills necessary to lead during crisis, and deal with public image control.

HEL 8360 Comparative Higher Education (3 Cr)

This course introduces students to the international aspects of higher education. Different interpretations of internationalization and globalization of higher education are considered; organizations that sponsor and support international activities are examined; and select national "systems" of higher education are considered in-depth. The purpose of this foundations course is to provide the student with information concerning the historical and philosophical roots of American and International higher education, with a focus on the societal contexts in which colleges and universities developed. The student will be required to demonstrate an ability to trace such roots from Medieval, Renaissance, and Reformation periods in Europe to the present. The course will also expose the student to the societal, economic, political, and cultural forces that have impacted various stages in the development of the world higher education enterprise.

HSA 8600 Human Services Delivery Systems (3 Cr)

Systems of delivery within the human services field will be introduced and examined. Specifically, this course will focus on how different human services programs address myriad social problems including but not limited to, mental health, substance abuse, homelessness, domestic violence, child abuse, and poverty. Emphasis will be placed on how these programs intersect and work collaboratively to meet the needs of individuals and families in our communities. Factors which facilitate and impede access to care among different populations, will also be discussed.

HSA 8601 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.

HSA 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.

HSA 8603 Human Resource Development (3 Cr)

This course provides the principles of human resources and administrative supervision techniques for educational institutions, administrative offices, and 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.

HSA 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.

HSA 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.

HSA 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.

IDT 6000 Reflective Portfolio (3 Cr)

Reflective Portfolio; 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**

IDT 7000 Research in Instructional Design and Technology (3 Cr)

This course will focus on research design, implementation, and analysis and its place in leading educational change in the fields of Curriculum and Teaching, and Instructional Technology and Distance Education with an emphasis on the overlap between these fields. Presents sources of important information about curriculum, 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**

IDT 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

IDT 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. **Prerequisite/s: None**

IDT 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: IDT 7005

IDT 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.

IDT 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**

IDT 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**

IDT 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**

IDT 8012 Management and Evaluation of Instructional Technology and Distance Education Programs (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**

IDT 8119 Contemporary Topics in Instructional Technology and Distance Education (3 Cr)

Catalog Description: 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**

IDT 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**

IDT 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: None**

IDT 8122 Professional Practice in Instructional Technology and Distance Education (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: IDT 7005, IDT 7007, IDT 8001, and IDT 8008**

IDT 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**

IDT 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**

ILLR 8100 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 workplace needs. 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 intervening socio-political factors across settings. Foundations of curriculum, and development and evaluation of curriculum will be emphasized.

ILLR 8105 Leading for Change (3 Cr)

This course emphasizes the need for instructional leaders to understand the importance of change and transitions. Teachers, school counselors and psychologists, administrators, and other stakeholders who are practitioners in the field in addition to the leaders of school reform have the potential to initiate change. This course will provide participants hands-on experiences to succeed in their role as change agents, and instructional experts. Instructional leaders will learn how to keep their people engaged and devoted through organizational shifts.

ILLR 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.

ILLR 8111 Communities of Practice (3 Cr)

The purpose of this course is 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.

ILLR 8112 Assessment Centered Curricular Design (3 Cr)

This course challenges the candidates to design curriculum based on standards. Starting with the end in mind, the candidates will analyze the understandings, skills, knowledge and performances underlining a standard. They will create essential questions, assessments and learning activities that will equip students and help them master the standards. Candidates will use a variety of resources, including technology, to create authentic performance assessments and learning opportunities. Candidates will experience the opportunity to reflect on their learning process and to improve their learning products. The curriculum created by the candidates should reflect this type of metacognition exercise as well. Candidates will also discuss relevant issues regarding assessment, such as the role of assessment in educational reform, assessments' validity and reliability, standardized testing, assessment for, of and as learning, assessment tools: rubrics and portfolios, types of assessments (essays, selected response, performance assessment, and personal communication), teachers' evaluation, and assessment in diverse schools. In addition, candidates will reflect on other relevant topics regarding curriculum, such as flipped classrooms, and the role of instructional leaders in promoting the integration of technology, among others.

