Fischler School of Education and Human Services

Catalog 2005–2006

Policies and programs set forth in this catalog are effective through June 30, 2006. Regulations and requirements, including fees, are necessarily subject to change without notice at anytime, at the discretion of the Nova Southeastern University (NSU) administration. FSEHS reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this catalog. Updates and addendums will be made available as appropriate.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number (404) 679-4501) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees.

Nondiscrimination Statement
Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g. Title VII, Title VI, Title III, Rehab Act, ADA, Title IX), 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, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to admissions, enrollment scholarships and loan programs, athletics, employment, and access to and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and 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 official catalog of the Fischler School of Education and Human Services is the governing document for all program-related information. Please become familiar with the policies and procedures listed within. Failure to read this catalog does not excuse students from the rules and procedures contained in it. 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. Additionally, if there is any conflict between the information contained online and that contained in the printed catalog and/or its addendums, the information in the printed catalog and/or its addendums prevail.

State Disclosures

The following states require these disclosures:

Arizona
Nova Southeastern University is licensed to operate in Arizona by the Arizona State Board for Private Postsecondary Education.

California
Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, California 95814; (916) 445-3427.

Indiana
This institution is regulated by: The Indiana Commission on Proprietary Education, 302 West Washington Street, Room 201, Indianapolis, Indiana 46204. In-state toll-free number, 800-227-5695 or (317) 233-4219.

Nevada
Nova Southeastern University's Graduate Teacher Education Program and the National Ed.D. Program for Educational Leaders are licensed by the Nevada Commission on Postsecondary Education. The Las Vegas site includes classrooms, technology labs, and administrative offices. All facilities conform to Clark County building, fire, and business license requirements.

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

Vermont
Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information. In the event that a decrease in enrollment makes continuing a program academically nonviable, or if the program is forced to close for any other reason, provisions will be made for students to continue the program at another site without additional cost to the student. If it is not possible to provide a completion alternative, students will be given a full refund of tuition and fees.

Washington
Nova Southeastern University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 2005, and authorizes Nova Southeastern University to offer the following degrees: Doctor of Education in Child and Youth Studies and Doctor of Education in Educational Leadership. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430.

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

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

Fischler School of Education and Human Services (FSEHS)

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Executive Administration

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

Jorge Blanco, M.Acc., *Comptroller*

Anthony J. DeNapoli, Ed.D., *Executive Dean—External and International Affairs*

Nelson Diaz, Ed.D., *Executive Dean*

Kimberly Durham, Psy.D., *Executive Dean—Administration and Human Services*

John G. Flores, Ph.D., *Executive Dean*

Maryellen E. Maher, Ph.D., *Executive Dean—Research and Planning*

Dana Mills, Ph.D., *Executive Dean*

Timothy Shields, Ed.D., *Executive Dean—Enrollment Services and Technology*

Deans

Wayne Driscoll, Ed.D., *Dean—Faculty*

Rochelle Green, Ed.D., *Dean—Human Development and Family Services*

Denise Kelly, Ed.D., *Dean—Enrollment Services*

Tom Land, Ed.D., *Dean—Training and Professional Development*

Jean Lewis, Ed.D., *Dean—Adjunct Faculty Support Services*

Barbara Packer, Ed.D., *Dean—Academic Affairs*

Delores Smiley, Ed.D., *Dean—Community Education and Diversity Affairs*

Associate Deans

Debbie Anderson, M.Ed., *Associate Dean—Human Services*

Kenneth Dose, Ed.D., *Associate Dean—Master's and Educational Specialist Degree Programs*

Jamie Manburg, M.S., *Associate Dean—Undergraduate Studies*

Wren Newman, SLP.D., CCC-SLP, *Associate Dean—Speech Programs*

Jennifer Quiñones Nottingham, M.S., *Associate Dean—Enrollment Services*

President's Message

We are pleased and honored that you have selected Nova Southeastern University. We are confident that we can help you build the skills necessary to get ahead and stay ahead in your chosen field, while making a significant contribution to your community and society as a whole.

By choosing the Fischler School of Education and Human Services, you share with us a commitment to excellence in teaching and human services. You'll find that our practical, reality-based curriculum allows us to prepare our students for a lifetime of learning and success. We share knowledge with students across our nation and in many countries around the world. Fischler graduates have a special bond, and you can look forward to joining a very select group.

As president of NSU, I welcome you to our family, whether you are a full-time student or a working professional joining us part-time or online from another part of the world. With the help of Nova Southeastern University, you will make a significant difference to your students, your community and, quite possibly, the world.

Ray Ferrero, Jr., J.D.

NSU Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from pre-school through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Education Provost's Message

On behalf of the hundreds of professional men and women associated with the Fischler School of Education and Human Services, I welcome you to the threshold of a new world.

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

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

H. Wells Singleton, Ph.D.

FSEHS Mission Statement

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

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

Important Dates

NSU Holiday Calendar July 2005 – December 2006

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

Holiday	NSU Observed Date	Holiday	NSU Observed Date
Independence Day	Monday, July 4, 2005	Good Friday	Friday, April 14, 2006
Labor Day	Monday, September 5, 2005	Easter Sunday	Sunday, April 16, 2006
Rosh Hashanah	Tuesday, October 4, 2005	Memorial Day	Monday, May 29, 2006
Yom Kippur	Thursday, October 13, 2005	Independence Day	Tuesday, July 4, 2006
Thanksgiving Day	Thursday, November 24, 2005	Labor Day	Monday, September 4, 2006
Day after Thanksgiving Day	Friday, November 25, 2005	Rosh Hashanah	Saturday, September 23, 2006
Christmas Eve	Saturday, December 24, 2005	Yom Kippur	Monday, October 2, 2006
Christmas Day	Sunday, December 25, 2005	Thanksgiving Day	Thursday, November 23, 2006
Day after Christmas Day	Monday, December 26, 2005	Day after Thanksgiving Day	Friday, November 24, 2006
New Year's Eve	Saturday, December 31, 2005	Christmas Eve	Sunday, December 24, 2006
New Year's Day	Sunday, January 1, 2006	Christmas Day	Monday, December 25, 2006
Day after New Year's Day	Monday, January 2, 2006	New Year's Eve	Sunday, December 31, 2006
Martin Luther King Day	Monday, January 16, 2006		

Fischler School of Education and Human Services Academic Calendar 2005 – 2006

A.A./ECE Undergraduate Program

Term	Term Code	Registration Begins	Registration Ends	Start Date	End Date
Fall 2005	200620	07/11/05	08/21/05	8/22/05	12/18/05
Winter 2006	200630	11/21/05	01/03/06	1/4/06	5/6/06
Summer 2006	200650	03/13/06	05/07/06	5/8/06	7/29/06

UTEP Undergraduate Program

Term	Term Code	Registration Begins	Late Registration	Registration Ends	Start Date	End Date
Fall I 2005	200620	03/14/05	08/07/05	08/07/05	8/17/05	10/18/05
Fall II 2005	200620	03/14/05	08/07/05	08/07/05	10/19/05	12/17/05
Winter I 2006	200630	10/10/05	12/25/05	12/25/05	1/4/06	3/4/06
Winter II 2006	200630	10/10/05	12/25/05	12/25/05	3/13/06	5/6/06
Summer I 2006	200650	03/13/06	04/28/06	04/28/06	5/8/06	6/17/06
Summer II 2006	200705	03/13/06	04/28/06	04/28/06	6/19/06	7/29/06

Graduate Programs

Term	Term Code	WebSTAR Registration Begins	WebSTAR Registration Ends	Start Date	End Date
Fall I 2005	200620	07/11/05	08/21/05	8/22/05	10/18/05
Fall II 2005	200620	08/20/05	10/21/05	10/22/05	12/18/05
Winter I 2006	200630	11/21/05	01/03/06	1/4/06	2/28/06
Winter II 2006	200630	01/23/06	03/03/06	3/4/06	5/6/06
Summer I 2006	200650	03/13/06	05/07/06	5/8/06	6/19/06
Summer II 2006	200650	05/08/06	06/19/06	6/20/06	7/29/06