ILLR 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.

ILLR 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 construct 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, models, and delivery methods for professional development, including online applications.

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**

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**

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 in

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

ORGL 8730 Virtual and Global Leadership (3 Cr)

Virtual and global leadership develops the intercultural competence that is imperative to the success of an individual, or an organization, in the virtual and global workplace. This course will help students develop the skills necessary to interact virtually and globally in any setting or location. It will lead students to develop a sense of the importance of the culture and the cultural distinctions and characteristics in the virtual and global workplace—behaviors, attitudes and emotions that can be confusing and, at times, exasperating if one does not understand the impacts of culture. Students will learn to move beyond the home solutions by asking themselves how they can come to know what they do not understand or distinguish between global differences, and they will be inspired to extend themselves, humbly and openly, to connect with those who are culturally different.

ORGL 8740 Organizational Behavior and Human Development (3 Cr)

The course addresses the theories, techniques and models necessary to develop the behavior of individuals and groups in the 21st century, within organizations. Participants will examine practices and strategies necessary for enhancing the efficiency and effectiveness of an organization's human capital. Topics include: employee motivation, leadership styles, organizational culture and climates, change and conflict management, workplace health and safety, workplace diversity, training and policies and employee performance enhancements.

ORGL 8750 Strategic Planning (3 Cr)

This course focuses on strategic planning and the visioning process for future directions of a 21st century organization. Emphasis is placed on the development, execution and monitoring of a strategic plan. The course uses case study analysis as an important aspect of instruction. In addition, since project management involves a significant planning and monitoring process, this course will also cover the practical approach to managing projects, focusing on organizing, planning, coordinating and evaluating the efforts of each project desired or required within the organization. Students will develop, participate, design and implement plans for organizations in order to complete achievable objectives in strategic organizational units.

ORGL 8760 Change Management (3 Cr)

Leadership, by characterization, is about change. This course emphasizes the need for leaders to understand the importance of mastering the change process and identifying the leadership opportunities in the process. This course will examine change and the inevitability of change in organizational environments. The course will focus on identifying the targets for change, the economic and social forces driving change, levels of change, models for managing change, and the different leadership intelligences involved in the process.

ORGL 8770 Critical Thinking for Decision Making (3 Cr)

Provide a framework to enhance creative and critical thinking toward applying a structured decision-making process within the context of an organization. Analyze situations requiring decisions and determine those approaches most effective. Focuses on prospective organizational leader's knowledge, skills, and abilities impacting and enhancing organizational activities. Develop and explore solutions toward making informed decisions using resources when planning and evaluating strategies. This course aims to improve decision-making policies by applying critical thinking techniques that minimize risks and maximize the impact of an organization's mission.

ORGL 8780 Emerging Theories of Organizational Leadership (3 Cr)

Leadership theories and practice serve to focus on the designed to prompt self-awareness. The goal is to focus on what is effective leadership and what it means to be a good leader. The emphasis is on the practice of leadership. The course includes an examination of the nature of leadership, recognition of leadership traits, development of leadership skills, the creation of a vision, displaying excellent organizational goals, setting the authoritative tone, communication with group members, overcoming obstacles, and the recognition of values and ethics in leadership.

ORGL 8790 Diversity Dynamics (3 Cr)

This course highlights the need for leaders to understand the importance of diversity and cultural values within an organization. Diversity and cultural proficiency is imperative to the success of an individual and organization. The goal is to help students develop the skills necessary to interact in a diverse environment. Methodologies of organizational and cultural diagnosis will be explored as well as methodologies between organizational structure and culture, and cultural development and deployment. Topics will include minorities and women in leadership role and the contribution to leadership and organizations.