Directory—Academic and Administrative Offices

Office of the Provost and Executive Administration
Fischler School of Education and Human Services
Main Building, Suite 502
1750 NE 167 Street
North Miami Beach, FL 33162
800-986-3223, ext. 8500
(954) 262-8500

H. Wells Singleton, Ph.D., *Education Provost and University Dean*
Anthony J. DeNapoli, Ed.D., *Executive Dean—External and International Affairs*
Nelson Diaz, Ed.D., *Executive Dean*
Kimberly Durham, Psy.D., *Executive Dean—Administration and Human Services*
John G. Flores, Ph.D., *Executive Dean*
Maryellen E. Maher, Ph.D., *Executive Dean—Research and Planning*
Dana Mills, Ph.D., *Executive Dean*
Timothy Shields, Ed.D., *Executive Dean—Enrollment Services and Technology*

Office of Academic Affairs
Fischler School of Education and Human Services
Main Building, Suite 201
1750 NE 167 Street
North Miami Beach, FL 33162
800-986-3223, ext. 8500
(954) 262-8500

Barbara Packer, Ed.D., *Dean—Academic Affairs*
Rochelle Green, Ed.D., *Dean—Human Development and Family Services*
Debbie Anderson, M.Ed., *Associate Dean—Human Services*
Ken Dose, Ed.D., *Associate Dean—Master's and Educational Specialist Programs*
Jamie Manburg, M.S., *Associate Dean—Undergraduate Programs*
Wren Newman, SLP.D., CCC-SLP, *Associate Dean—Speech Programs*

Applied Research Center
Fischler School of Education and Human Services
Main Building, 4th Floor
1750 NE 167 Street
North Miami Beach, FL 33162
800-986-3223, ext. 8500
(954) 262-8500

Maryellen E. Maher, Ph.D., *Executive Dean—Research and Planning*
Soledad Arguelles, Ph.D., *Research Faculty*
Marcelo Castro, Ph.D., *Research Faculty*
James Pann, Ph.D., *Research Faculty*
Jennifer Reeves, Ph.D., *Research Faculty*
Elda Veloso, Ph.D., *Research Faculty*

Office of Enrollment Services (Departments: Academic Advising, Admission, Recruiting, Registration and Grades)
Fischler School of Education and Human Services
Main Building, Suite 168
1750 NE 167 Street
North Miami Beach, FL 33162
800-986-3223, ext. 8500
(954) 262-8500

Timothy Shields, Ed.D., *Executive Dean—Enrollment Services and Technology*
Denise Kelly, Ed.D., *Dean—Enrollment Services*
Jennifer Quiñones Nottingham, M.S., *Associate Dean—Enrollment Services*
Lenny Jacobskind, M.S., *Director of School-wide Recruiting*

Office of External and International Affairs
Fischler School of Education and Human Services
Main Building, Suite 513
1750 NE 167 Street
North Miami Beach, FL 33162
800-986-3223, ext. 8500
(954) 262-8500

Anthony J. DeNapoli, Ed.D., *Executive Dean—External and International Affairs*
Charles Faires, Ph.D., *Director—Office of Field Services*
Edna Suarez-Colomba, Ed.D., *Associate Director—Office of Field Services*

Office of Training and Professional Development
Fischler School of Education and Human Services
Main Building, Suite 168
1750 NE 167 Street
North Miami Beach, FL 33162
800-986-3223, ext. 8513
(954) 262-8513

Tom Land, Ed.D., *Dean—Training and Professional Development*

Farquhar Office of Admissions—Undergraduate Teacher Education Program
Farquhar College of Arts and Sciences
Nova Southeastern University
Mailman-Hollywood Building, Room 200
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314-7796
Telephone: (954) 262-8000
Fax: (954) 262-3811
Email: ncsinfo@nsu.nova.edu

Financial Aid

The Office of Student Financial Services and Registration administers Nova Southeastern University's financial aid programs, which include grants, loans, scholarships, and student employment. The purpose of these programs is to provide monetary assistance to qualified students to meet their educational objectives. In addition, professional financial aid counselors can help students plan the most efficient use of financial resources for their education.

Underlying the awarding of financial assistance is the philosophy that the student and his or her family have the primary responsibility for contributing, from earnings and savings, toward the student's education. Financial aid serves as a supplement to the student's contribution. Students do not have to be admitted to apply for financial aid; however, they must be fully admitted and registered in order for financial aid funds to be disbursed. Once financial aid has been approved, funds are typically posted to the student's account within one month of the term start date; if this is not the case, the student should contact the Office of Student Financial Assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Assistance at (954) 262-3380 or 800-806-3380.

Types of Aid
Financial aid consists of grants (undergraduate students only), loans, student employment, and scholarships. Students interested in an in-depth understanding of each of these aid programs should check the NSU financial aid Web site at *www.nova.edu/cwis/finaid.* The Office of Student Financial Assistance maintains a *Scholarship Resource Guide.* This guide may be used to locate private sources of funding. The university and public libraries, as well as commercial bookstores, also provide financial aid reference books that list private scholarships. In addition, many high-school guidance counselors and chambers of commerce are resources for scholarship information. Students with access to the Internet may also search for scholarship information using FASTWEB, located at *www.nova.edu/cwis/finaid/scholaropp-stu.html.*

Means of Communication
The official means of communication for financial aid students is via email. Students will receive requests for information and their award notices through NSU email and will be directed to a secure site using their NSU PIN. If the student does not have a PIN, he or she can contact the PIN Specialist by calling (954) 262-4850 (local) or 800-541-6682, ext. 4850 (toll-free), between 8:30 a.m. and 5:00 p.m. weekdays or via email at *pinhelp@nsu.nova.edu.* Students are encouraged to use NSU's WebSTAR at *www.webstar.nova.edu* to register for classes, display their class schedule, view any holds, display their grades and transcripts, and review financial aid requirements and awards.

The NSU Office of Student Financial Services and Registration staff is always willing to assist students in understanding the financial aid process. For more details regarding the financial aid process, types of aid, hints on completing the Free Application for Federal Student Aid (FAFSA), deadlines, and other pertinent information, students may check the NSU financial aid Web site at *www.nova.edu/cwis/finaid* or call 800-806-3680.

Applying for Financial Aid

All students interested in receiving federal student aid must complete and submit the Free Application for Federal Student Aid (FAFSA) to the Federal Student Aid Program. In addition to the FAFSA, students seeking a first bachelor's degree and Florida Bright Futures students, who are interested in receiving state funds, must complete the NSU *State Aid Application* and submit it to the Office of Student Financial Assistance by the priority deadline of **August 17, 2005** (fall term), or **January 4, 2006** (students starting in Winter Term 2005-2006). This is required in order to receive the Florida Resident Access Grant (FRAG), Florida Bright Futures Scholarship, and Florida Student Assistance Grant (FSAG). **Exception**: Students who received a FRAG, FSAG, and/or Florida Bright Futures Scholarship in 2004-2005 at NSU and did not have a break in enrollment for more than 12 months **do not** have to complete the NSU *State Aid Application* for 2005-2006. Undergraduate students (or parents of dependent students), who have been Florida residents for at least 12 months prior to the first day of class and are full-time students (at least 12 credits), may be eligible for the FRAG and the FSAG. The NSU *State Aid Application* may be accessed on the NSU financial aid Web site at www.nova.edu/cwis/finaid under "Forms."

The earlier students apply for financial aid, the better their chances of receiving maximum funds. Financial aid applications are accepted throughout the year, but it is important to note the priority deadline dates for some of the aid funds, as stated on the NSU financial aid Web site. Applications for aid received by the Office of Student Financial Assistance by **April 15** of the academic year will be given priority consideration for the upcoming academic year. Applications received after that date will be considered on a funds-available basis only. It is important to review the deadlines provided in order to meet the prescribed federal, state, and institutional time restraints. This includes deadlines for the FSAG and the FRAG for undergraduate students.

Students do not have to be admitted to apply for financial aid. However, students must be fully admitted, registered, and meet all eligibility criteria in order for financial aid funds to be disbursed. **Students must reapply for financial aid each year, beginning in January, for the following academic year.**

It is recommended that students apply for the FAFSA on the Web at *www.fafsa.ed.gov*. This reduces the chance of errors due to built-in edits, and the processing time for receipt of the *Student Aid Report (SAR) Acknowledgement Form* is reduced to one or two weeks, compared to three or four weeks for the paper FAFSA. Students (and parents of dependent students) should request a Department of Education Personal Identification Number (PIN) at *www.pin.ed.gov*, if they do not already have one, as the PIN eliminates the need for a signature page. Students who include an email address on the FAFSA will

receive a response forwarded to the email address through a secure format almost immediately. Students may also apply on paper. Forms are available by contacting the NSU Office of Student Financial Assistance.

It is very important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year and are available each January for the following academic year. The deadline for receipt of the FAFSA by the Central Processor is June 30 for the current academic year (e.g., June 30, 2006, for the 2005–2006 academic year). There is no exception to the deadline. However, to assure that financial aid is processed on time, it is recommended that students send the FAFSA at least two weeks prior to the deadline.

General Eligibility Criteria

Students applying for most financial aid programs must meet the following requirements:

- Be a U.S. citizen, national resident, or permanent resident
- Be enrolled and fully admitted (i.e., all admissions requirements/documents have been satisfied) as a regular student working towards a degree or certificate in an eligible program at NSU
- Have a valid Social Security number
- Make satisfactory academic progress toward a degree
- Establish financial need
- Register for Selective Service, if required
- Sign a statement on the FAFSA certifying they will use federal student aid only for educational purposes
- Not be in default on a federal student loan or owe a repayment on a federal student grant
- Not be convicted of an illegal drug offense

Non-degree-Seeking Students

Students whose programs do not culminate in a degree are not eligible for financial aid. Students taking programs leading to certification, but not a master's or educational specialist degree, are included in this category. Also ineligible for financial aid are students taking coursework for the ESOL endorsement and students in the Modified Core Certification Program in Educational Leadership.

Satisfactory Academic Progress and Financial Aid

Federal regulations require that institutions develop and apply a consistent and reasonable standard for academic progress. In order to remain eligible for financial aid, students must maintain satisfactory academic progress in the course of study they are pursuing according to the standards and practices of Nova Southeastern University. The Office of Student Financial Services and Registration has established written policies and procedures for measuring academic progress for students receiving financial aid under student financial aid programs. This policy takes precedence over any and all academic requirements as defined in each academic program's bulletin.

Measures for Satisfactory Academic Progress

In order to continue to receive financial aid, students must meet satisfactory academic progress. The information listed below is a brief overview. Please check the NSU financial aid Web site *at www.nova.edu/cwis/finaid* for more details.

Graduate Programs

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

    1 to 12 credits: minimum GPA = 2.7   13+ credits: minimum GPA = 3.0

Quantitative Measure: Full-time students must complete 12 new credits each academic year. Less than full-time students must complete 70% of the credits attempted.

GTEP students are considered to be full-time when registered for a minimum of six semester hours per term (three semester hours per session), and part-time if registered for three credits per term. Students registered for the practicum (six semester hours) are considered full-time for one academic year from the beginning of the session during which their registration was received, and part-time thereafter. Students registered for the supervised teaching internship (nine semester hours), administrative internship, or Teacher Leadership Institute (18 weeks) are considered full-time.

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

Undergraduate Programs

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

    1 to 29 credits: minimum GPA = 1.7
    30 to 59 credits: minimum GPA = 1.85
    60+ credits: minimum GPA = 2.0

Quantitative Measure: Students can only receive financial aid for up to 150% of the published length of their program. In addition, full-time students must complete 20 new credits each academic year. Less than full-time students must complete 70% of the credit hours attempted.

Veterans Benefits

Standards of Progress
A student receiving veterans benefits must maintain satisfactory progress. Students will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this student not attain, and maintain satisfactory progress by the end of the probationary period (one evaluation period), the student's Veterans Affairs (VA) educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. To initiate the petition process, students should contact the Office of Student Financial Assistance VA Benefits representative at 800-986-3380. The school may re-certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an "I" (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the Academic Dean for that program.

Grade/Progress Reports
Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester). A copy of each report will be placed in the student's permanent file maintained by the school. The university periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Student Conduct
All VA students are expected to comply with the legal and ethical standards of this institution.

Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process. Students should refer to the FSEHS Student Handbook for information regarding Appeal and Grievance Procedures.

Student Conduct and Academic Responsibility
The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university or with the rights of other members of the university community will not be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

Any violations of the *Code of Student Conduct and Academic Responsibility* and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, or university procedures will be handled by the Office of the Dean of Student Affairs or by the individual academic college, center, or school as deemed appropriate.

Changes to the *Code of Student Conduct and Academic Responsibility* will be posted on the student affairs Web site. Students are required to be familiar with university rules and policies, as well as the Code of Student Conduct and Academic Responsibility. Students should refer to Nova Southeastern University's student handbook and *FSEHS Student Handbook* for a complete list of student conduct standards.

Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone number 404-679-4501) to award associate's, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971.

Nova Southeastern University's Graduate Teacher Education Program is licensed by the state of Florida, by the Arizona State Board for Private Postsecondary Education, and by the Nevada Commission on Postsecondary Education. Nevada's program of professional licensure is based upon experience, academic degree, and completion of specific coursework in subject areas. Nova Southeastern University has been granted Initial Accreditation for the Program of Professional Preparation for the Multiple Subject Teaching Credential with CLAD Emphasis by the California Committee on Accreditation, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814- 4213; (916) 322-6253.

Accreditations by Professional Organizations

The Master's Degree in Speech-Language Pathology, offered through the Fischler School of Education and Human Services, is approved by the Florida Department of Education, the Nevada Department of Education, and is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Approvals by State Boards of Education

Various FSEHS programs are approved by State Boards of Education. For additional information on these approvals, students should refer to specific program sections within this catalog.

Admission Requirements

The following admission requirements apply to all FSEHS students. Following this section are additional admission requirements for each program of study.

- Full admission to any academic program requires the submission of all official transcripts required for program admission within 90 calendar days of the first day of the official start of term. Provisional admission status may be granted based on unofficial documents but will be revoked and further registration prohibited if official transcripts and other admissions documents are not received within that 90-day timeframe.
- Students are not eligible for financial aid until full admission status has been granted.
- Transcripts for degrees earned at non-U.S. institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University (Josef Silny & Associates, www.jsilny.com/ or World Education Services, www.wes.org/).The prospective student is responsible for all fees incurred for this evaluation.
- Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalents).
- **Resident alien applicants** must provide a photocopy of both sides of their resident alien cards.
- Applicants to graduate-level programs who are **non-native English speakers** and/or applicants who earned their highest degree at a non-U.S. institution may be required to provide proof of having scored a minimum of 213 on the computer-based TOEFL or a minimum of 550 on the paper-based TOEFL exam.
- **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 at any of NSU's Student Education Centers in the state of Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Undergraduate Programs

Admission requirements for the **Undergraduate Teacher Education Program—Professional and Liberal Studies Program (Day Program):**

- Completed application form with a $50 nonrefundable fee
- Minimum SAT score of 850 or minimum ACT score of 18
- Minimum 2.5 GPA in either high school or previous institution attended
- Entering freshman applicants must submit all final official transcript documents reflecting academic coursework prior to enrollment (e.g., current high school transcript or GED equivalent), including proof of graduation, within 90 calendar days of the first day of the first semester/term of enrollment.
- Transfer applicants must submit official transcripts from all colleges or universities attended.
- Students who have previously earned 24 or fewer than 24 credits from any previously attended collegiate-level institutions are required to submit high school transcripts, in addition to transcripts from all colleges and universities attended prior to applying to Nova Southeastern University.
- Upon acceptance to the PALS program, students must promptly provide information to Farquhar College of Arts and Sciences (FCAS) Office of Undergraduate Admissions of their intent to enroll. A nonrefundable $200 deposit, which will be credited toward tuition, will be required immediately.