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.**

RED 9001 Issues and Trends in Literacy Education (3 Cr)

This course will critically analyze historical perspectives and current issues in literacy education. These issues include social, cultural, political, economic, scientific and technological developments on how literacy is developed and instructed in today's world. **Prerequisite/s: None**

RED 9002 Theories of Reading (3 Cr)

This course will introduce the foundational literacy practices that provide the frameworks for teaching reading. Special attention will be paid to the evidence-based theories of reading that support contemporary reading instruction, including the structured frameworks and strategies used in today's PK-12 schools. **Prerequisites: None**

RED 9003 Digital Literacy (3 Cr)

This course will explore the evolving nature of literacy as it related to new technologies, including the skills needed to educate PK-12 learners how to communicate effectively. Students will review the most current research on the impact of technology on reading and writing, effective evidence-based uses of new literacies to improve reading and writing, and criticisms of the multimodal literacy. **Prerequisite/s: None**

RED 9004 Teaching Reading in Diverse Classrooms (3 Cr)

This course will examine critical issues, challenges, and research perspectives on teaching reading in multicultural, multilingual and other diverse classroom settings. Students will discuss the research on how issues of literacy learning intersect with policy decisions that effect diverse learners. **Prerequisite/s: None**

RED 9005 Literacy Across the Curriculum (3 Cr)

This course focuses on the many definitions of literacy in modern reading instruction. Special attention is given to how disciplinary literacy is manifested in the content areas. Students will also explore the socio-cultural theories on literacy learning and how to develop and sustain subject-specific reading instruction for all learners. **Prerequisite/s: None**

RED 9006 Reading Assessment and Intervention PK-3 (3 Cr)

This course discusses the importance of early (birth through eight) learning environments and how they affect later performance. Specific focus will be given to evidence-based instructional practices and appropriate assessments from grades PK-3 that fit within the guidelines of the Response to Intervention model. Students will examine research on how to best address the needs of struggling early readers before they enter the upper grades. **Prerequisite/s: None**

RED 9007 Reading Assessment and Intervention for Adolescents & Adults (3 Cr)

This course offers a survey in the principles and practices of literacy assessments geared towards adolescent and adult learners. Specific focus will be given to intervention strategies for addressing and remediating the unique needs of students in upper elementary and secondary grades, as well as adult learners with reading and writing difficulties. Students will examine how struggling to make the transition from learning-to-read to reading-to-learn can affect readers for the rest of their schooling and beyond. **Prerequisite/s: None**

RED 9008 Research in Second-Language Reading (3 Cr)

This course explores classic and current research on how the reading process and related theoretical models are changed when reading in a second language. The development of literacy in non-native speakers of a language will be examined by considering second-language factors affecting reading fluency, vocabulary acquisition, comprehension, and other components of text processing. Research-based instructional practices and curriculum considerations are also examined. Non-native English speaker perspectives in literacy acquisition will be analyzed. **Prerequisite/s: None**

RED 9009 Literature for Children and Young Adults: Critical Analysis (3 Cr)

This course will provide an extensive review of current and classic children's literature, as well as literature geared towards adolescents and young adults. Contemporary issues, including topics such as race, culture, gender, and class, will be critically analyzed. This course will deepen students' understanding of the cultural contexts of literature for children and young adults and the methods of thematic text selection for classroom use. **Prerequisite/s: None**

RES 8100 The Nature of Knowing: Epistemology and Inquiry-Based Learning (3 Cr)

The purpose of this common course is to provide an intellectual foundation for analyzing information, thinking critically, and working to become a researcher in the field. The goal is to (a) understand the theoretical and philosophical foundations of research, (b) prepare students for doctoral-level expectations in an online environment, and (c) teach students how to be consumers of educational and social science research. Students will engage in scholarly writing using appropriate format and style, while learning concepts such as paraphrasing and plagiarism. In addition, students will develop the necessary skills to be successful in an online

course environment; participate in synchronous and asynchronous course activities; and utilize technology for productivity, communication, and engagement. Finally, students will navigate electronic resources to locate scholarly literature in their field, and evaluate and synthesize current research into a coherent literature review. **Prerequisite/s: None**

RES 8912 Statistics Methods (3 Cr)

Statistical Methods is a course in introductory statistics that will introduce concepts and methods in descriptive and inferential statistics. Concepts such as reliability, validity, estimation, and hypothesis testing are covered. The course will focus on exploring and understanding data, exploring relationships between variables, and gathering data. The course is designed to provide students with the statistical background required for doctoral-level research. In addition, this course will cover the basic conceptual and procedural components of descriptive, parametric, and nonparametric analyses. An explanation of these concepts and the applications to real-life and research-based paradigms will be emphasized so that students can become more skilled at interpreting empirical findings.