Note: Applicants to the UTEP Professional and Liberal Studies Program should send application/admission materials to the Farquhar College of Arts and Sciences Office of Admissions (see directory on page 6 for address).

Admission requirements for the **Undergraduate Teacher Education Program—Career Development Program (Evening/Weekend/Off-campus Program)** are as follows:

- Completed application form with a $50 nonrefundable fee
- Must submit proof of high school graduation or GED equivalent
- Transfer applicants must submit official transcripts from all colleges or universities attended, within 90 calendar days of the first day of the first semester/term of enrollment.
- Students who have previously earned 24 or fewer than 24 credits from any previously attended collegiate-level institutions are required to submit high school transcripts, in addition to transcripts from all colleges and universities attended prior to applying to Nova Southeastern University.

Note: Applicants to the UTEP Career Development program should send application/admission materials to the FSEHS Office of Enrollment Services Department of Admissions (see directory on page 6 for address).

Admission requirements for the **FSEHS Associate of Arts with an Emphasis in Early Childhood Education (A.A./ECE) Program** are as follows:

- Completed application form with a $50 nonrefundable fee
- Entering freshman applicants must submit all final official transcript documents reflecting academic coursework prior to enrollment (e.g., current high school transcript or GED equivalent), including proof of graduation, within 90 calendar days of the first day of the official start of term.
- Transfer applicants must submit official transcripts from all colleges or universities attended.

Note: Applicants to the A.A./ECE program should send application/admission materials to the FSEHS Office of Enrollment Services Department of Admissions (see directory on page 6 for address).

Master's and Educational Specialist Programs

Admission requirements for the **Master of Arts (M.A.), Master of Science (M.S.), or Educational Specialist (Ed.S.) programs in Education**:

- Completed application form with a $50 nonrefundable fee (see application procedure)
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate (for admission to master's programs) or master's (for admission to Ed.S. program) degree, within 90 calendar days of the first day of the first semester/term of enrollment.
- Applicants to the **MATL program** must provide a photocopy of their current teaching certificate.
- A minimum undergraduate GPA of 2.5 (on a 4.0 scale) is required for admission to a master's degree program. Non-degree applicants that do not meet the 2.5 overall GPA requirement must submit Graduate Record Examination (GRE) scores (1000 between verbal and quantitative section not analytical) for provisional admission.
- A minimum graduate GPA of 3.0 (on a 4.0 scale) is required for admission to an educational specialist degree program.

Florida
- Applicants to any **Florida State Approved Program** must meet the following criteria:

  ➢ Applicants must submit a photocopy of their current teaching certificate; applicants with a temporary teaching certificate must also submit passing CLAST (taken prior to July 1, 2002) or General Knowledge Exam scores
  ➢ Applicants must submit proof of student teaching experience (six semester hours earned in a college student teaching program or supervised internship in an elementary of secondary school, or two years of full-time teaching experience in an elementary or secondary school)
  ➢ Applicants must submit their Professional Education (PED) test scores.
  ➢ An applicant whose GPA falls below 3.0, or a student who needs to repeat more than three in-field prerequisite courses, may earn provisional admission with the condition that the student enroll in only two courses (six credit hours) in the first semester and earn a grade of B or better in each course, or he/she will be dismissed from the program at the end of the first semester of enrollment.
- Applicants to any **Florida Initial Certification Plan (ICP) program** must provide proof of having passing scores on the CLAST, Praxis I, or Graduate Record Examination (GRE) (1000 between verbal and quantitative sections—not analytical) and a minimum 2.5 overall undergraduate GPA. Applicants who do not meet the minimum 2.5 overall GPA requirement may be provisionally admitted with the condition that they enroll in only six credit hours and earn a grade of B or better in each course during their first term of enrollment, or he/she will be dismissed form the program at the end of the first semester of enrolment.
- Applicants to the **Florida Educational Leadership** specialization area must provide proof of at least two years of teaching experience, a photocopy of a district-issued or professional teaching certificate, and must have a minimum

3.0 GPA during the last 60 credit hours of their undergraduate degree. Applicants that do not meet the 3.0 overall GPA requirement may be provisionally admitted with the condition that (1) they submit Graduate Record Examination (GRE) scores (1000 between verbal and quantitative sections—not analytical) or Miller Analogies Test (MAT) score of 50, and (2) they enroll in only six credit hours and earn a grade of B or better in each course during their first term of enrollment, or he/she will be dismissed form the program at the end of the first semester of enrolment.

Nevada
- Applicants to any **Nevada State Approved Program** must submit a photocopy of their current Nevada teaching license.
- Applicants to any **Nevada Initial Certification Plan (ICP) program** must provide proof of having passing scores on the Praxis I or CBEST.
- Nevada applicants with a current professional or provisional teaching license, who want to add a new endorsement area, must submit passing scores on the subject area exam that relates to their master's degree (approved or non-approved), if scores are required.
- Applicants to the **Nevada Educational Leadership** specialization area must provide a copy of their teaching license and have at least two years of full-time teaching experience prior to enrollment and must have three years of teaching experience by the time of program completion.
- **Nevada applicants** must submit a Nevada Enrollment Agreement (available at the program office).

Admission requirements for the **Master of Science (M.S.) program in Human Services (LSCA)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 2.5 undergraduate GPA, within 90 calendar days of the first day of the official start of term..
- Applicants to the **Child and Youth Care Administration** specialization area must provide proof of at least two years of full-time experience and have current employment as a youth or child care worker in a residential, group care, or community-based setting, as well as evidence of administrative or supervisory responsibility in a youth or child care setting.
- Applicants to the **Early Childhood Education** specialization area must provide proof of current employment in an administrative or supervisory capacity in a program for young children.
- Applicants to the **Family Support Studies** specialization area must provide proof of current employment in a full-time position in a program for children and their families.

Admission requirements for the **Master of Science (M.S.) program in Instructional Technology and Distance Education**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 2.5 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants must submit their Miller Analogies Test (MAT) or Graduate Record Examination (GRE) scores (no minimum score required). The test must have been taken within the past five years.

Admission requirements for the **M.S. program in Speech-Language and Communication Disorders (SLCD)**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a baccalaureate or graduate degree with a minimum 3.0 undergraduate GPA, within 90 calendar days of the first day of the official start of term.
- Applicants must participate in a face-to-face or telephone interview.
- Applicants must have attained grades of B or better in required prerequisite courses and disorders courses. (Students will repeat any prerequisite courses in which a grade lower than B was earned.)
- An applicant whose GPA falls below 3.0, or a student who needs to repeat more than three in-field prerequisite courses, may earn provisional admission with the condition that the student enroll in only two courses (six credit hours) in the first semester and earn a grade of B or better in each course, or he/she will be dismissed from the program at the end of the first semester of enrollment.
- Non-native English speakers may be required to take both the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE).
- Applicants must provide three letters of recommendation and logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding an ASHA-CCC.
- Students seeking Florida DOE certification must meet criteria for Florida State Approved Program, Florida Initial Certification Plan (ICP) for Speech-Language Pathology.
* Students accepted into the SLCD program will be required to authorize a criminal background check.

Doctoral Programs

Admission requirements for the **Ed.D. program**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a master's degree with a minimum 3.0 GPA, within 90 calendar days of the first day of the official start of term.
- Current employment or relevant work experience in field
- Submit a test score report showing that the applicant received a score above the 40th percentile in either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). If the score falls below the minimum requirement, the applicant must submit an essay providing an explanation of why scores do not reflect academic potential.

Admission requirements for the **SLP.D. program**:

- Completed application form with a $50 nonrefundable fee
- Applicants must submit all final official transcript documents reflecting academic coursework for all institutions attended, including proof of having earned a master's degree in speech-language pathology at a regionally accredited institution with a minimum graduate GPA of 3.2, within 90 calendar days of the first day of the first semester/term of enrollment.
- Documentation of the Certificate of Clinical Competence (ASHA-CCC) and copies of all professional certifications, licenses, or relevant credentialing materials
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended.
- The results of the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE), taken within the past five years, must be submitted.
- Applicants must participate in a face-to-face or telephone interview.
- **International applicants** may be required to provide proof of having achieved an official TOEFL score of 600 (for non-native English speakers).
- **International applicants** may be required to provide proof of having achieved a Test of Spoken English (TSE) score of 50 (for non-native English speakers).

Alternate Admission Criteria—Graduate Students

If you have earned a degree at a school that is not accredited by one of the regional or international accrediting associations/universities, you will need to submit the following information and documentation to petition to receive admission into a Fischler School of Education and Human Services program at Nova Southeastern University.

Alternative One

1. Submit an admission application and include a $50.00 non-refundable application fee payment payable to NSU.

2. Send an official course-by-course evaluation, with cumulative grade point average, by one of the following institutions:
   - Josef Silny & Associates, Inc, available online at: www.jsilny.com/
   - World Education Services, available online at: www.wes.org/

3. If the evaluation is not favorable, (i.e., the evaluation does not indicate equivalency to a master of science degree [for admission to doctoral program]), applicant must complete the career portfolio.

All applicants who have not earned a master's degree (for entry into an Ed.S. or doctoral program) or bachelor's degree (for entry into a master's program) from an accredited college or university must produce a portfolio prior to admission to the program. This portfolio must demonstrate academic and pedagogical growth appropriate for entry into the chosen program of study. Those applicants whose main job responsibilities are administrative in nature will modify their evidence to reflect the clientele they serve. Upon submission, the portfolio becomes property of the University and will not be returned to the applicant. For a guide to the type and amount of the evidence required, please contact the Office of Enrollment Services at 1-800-262-1546.

Submit completed portfolios to:

Nova Southeastern University
Fischler School of Education and Human Services
Office of Enrollment Services, Admissions Department
1750 NE 167th Street
North Miami Beach, FL 33162

Alternative Two

1. Submit an admissions application and include a $50.00 non-refundable application fee payment payable to NSU

2. Send an official evaluation of one of the following documents directly to NSU:
   - The National Board of License for Teachers and Principals (NBL)
   - Continuing Teachers License from Merkos Linyonei Chinuch International Board of License (MERKOS)

3. Submit a $350.00 portfolio evaluation fee.

4. Complete a writing assessment.

5. Submit the Career Portfolio

The Career Portfolio is a compilation of evidence that documents the attainment of a level of knowledge, experience, and expertise. The Career Portfolio contains evidence that is appropriate for entry into the chosen program of study. It is a collection of various artifacts used as evidence of professional teaching skills, as defined in the Accomplished Practices. It is your responsibility to ensure that the evidence is in accordance with the procedures stated in the *Career Portfolio Guide*. Upon submission, the portfolio becomes property of the University and will not be returned to the applicant.

Alternative Three

1. Submit an admissions application and include a $50.00 non-refundable application fee payment payable to NSU.

2. Send an official transcript from one of the following institutions directly to NSU:

    o   Binah Institute
    o   McMaster University
    o   The University of Alberta
    o   The University of Guelph
    o   The University of Toronto

    o   The University of Victoria
    o   The University of Western Ontario
    o   The University of Windsor
    o   York University

Application Procedure

To obtain an application, students can go to the FSEHS Web site (*www.SchoolOfEd.nova.edu*), click on the *Prospective Students* link, then click on the *Information Request* link and fill out the required information, or call 800-986-3223, ext. 8500. Applications are accepted at any time. Students will be notified of the admission decision by mail.

An application is considered complete when the following items have been received:
*   Completed and signed application materials and forms, including written essay (writing sample, if required)
* $50 nonrefundable application fee
*   Official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs)
*   Required letters of recommendation from individuals who can attest to the candidate's ability to succeed in graduate school (e.g., faculty members or immediate supervisors). Each program may require a different number of recommendation letters.
*   Photocopy of resident alien card, if applicable
*   Proof of all test scores or supplemental materials required for program admission

Applications are reviewed by the admissions committee. Qualified candidates may be required to participate in an oral interview. The program department will contact the applicant to schedule an appointment after the file has been reviewed. Applicants will be notified of the admissions committee's decision, by mail.

Applications are accepted throughout the year. Depending on the chosen program of study, students may be required to begin coursework at designated times in order to align with a given programs curriculum/schedule.

Applications remain active until the end of the catalog year under which the student applied. At the start of a new catalog year, prospective students will need to resubmit an updated application.

Cancellation of Classes

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

Certification/Licensure

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

In Florida, students graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE) are eligible for an initial professional certificate. Actual teacher certification is awarded by the Department of Education, not NSU.

Graduates who seek licensure or endorsement in Nevada must ask NSU to send a "Confirmation of Completion" form to the Nevada Department of Education. These forms are available through Enrollment Services and can be requested by contacting Academic Advising (800-986-3223, ext. 1559).

A state department of education (DOE) 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 changes mandated by the DOE.

For specific requirements and current information regarding teacher certification/licensure, please contact the appropriate department of education (DOE).

Florida Department of Education
Bureau of Educator Certification
Suite 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
www.fldoe.org/edcert

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

Nevada Department of Education
Teacher Licensing Office
1820 East Sahara Avenue, Suite 205
Las Vegas, Nevada 89104
www.nde.state.nv.us/licensure

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

Certification Through Course-by-Course Analysis by the Florida Department of Education
Some courses are offered for students who already hold a bachelor's degree in fields other than education and who desire to obtain certification in specific content areas (see programs of study). Individuals seeking courses that may lead to certification must be admitted to NSU as non-degree-seeking students before registering for courses. Certification-only students assume full risk in interpreting the letter of eligibility needs. NSU recommends that certification-only students discuss anticipated course offerings with the Teacher Certification Office of the Florida Department of Education, or the local school district certification officer, before registering for any courses.

Tuition and Fees
Tuition and fees vary by program. Students should refer to their program Web site for a list of current tuition and fees for their program of study. Tuition and fees are subject to change.

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 their given program of study. Students must also complete an application for degree. Each program has different requirements and each student will be responsible to complete the requirements outlined in the program outline in effect at the time of their enrollment. Academic advisers/enrollment services representatives are available to explain all program completion requirements.

Degree Conferral
Students are eligible for graduation when they meet the requirements listed in the student catalog in effect when they began their program of study and upon submitting an application for degree conferral. Degrees are conferred once per month by the University's Board of Trustees once students have met all the criteria outlined for program completion, have applied for degree conferral, and all financial obligations to the University have been met. After degrees have been conferred, diplomas are printed and sent to students by U.S. mail.

Commencement
FSEHS commencement ceremonies are held in June. It is not necessary for students to attend commencement to have their degrees conferred. Degrees are conferred once per month, throughout the year.