RES 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 programs will be a primary focus of the course. **Prerequisite/s: RES 9300**

RES 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: RES 9300**

RES 8916 Qualitative Research (3 Cr)

The purpose of the Qualitative Research course is to introduce doctoral students to the principles of qualitative research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate appropriate qualitative methods.

RES 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.

RES 8920 Mixed Methods (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: RES 9300**

RES 8926 Qualitative Data Analysis (3 Cr)

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.

RES 9300 Methods of Inquiry (3 Cr)

The purpose of this course is to educate doctoral students on the use of the scientific method in educational and social science research to ensure informed decision making grounded in empirical research. This course provides an opportunity for students to advance their understanding of the different methods of research inquiry, including quantitative, qualitative, and mixed methods approaches. Students will also understand the concepts related to program evaluation and action research and their utility to educational research, as well as ethical considerations when conducting research. Participants will use theoretical underpinnings to begin to critically evaluate literature relevant to their field and determine how research findings are useful in informing their understanding of their environment (i.e., work, social, local, global). **Prerequisite/s: RES 8100**

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**

SPED 8401 Special Education Law and Policy (3 Cr)

This course focuses on law 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 Act (FERPA). In addition, students will examine similar principles in state legislation, with particular emphasis on school practices in special education. **Prerequisites: None**

SPED 8402 Families, the Law, and Exceptionalities (3 Cr)

This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. We will look at the various models that inform our perceptions of individuals with disabilities and the relevance of said models on policy and service delivery. We will also look at disability policy and the core principles that comprise that policy. We will then explore various disability laws, particularly the ADA (Americans with Disabilities Act), and the case law interpreting such laws, and explore how such laws and cases support or fail to support the core principles of disability policy. We will then develop guideposts for analyzing disability policy. Finally, we will look at Self-determination and Self-advocacy and the impact these movements have had and are continuing to have on disability policy and the delivery of services to the disabled.

SPED 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.

SPED 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.

SPED 8405 Collaboration and Consultation (3 Cr)

This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories and methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through materials and related experiential activities. Additionally, this course is designed to teach students the theory and practice of collaborative consultation, increase pedagogical knowledge, and to prepare students to become reflective decision makers with the skills to facilitate and employ collaborative consultation in work and life settings. The instructor acts primarily as a facilitator providing discussion and related materials on the topic of collaborative consultation; otherwise, the course is student driven. The course is designed so that every aspect is collaborative, including selecting the activities in which to engage collaboratively with peers.

SPED 8406 Transition, Career Development and Independent Living (3 Cr)

The course will focus on the strategies and methodologies professionals need to devise and methodologies professionals need to devise and implement intervention plans that assist individuals with disabilities and their families in planning for post-secondary life. Students will examine the practices and procedures fundamental to successful transition, as well as the challenges, issues, and trends pertaining to the development of independent living, occupational and vocational abilities, and interpersonal skills.

SPED 8407 Assessment and Evaluation of Special Needs (3 Cr)

This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive development and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration, and uses of cognitive assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placement, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring, and interpretation of various clinical and educational instruments will be provided.

SPED 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 Cr)

This course will emphasize acquisition of the skills and knowledge needed to analyze and interpret measures of behavioral/emotional development, and the abilities 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.

SPED 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 social responses to disability. Anthropological, social, and psychological theories about origins of cultural diversity will also be discussed. At no time in history has there been greater diversity in our population. Students entering the public, parochial, and private school system bring a wider array of culture, ethnicity, language, and ability than ever before. Preparing teachers to work with this diversity, creating curricula to adequately represent this profile, and impacting the social, political, economic, and ideological conditions for a truly multicultural education demands a transformation of policy and practice at many levels. Students with special needs who bring non-majority backgrounds to school often face a double whammy-the very ethnic and/or language differences these students exhibit can both serve to mask or exacerbate underlying learning, social, and/or behavioral challenges. Thousands of students are misidentified, while thousands more are denied special education services.