Participation eligibility for FSEHS's Commencement Ceremony is outlined below:

Associate's Degree: Students who have completed all program requirements are eligible to participate. Students scheduled to complete degree programs during the summer semester may petition to participate in the commencement ceremony by registering for summer courses and emailing the FSEHS Associate Dean for Undergraduate Studies and the AA Program Director with a clear explanation of why they request permission to participate and evidence of their likelihood to complete their degree during the summer term. Requesting students will be emailed a response; the Associate Dean's decision is final.

Bachelor's Degree: Students who have completed all program requirements are eligible to participate. Students scheduled to complete degree programs during the summer semester may petition to participate in the commencement ceremony by registering for summer courses and emailing the FSEHS Associate Dean for Undergraduate Studies with a clear explanation of why they request permission to participate and evidence of their likelihood to complete their degree during the summer term. Requesting students will be emailed a response; the Associate Dean's decision is final.

Master's Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Educational Specialist Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Doctoral Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Continuing Services—Doctoral

Continuing services begin after coursework is completed; however, doctoral students are automatically placed into continuing services at 36 months, whether or not coursework is completed. Students must complete all program requirements (coursework and applied dissertation project) within five years of initial enrollment in their program of study. At the end of five years, students who have not completed applied dissertation projects may be granted a continuing service extension for one year, provided the student's proposal for his or her applied research project has been approved. It is the student's responsibility to request the one-year continuing services extension. Requests for a one-year continuing services extension must be made through the Office of Enrollment Services. An additional one-year continuing services extension may be granted in extraordinary circumstances if approved by the Office of the Provost. It is the student's responsibility to request the additional second-year extension and provide evidence of extraordinary need.

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 located at http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf.

Title II Institutional Report Card

Institutions that offer teacher preparation programs are required to report certain information to state and federal Departments of Education. This information -- regarding the number of program completers, testing pass rates, and other contextual data -- is provided below.

Florida Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program				
Academic Year: 2003-2004 Testing Period: 7/97-9/04 Number of Program Completers: 198				
Type of Assessment	**DOE Code Number**	**# Taking Assessment**	**# Passing Assessment**	**Institution Pass Rate**
Basic Skills (CLAST)		187	187	100%
Subject Area Exam		187	187	100%
Elementary Education 1-6	131	84	84	100%
Reading K-12	212	19	19	100%
Varying Exceptionality K-12	232	25	25	100%
Computer Science K-12	308	2	2	Rule of 10
Speech/Language Impaired K-12	332	1	1	Rule of 10
PK/Primary Education PK-3	371	4	4	Rule of 10
ESOL K-12	387	7	7	Rule of 10
Exceptional Student Ed K-12	421	23	23	100%
Elementary Ed/ESOL K-6/Endor	444	22	22	100%
Professional Education		187	187	100%
Summary of Individual Assessments		187	187	100%

Nevada—Title II Report Card			
Academic Year: 2003-2004 Number of Program Completers: 38			
Type of Assessment[2]	**Number Taking Assessment[3]**	**Number Passing Assessment[4]**	**Institutional Pass Rate**
Aggregate - Basic Skills	27	26	96%
Aggregate - Professional Knowledge			
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	28	28	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)			
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)			
Aggregate - Performance Assessments			
Summary Totals and Pass Rates[5]	30	29	97%

[1] The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
[2] Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
[3] Number of completers who took one or more tests in a category and within their area of specialization.
[4] Number who passed all tests they took in a category and within their area of specialization.
[5] Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Fischler School of Education and Human Services

Undergraduate Programs

Undergraduate Programs in Education

The Fischler School of Education and Human Services (FSEHS) offers undergraduate programs in education through a cooperative agreement with NSU's Farquhar College of Arts and Sciences. Courses are delivered by both Farquhar and Fischler faculty. FSEHS undergraduate programs include the Associate of Arts program with an emphasis in Early Childhood Education (A.A./ECE), the Undergraduate Teacher Education Program (UTEP), and the Bachelor of Science in Education with a specialization in Child Development (BSCD).

A.A. with an Emphasis in Early Childhood Education (A.A./ECE) Program

The Associate of Arts degree with an emphasis in Early Childhood Education has been designed to provide a highly supportive learning environment in which members of the early childhood community can develop the skills and knowledge needed to meet the current standards for advanced degrees in the field of early childhood. The program is a collaborative effort between the Fischler School of Education and Human Services (FSEHS), the Farquhar Center for Undergraduate Studies (FCUS), and the Mailman Segal Institute for Early Childhood Studies (MSI).

The A.A./ECE program is structured according to the national and state requirements for associate degree programs in early childhood education. The program is based on the competencies and guidelines established by the following national organizations:

- American Associate Degree Early Childhood Educators (ACCESS)
- Association for Childhood Education International (ACEI)
- National Association for the Education of Young Children (NAEYC)
- National Board for Professional Teaching Standards (NBPTS)
- National Council for Accreditation of Teacher Education (NCATE)

Program Goals/Learning Outcomes

Early childhood educators enrolled in the AA program will do the following:

- Develop the skills and knowledge necessary to meet the increased challenges and responsibilities faced in today's early childhood settings
- Learn how to incorporate the best teaching competencies and practices in their work environment
- Learn to recognize the diverse needs and learning styles of all children in today's multicultural early childhood settings
- Learn how to be responsive to the individual and unique needs of children with special needs
- Attain a greater assurance of job security and expand their potential for career advancement
- Increase their computer and technology skills
- Create a foundation for lifelong learning

Instructional Delivery System

A.A./ECE courses are delivered using a blended online/onsite model at specified sites in the state of Florida. Students will take their early childhood courses (ECA prefix) onsite and then move into the online program for the general education portion of their curriculum. Online courses are delivered online using the WebCT platform. Online delivery provides access to coursework at times and places that are convenient for working professionals.

Program Completion Timeline

The formal instructional portion of the program is designed to be completed in two years, but it must be completed within five years, while students maintain employment in an educational setting.

Program Completion Requirements

To graduate, a student must (a) successfully complete all coursework and apply for degree conferral, (b) maintain a minimum 2.0 grade point average, and (c) meet all financial obligations to the University.

A.A./ECE Program of Study

The program of study is designed to meet the national guidelines and competencies recommended by ACCESS, NAEYC, and NCATE for the initial preparation of early childhood educators. Professional courses are intended to develop knowledge and competencies in five key areas that include: (a) child development, (b) curriculum, family, and community, (c) assessment, (d) special needs, and (e) professionalism.

Required General Education Courses

COMP	1000	Basic Writing**	3
COMP	1500	College Writing	3
ARTS	2300	Art and Society****	3
LITR	LITR 2010	British Literature*** or	3
	LITR 2020	American Literature*** or	
	LITR 2030	World Literature***	
HIST	1030 or 1040	American History	3
TECH	1110	Technology in the Information Age	3
SPCH	1010	Public Communications	3

BIOL	1100	Concepts and Connections in Biology	3
		(16 Week Format) Offered Fall Term	
PHYS	1020	Concepts in Physical Science	3
		(16 Week Format) Offered Winter Term	
MATH	1000	Essential Mathematics**	3
MATH	1030	Intermediate Algebra	3
MATH	1040	Algebra for College Students******	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Child Growth and Development *****	3

Required ECA Courses

ECA	203	Foundations of Early Care and Education	3
ECA	205	Children with Special Needs (Birth through Age 8)	3
ECA	218	Child Observation, Record Keeping, and Assessment	3
ECA	241	Child Guidance	3
ECA	242	Foundations of Literacy Development	3
ECA	252	Managing Literacy Environments	3
ECA	267	Literacy Development in Multilingual Communities	3

Capstone

| ECA | 285 | Professional Behavior in Early Childhood | 3 |

ECA Electives* (These are optional courses that will not count toward fulfilling the program credit requirements.)