SPED 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.

SPED 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**

SPED 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**

SPED 8803 Advanced Topics in the 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**

SPED 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**

SPED 8805 Seminar in Professional Issues in Leading Programs for Individuals 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**

SPED 8806 Special Topics Across the Lifespan 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**

SPED 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**

SPED 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**

SPED 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**

SPED 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**

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 STEM Curriculum for PK-3: Developmental Approaches (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 STEM Curriculum for Grades 4 to 8: Developmental Approaches (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 student 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 Practives 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**

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 TESOL and a TESOL 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**

2016 – 2017

**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 2016-2017. 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 | Identification Cards |
| Abuse/Physical Assault | Interference with University Investigations and Disciplinary Proceedings |
| Acceptance of Professional Fees | Jurisdiction of University Policies and Procedures |
| Appeal Procedure | Off-Campus Violations |
| Arson | Parking and Traffic Policies |
| Bomb Threats | Privacy of Records |
| Breaking and Entering | Procedure to Inspect Records |
| Campus Security Report | HIPAA Statement |
| Cellular Phone Policy | Public Laws |
| Closing Hours | Sexual Misconduct and Harassment |
| Code of Student Conduct and Academic Responsibility | Sexual Misconduct Policy |
| Censual Relations Between Faculty Members and Students | Harassment Statement |
| Contracting on Behalf of the University | Sexual Harassment Policy |
| Disabilities | Smoking Policy |
| Discriminatory Conduct | Solicitation and Posting Policy |
| Drug Policy—Zero Tolerance | Stalking |
| Emergency Situations | Student Publications |
| Failure to Comply | Theft or Unauthorized Possession |
| False Information | Title IX Compliance Policy |
| Falsification of Records | Travel |
| Fire Safety | Trespass Policy |
| Fraud | Unauthorized Entry |
| Gambling | Unauthorized Possession of University Property |
| Grievance Procedures for Nonacademic Disputes | Vandalism |
| Health Policies | Weapons |
| Hurricane Procedures | |

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

The *NSU Student Handbook* is not intended to be a contract or part of a contractual agreement between NSU and the student. Changes in the content of the student handbook may be made at anytime, by the university, division, or college administration. Whenever possible, adequate notice of anticipated changes will be given to the student. This *Student Handbook* supersedes all previous handbooks, documents, and directives where they may be in conflict. The *Student Handbook* is the governing document for all program-related information. Please become familiar with the policies, regulations, and procedures listed within. Failure to read this handbook does not excuse students from the policies and procedures contained in it. Students are expected to be familiar and comply with all the policies and procedures contained within the student handbook, including any revisions or modifications.

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures without notice affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition and/or fees when in the judgement of the administration such changes are required in the exercise of its educational responsibility.

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 at http://www.nova.edu/studentaffairs/forms/studenthbk_2016-17.pdf

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 may be administratively reversed and a grade of F may 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.S. and 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, plagiarism on a practicum or an applied dissertation, or finding of other academic misconduct (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 and Faculty 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 a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The University's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations can be obtained by contacting the NSU Office of Disability Services at (954) 262-7189 or 800-986-3223, ext. 287189, 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 NSU Office of Disability Services 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.

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

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 (prospectus, proposal development, proposal and applied dissertation) will be graded Pass (P), Progress (PR), or No Progress (NPR). Some courses will be graded Pass/Fail (P/F) and are identified accordingly.

Incomplete Grades

A grade of incomplete (I) may be granted at the discretion of the professor/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 are responsible for contacting the professor/instructor to initiate their request for an incomplete grade. If the professor/instructor agrees to the request, the student is responsible for submitting the Incomplete Grade Agreement Form for approval. 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 professor/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 professor/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 professor/instructor, the following may occur:

- The professor/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 (SAP) 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.S. and Ed.S. Students

Students enrolled in any FCE M.S. or Ed.S. program must fulfill the following graduation requirements (refer to *Graduation* in the Student Information, 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:

- In order to graduate from the FCE state-approved certification/licensure programs, students must complete any state examinations and field or work experiences. 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.

Ed.D., Students

Students enrolled in any FCE doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* for the Ed.D. in the Doctoral Programs section of the catalog):

- successfully complete DSO 8000: Doctoral Studies Orientation,
- attend the mandatory summer institute,
- 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 faculty advisor),
- 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.

Ph.D., Students

Students enrolled in any FCE doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* for the Ph.D. in the Doctoral Programs section of the catalog):

- PPO 8000: Ph.D. Program Orientation,
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete an applied research practicum,
- complete an applied research dissertation,
- 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, and 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. 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, and 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 may be administratively reversed and a grade of F 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.S. and Ed.S. Program Completion Timeline (FCE Policy 1.04)

Master's and Educational Specialist students are allotted four (4) 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 four (4) 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 four (4) 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 four (4) 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.
 - 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.
- 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:
 - Credits were earned within the past five years.
 - Student earned a grade of B, Pass, or better (in the courses 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 or Faculty Advisor to determine student eligibility and degree requirements.

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 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://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>. 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 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 the 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 or 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 written 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 an official program withdrawal confirmation to the student via U.S. mail and NSU email.
3. A copy of the program withdrawal letter will also 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 |
|---|--|
| Intel Core i5 or i7 processor | Windows (most recent version) |
| 4 GB RAM (upgradable to 6 GB or more) (PC) | Mac OS 10.7 or higher (for Mac based systems) |
| 4 GB 1333MHz DDR3 SDRAM (2x2GB) (Mac) | Adobe Reader and Adobe Flash (most recent version) |
| 250 GB hard disk or larger (7200 RPM) | 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 | |
| Sound Card with Speakers and Microphone | |

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://education.nova.edu/judicial-affairs/index.html>.

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 recommended 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 academic department chair or designee. A written account of any perceived discrepancies may be requested by the chair or designee prior to his/her review. The chair or designee 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 through the Office of Student Judicial Affairs by completing a *Student Appeal Form*. This form 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 an incomplete, forty-five [45] days from the date a final course grade is posted), for consideration by the committee.

- A. A five-member committee consisting of a faculty representative from each department, 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 dispute, a formal grievance may be filed through 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 and Master of Science

The appeal process for Educational Specialist, Master of Science 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 recommended 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 academic department chair or designee. A written account of any perceived discrepancies may be requested by the chair or designee prior to his/her review. The chair or designee 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 through the Office of Student Judicial Affairs by completing a *Student Appeal Form*. This form 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 an incomplete, forty-five [45] days from the date a final course grade is posted), for consideration by the committee.

- A. A five-member committee consisting of a faculty representative from each department, 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 dispute, a formal grievance may be filed through 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://education.nova.edu/judicial-affairs/index.html>.

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/distanceded/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. The 2016-2017 academic year is the last year that the FAFSA became available on January 1. The FAFSA for the 2017-2018 academic year will become available in October 2016. 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 - nova.edu/financialaid/forms/1617/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 in an eligible TEACH Grant program who met certain qualifications and 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 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](#)

For more information, visit the financial aid website at nova.edu/financialaid/undergraduate/grants/teachgrant.html (undergraduate students) and nova.edu/financialaid/graduate-professional/grants/teachgrant.html (graduate students).

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/. New and exciting on- and off-campus jobs are available throughout the year.

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) loan, direct unsubsidized (not need-based) loan, Parent PLUS Loans (credit-based) loan, and Graduate PLUS (credit-based) loan. Interest rates and loan fees are determined by federal law. Interest rates published below apply to loans first disbursed on or after July 1, 2015, and before July 1, 2016. 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 4.29 percent applies. The loan has fees of 1.068 percent for loans first disbursed on or after October 1, 2015, and before October 1, 2016.

- **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 4.29 percent for undergraduates and 5.84 percent for graduate and professional students apply. The loan has fees of 1.068 percent for loans first disbursed on or after October 1, 2015, and before October 1, 2016.