ECA	101	Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (CDA I)	3
ECA	112	Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (CDA II)	3
ECA	114	Introduction to Early Childhood Education: Families, Schools, and Communities (CDA III)	3
ECA	270	Administrative of Child Care and Education Programs	3

| | | **Total Credits Required for Degree Completion** | **60 – 66** |

* CDA courses (ECA 101, ECA 112, and ECA 114) and ECA 270 are elective and optional 3-credit courses, but may not be used towards degree credits. ECA 270 is designed for existing or aspiring administrators and directors.
** COMP 1000 and MATH 1000 are required for all incoming and current students who have not yet taken COMP 1500 and MATH 1030. Students may take a challenge exam, present appropriate transfer credits, or show evidence of standardized test scores.
*** COMP 1000 and COMP 1500 are prerequisites to LITR 2010, LITR 2020, and LITR 2030.
**** COMP 1000 is a prerequisite to ARTS 2300.
***** PSYC 1020 is a prerequisite to PSYC 2370.
****** MATH 1000 and MATH 1030 are prerequisites to MATH 1040.

Undergraduate Teacher Education Program

All undergraduate teacher education programs at Nova Southeastern University are proactive programs designed to address the current and future needs of classroom educators. The aim of the Undergraduate Teacher Education Program is to prepare its graduates to enter the teaching profession as developing professionals with knowledge, dispositions, and skills in three broad domains. These domains are as follows:

Domain 1: Knowledge base and best practices: effective teaching practices including classroom management
- The teacher understands the conceptual, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students – (INTASC Principle 1/Accomplished Practice 8/ ESOL Standards 1 and 7).
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC Principle 7/Accomplished Practice 10/ ESOL Standards 4, 5, 6, 9, 12, 15, and 24).
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (INTASC Principle 5/Accomplished Practice 9/ ESOL Standard 18).
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (INTASC Principle 4/Accomplished Practice 4).

Domain 2: Sensitivity and responsibility to diverse student needs: students' academic, social, and emotional needs; at-risk, ESE, ESOL learners
- The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development (INTASC Principle 2/Accomplished Practice 7/ ESOL Standard 8).

- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learners (INTASC Principle 8/Accomplished Practice 1/ESOL Standards 10, 13, 14, 19, 20, and 21.).
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (INTASC Principle 3/Accomplished Practice 5/ESOL Standards 2, 3, 11, 16, 17, and 25.).

Domain 3: Communication and reflection: oral and written communication skills and reflective practice, ongoing engagement in both as exemplified in partnering with parents and community
- The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC Principle 10/Accomplished Practice 11/ESOL Standards 22 & 23).
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC Principle 6/ Accomplished Practice 2/Accomplished Practice 12/ESOL Standards 15, 16, and 17.
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (INTASC Principle 9/ Accomplished Practice 3/Accomplished Practice 6/ESOL Standards 20 and 21).

Matriculation Requirements for UTEP students

Each semester, the Undergraduate Teacher Education Program reviews the academic transcripts of all students identified as intended education majors. Upon meeting the conditions of matriculation into the Undergraduate Teacher Education Program, students will become declared education majors and will receive a letter of notification once they register for their first education course indicating their matriculation status. It is the student's responsibility to work with the Academic Program Manager (APM)/adviser to meet the matriculation requirements before registering for any Benchmark II courses.

1. Students must comply with the admission requirements established by the Farquhar College of Arts and Sciences and the Fischler School of Education and Human Services. On admission, students declare themselves as intended education majors.

2. Students must earn a grade of C or better in COMP 1500, MATH 1040, MATH 1050, and MATH 1060 or their equivalents.

3. Students must earn a cumulative GPA of 2.5 prior to matriculation into an education major.

4. Students must submit documentation that the testing requirement (General Knowledge Test, CLAST or equivalent sections of Praxis) has been met before registration for any Benchmark II education course.

The Associate Dean of the Undergraduate Teacher Education Program will hear all matriculation appeals. No appeals of the testing requirement will be considered.

Testing Requirements

Florida
The Florida Department of Education requires passing the General Knowledge Test, CLAST, or Praxis equivalents as a requirement for admission into any state-approved teacher education program. NSU's Undergraduate Teacher Education Program is a state-approved program, and therefore, the testing requirements apply. All CLAST scores passed before July 1, 2002, can also be used for program completion. Testing entrance requirements will remain in place.

Nevada
Nevada students are required to pass the knowledge skills sections of the Praxis (or CBEST) before accumulating 24 credits at NSU. The appropriate Praxis knowledge skills sections (also known as the Paraprofessional Skills Test [PPST]) are reading, writing, and mathematics. In addition, Nevada students are required to pass the Praxis subtests for professional skills and subject area skills in order to graduate. Students are advised to confer with the local site administration as the appropriate subtests vary between the Elementary Education major and the Exceptional Student Education—Generalist major. Course grades do not substitute for passing scores on the Praxis.

Matriculation into the Major
Preservice educators must pass all sections of the General Knowledge Test, CLAST, or equivalent sections of the Praxis before matriculating into the major and registering for any course in Benchmark II. Nevada students must pass all sections of Praxis I in order to matriculate. For additional information please review the matriculation requirements. All CLAST scores passed before July 1, 2002, can also be used for program completion. Testing entrance requirements will remain in place.

Prior to Internship
Florida preservice educators must pass the Professional Education Examination to be accepted into the internship program. It is recommended that this exam is taken upon completion of all courses with an EDUC (or EDEC for Prekindergarten/ Primary Education majors) prefix. In addition to passing the Professional Education Examination, acceptance into the internship is dependent on skill level mastery evidenced in the portfolio reviews.

Prior to the Completion of Internship
Preservice educators must pass the appropriate Subject Area Exam and sections of the General Knowledge Test in order to receive a grade for the internship. It is recommended that this test is taken as close to the completion of the ELEM, ESE, or EECP prefix courses as possible. Nevada students must pass all appropriate sections of the Praxis II to complete the program. Those who do not fulfill these testing requirements prior to the end of the internship will receive an "Incomplete" for the internship until passing scores have been submitted. No letters of completion will be issued unless all testing requirements are fulfilled and the necessary level of skill mastery has been successfully documented through the portfolio review process.

CLAST or General Knowledge Test
Either the CLAST or General Knowledge Test is a requirement for entrance into a state-approved teacher program. The General Knowledge Test is a requirement for completion of a teacher preparation program. CLAST scores passed before July 1, 2002, can be used for program completion. Any remaining sections must be taken through the General Knowledge Test.

Benchmark Management System
One intent of a state department of education (DOE) approved initial teacher preparation program is to admit students seeking a bachelor's degree with an education major as preservice teachers. The requirements of a state approved initial teacher preparation program provide learning opportunities for students to acquire and document mastery of the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles/Florida Educator Accomplished Practices at the preprofessinal level. Mastery of the INTASC Principles/Accomplished Practices prepares preservice teachers not only for entry into the profession but also to be successful educators in their future classrooms for years to come. One method of documentation of the mastery of the INTASC Principles/Accomplished Practices is through the use of a portfolio assessment system. At the undergraduate level at Nova Southeastern University, the portfolio assessment system is referred to as the Benchmark Management System.

Courses are to be taken in the required sequence and are identified in the four blocks or benchmarks. Each of the courses in a block or benchmark has at least one assignment identified as an artifact and is the evidence of skill acquisition/mastery of the specified INTASC Principles/Accomplished Practice(s), Professional Competencies, Subject Area Competencies and ESOL Standards. The artifacts/evidences are to be maintained in an individual preservice teacher Portfolio. Instructions for the design of the Portfolio may be viewed at www.nova.edu/~Ekarpj/making_a_portfolio.htm

The portfolio is formally reviewed twice by a full-time faculty member and one time by the Director of field Placement (or designee).