- **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 6.84 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. The loan has fees of 4.272 percent for loans first disbursed on or after October 1, 2015, and before October 1, 2016. Parents can apply online at www.studentloans.gov.

- **Federal Grad PLUS Loan**

The federal Grad PLUS (fixed interest rate of 6.84 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. The loan has fees of 4.272 percent for loans first disbursed on or after October 1, 2015, and before October 1, 2016. Students can apply online at www.studentloans.gov.

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.

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.

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 Fort Lauderdale-Davie 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) each semester 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 Satisfactory Academic Progress (SAP). Student athletes should also contact the athletic compliance officer.

Withdrawal from Classes

Students may withdraw from a class after the drop period has ended up to three weeks prior to the end of the semester. 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 SharkLink, 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 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

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 detailed information, visit www.nova.edu/bursar/payment/payment_plans.html. In addition, some graduate program offices offer payment plan options. Please check your program's website for details.

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 complete the following before the first day of class:

- 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
- 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.
- Pay a \$75 deferment fee along with all other fees.
- 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 complete the following before the first day of class:

- 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.
 - 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 complete the following before the first day of class:
 - Pay charges in full for the semester/term to be reimbursed
 - 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 nova.edu/bursar/forms/index.html. To learn more about the Florida Prepaid College Plan, visit myfloridaprepaid.com.

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 Fort Lauderdale-Davie 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.

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 training (OPT)
- extension of stay
- study abroad
- social security
- income tax filing
- health insurance
- cross-cultural activities
- international student orientation
- international travel registration

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.

Financial Policies and Information

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 in the Financial Aid section of this catalog.

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) (<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.

For the Tuition Refund Schedule, visit the website at <http://education.nova.edu/Resources/uploads/app/28/files/PDF/FCE%202016-2017%20Tuition%20Refund%20Schedule.pdf>

Full-time Faculty and Campus Locations

Full-Time Faculty Academic Year 2016-2017

Liezette Abel-Ruffin

Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Assistant Professor

Julie Alemany

Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Associate Professor

Tamara Anderson

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Soledad Arguelles-Borge

Ph.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Georgina Arguello

Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Assistant Professor

Jia Borrer

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Assistant Professor

Vivian Bosque

Ed.D., University of Houston
M.A., University of Miami
Associate Professor

Karen Bowser

D.Ed., The Pennsylvania State University
M.Ed., The Pennsylvania State University
Assistant Professor

Tony Bright

Ph.D., Michigan State University
M.A., University of Alabama
Associate Professor

A. Jared Bucker

Ph.D., University of Miami
M.C.S.E., University of Miami
M.P.S., Lynn University
Associate Professor

Berta Capo

Ed.D., Nova Southeastern University
M.S., University of Miami
Assistant Professor

Lisa J. Carbone

Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Manager of Program Licensure and Accreditation/
Assistant Professor

Lina Lopez Chiappone

Ph.D., University of Miami
M.S.Ed., University of Miami
Chair/ Associate Professor

Mel D. Coleman

Ed.D., Teacher's College, Columbia University
M.Ed., Ohio University
Associate Professor

Judith L. Coughlin

Ph.D., University of Miami
M.S., Nova Southeastern University
Associate Professor

Maureen Crowley

Ed.D., Nova Southeastern University
M.A., Central Michigan University
Associate Professor

Ronald J. Cugno

Ed.D., Nova Southeastern University
M.Ed., Bridgewater State College
Associate Professor

Nydia Cummings

Ph.D., University of Miami
M.S., Arkansas State University
Associate Professor

Susan L. Davis

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Charlene M. Desir

Ed.D., Harvard University
M.A.Ed., Harvard University
M.A., Tufts University
Associate Professor

Gretchen M. Donndelinger

Ed.D., University of California
M.S., National University
Associate Professor

Kenneth R. Dose

Ed.D., Nova Southeastern University
M.A.T., Nova Southeastern University
Associate Professor

Wayne T. Driscoll

Ed.D., Teacher's College,
Columbia University
M.Ed., Wright State University
Assistant Professor

Fawzy A. Ebrahim

Ed.D., University of Georgia
Ph.D., University of Georgia
M.Ed., University of Georgia
Associate Professor

W. Alex Edmonds

Ph.D., Florida State University
M.S., Florida State University
Associate Professor

David Escobar-Arcay

Ph.D., Boston College
M.A., Gordon-Conwell Theological Seminary
M.Ed., Harvard University
Associate Professor

Ramon Ferreiro

Ph.D., University of Havana
Associate Professor

John G. Flores

Ph.D., University of Connecticut
M.S., Boston University
Assistant Professor

Dana L. Fredebaugh

Ph.D., University of Miami
M.S., University of Miami
M.A., University of the Virgin Islands
Associate Professor

Melinda Fronrath

Ed.D., Nova Southeastern University
M.Ed., Ashland University
Associate Professor

Michael W. Gaffley

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

David Griffin

Ed.D., Florida International University
M.A., State University of New York
Associate Professor

Constance R. Hebert

Ed.D., Nova Southeastern University
M.Ed., College of William & Mary
Associate Professor

Steven Hecht

Ph.D., Florida State University
M.S., Florida State University
Associate Professor

Audrey H. Henry

Ed.D., University of Florida
M.Ed., University of Florida
Associate Professor

Robert W. Hill

Ed.D., Nova Southeastern University
M.Ed., University of South Florida
Associate Professor

Kevin Johnson

Ed.D., Samford University
M.S., Georgia State University
Assistant Professor

Elda Kanzki-Veloso

Ph.D., Barry University
M.S., Florida International University
Associate Professor

Jason Karp

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Professor

Thomas D. Kennedy

Ph.D., University of Miami
M.A., Southern Methodist University
Associate Professor

Mary T. Kolesinski

Ed.D., University of Georgia
M.Ed., Boston State College
Associate Professor

Joan P. Kowal

Ed.D., Indiana University
M.S., Indiana University
Assistant Professor

Danielle M. Kwasnik

Ed.D., Nova Southeastern University
M.P.A., Nova Southeastern University
Associate Professor

Sidi M. Lakhdar

Ed.D., Boston University
M.A., Salem State College
Associate Professor

Patrice R. LeBlanc

Ed.D., Boston University
M.A., Anna Maria College
Professor

Maria Ligas

Ph.D., University of Southern Mississippi
Ed.S., University of Southern Mississippi
M.Ed., University of Southern Mississippi
Associate Professor

Victoriano Lopez

Ed.D., Florida International University
Ed.S., Nova Southeastern University
M.S., Florida International University
Assistant Professor

Jamie D. Manburg

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean of Assessment Scholarship and Undergrad Programs/ Associate Professor

Gilda M. Marin

Psy.D., Nova Southeastern University
J.D., Suffolk University
M.Ed., University of Miami
Assistant Professor

Carmen B. Marinelli

Ed.D., Nova Southeastern University
M.A., University of Miami
Assistant Professor

Daniel Markarian

Ed.D., Nova Southeastern University
M.S., University of Miami
Assistant Professor

Tatjana Martinez

J.D., Widener University
M.S., University of Miami
Assistant Professor

James L. McCan

Ph.D., Purdue University
M.S.Ed., Purdue University
Associate Professor

Maureen McDermott

Ed.D., Florida International University
M.A., Indiana State University
Associate Professor

Gabriela Mendez

Ph.D., The Pennsylvania State University
M.S., The Pennsylvania State University
Associate 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/Assistant Professor

Roxanne V. Molina

Ph.D., Florida International University
M.S., Florida International University
Assistant Professor

Rashid A. Moore

Ph.D., Indiana University
M.A., Southern Illinois University
M.A., Illinois State University
Associate Professor

Jennifer Quiñones Nottingham

Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Associate Dean of Administration and Student Services/Associate Professor

Vanaja Nethi

Ph.D., Cornell University
M.A., University of London
Assistant Professor

Susan Ohrablo

Ed.D., Nova Southeastern University
M.S., State University College
Assistant Professor

Anymir M. Orellana

Ed.D., Nova Southeastern University
M.S., University of Florida
Associate Professor

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