- The initial review occurs when a preservice teacher is registered for EDUC 4320 Classroom Management of Typical/Atypical Learners in a Multicultural Classroom. This review covers the competencies documented in artifacts/evidences from Benchmark I and Benchmark II learning experiences.
- The second review occurs during the Group Internship Registration Meeting which is held at the middle of Benchmark IV. This review covers the competencies documented in artifacts/evidences from Benchmark III and the first half of Benchmark IV learning experiences.
- The third review which serves as a final step toward degree conferral, occurs at the completion of EDUC 4570 Internship Seminar. This review covers the competencies documented in artifacts/evidences from the last half of Benchmark IV and the internship learning experiences.

All artifacts are evidences of acquisition/mastery of the INTASC Principles/Accomplished Practices, et. al., and will be rated during a review session as "meets," "exceeds," or "does not meet" the intended expectations of the assignment with regard to skill acquisition or mastery of the identified skills at the specified level of competence at that point within the program. Results of the review are entered into the assessment management system whereby reports are pulled by administrators and full-time faculty of the undergraduate education program for specific review to ascertain if each preservice teacher is successfully progressing through the program in comparison to one's self, in comparison to the group, and in comparison to preservice teachers in the undergraduate initial teacher program at Nova Southeastern University.

Each assignment that has been identified in a course syllabus as an artifact/evidence, is rated by the instructor of the course through the use of a scoring rubric. Each artifact must receive a score of B- or higher to receive a rating of "meets" (B-, B, B+) or "exceeds" (A-, A) during a portfolio review session. Artifacts with a score of C+ or lower indicate the work level does not meet or exceed the expected skill level for that point in time in the program and, as a result, remediation must occur.

It is the responsibility of the undergraduate state approved initial teacher preparation program to provide remediation opportunities as appropriate as skill acquisition is cumulative in order to achieve mastery. A preservice teacher will not be allowed to continue through the program or to achieve degree conferral status without successful remediation of any skills identified as an area of weakness either at the assignment/course level or at the artifact/evidence level during a portfolio review. Remediation at the assignment/course level occurs under the leadership of the course instructor. Remediation at the artifact/evidence level occurs under the leadership of an assigned fulltime faculty member via email, compressed video, WebCT and/or phone contact.

An online component of each Benchmark (EDUC 3001, EDUC 3501, EDUC 4001, EDUC 4501) has been developed to serve as a resource to preservice teachers as they progress through the education major. Preservice teachers will be registered for this online component by their adviser or academic program manager each time the preservice teacher enters a new benchmark or block of courses. Preservice teachers are expected to log on to the online component one week before classes begin each semester in order to become aware of such important information as the dates, times and locations for the Joint Core Adjunct Faculty/Preservice Teacher Meetings held during the first eight weeks of the fall and winter semesters as attendance is mandatory for both preservice teachers and faculty. Other crucial information, such as instructions for designing the portfolio, how to write reflections, activities for developing professional behavior in a learning environment, portfolio review dates and Internship application deadlines will be available online as well. Preservice teachers will need to refer to this online benchmark component often as completion of prescriptive activities have deadlines. Successful completion of the prescriptive activities is part of the program completion requirements and is connected to degree conferral.

Degree Completion Requirements
Students graduating from a Florida state-approved education program must pass all parts of the Florida Teacher Certification Education Exam (FTCE) to complete the program. The FTCE is composed of the CLAST* or General Knowledge Test, the Professional Examination and the Subject Area Examination. The CLAST* (or Praxis I) or General Knowledge Test (GKT) is required for admission into the state-approved program. The preferred test required for admission into the state-approved program is the General Knowledge Test. The Professional Education Examination, Subject Area Examination, and General Knowledge Test are required to complete the program. The Professional Education Exam of the FTCE must be taken after all courses with an EDUC prefix or EDEC prefix for Prekindergarten/Primary Education majors (except for internship/seminar) have been completed. A passing score is required to receive internship placement.

The Subject Area Exam of the FTCE must be taken after all courses with an ELEM, ESED, or EECP prefix (except for ELEM 4560, or EECP 4560) have been completed. The Subject Area Exam of the FTCE, as well as the General Knowledge Test (as needed), should be taken during the internship experience. A passing score is required to receive a grade for the internship/seminar (EDUC 4570).

In addition to passing test scores, evidence of skill acquisition/mastery of the required national and state competencies must be reflected at the "meets" or "exceeds" level during each of the formal portfolio review sessions and must be documented at intervals throughout the program. Documentation of skill acquisition/mastery is a program completion requirement of a state approved initial teacher program. Remediation is required to strengthen any skills identified as an area of weakness during the portfolio review process. Remediation must be successful prior to advancement into the next level of program. A final review of skill acquisition/mastery and any needed remediation is part of the degree conferral process.

It is the student's responsibility to register for, and pass, the exams in a timely fashion. Placement for the internship (passing score on the Professional Education Examination and portfolio review results) or degree conferral (passing score on Subject Area Examination, General Knowledge Test and portfolio review results) will be postponed for any preservice teacher who lacks passing test scores and the required skill mastery. It is the responsibility of the Undergraduate Teacher Education Program to design appropriate activities needed for remediation and to require that passing scores on both the Professional Education and Subject Area Exams and documentation of skill mastery be on file prior to degree conferral.

Passing scores on all parts of the FTCE as a component of program completion is a state law in Florida; as such, this requirement cannot be waived. Documentation of successful mastery of required skill competencies as a program of degree completion is a state law in Florida; as such, this requirement cannot be waived. These requirements apply to every degree-seeking student in a state-approved program.

*Only CLAST scores passed before July 1, 2002, will be accepted for program completion. However, all areas of the GKT must be passed to meet the program completion requirements.

Course Load Policy
Students enrolled in the Undergraduate Teacher Education Program at NSU are full-time students if they are registered and complete 12 credits (four courses) per 16-week semester. If a student wishes to take 15 credits (five courses) per 16-week semester, they must consult with their academic program manager or academic adviser to comply with the following requirements.

- Students must have successfully completed all communications and mathematics general education requirements.
- Students must provide passing scores on all parts of the GKT, CLAST, or the equivalent Praxis sections.
- Students must have a GPA of 3.5 or higher in the major.

A student may be allowed to take 15-18 credits during a 16-week semester, under the following circumstances:
- The previous criteria are met.
- The student is not employed full-time.

No education major, for any reason, will be permitted to take more than 18 credits during a 16-week term.

Registration Requirements

Due to the complexity of academic requirements for an education major in a state-approved initial teacher preparation program, registration cannot be accomplished online. Students who intend to be education majors must meet with their academic program manager (APM) at the student center or their academic adviser on the main campus to register for the upcoming term. This registration appointment ensures students enough time to regularly review curricular requirements with APM/academic advisers. Courses in the education major must be taken in sequence. All general education courses must be successfully completed prior to taking any educational courses in Benchmark II.

Students are encouraged to start the registration process for an upcoming term several months in advance to ensure enough time to meet with their APM/adviser and prepare for the first class session. Each course in the education major has a pre-class assignment due during the first class meeting. First class assignments can be obtained at http://www.schoolofed.nova.edu/undergraduate/syllabi. Preservice teachers are expected to have prepared properly for the first class session by having completed the pre-assignment. Attendance is mandatory for all class sessions. Lack of an appointment time with an APM/adviser will not negate any late registration fees that may apply, nor will it negate the requirements of the pre-class assignment or attendance in class for the first session.

Clinical Experiences

Clinical experiences have long been recognized as a critical component of teacher preparation programs. Nova Southeastern University is committed to providing quality clinical experiences for all education majors as an integral part of preservice training. These experiences enable preservice educators to apply theory and effective practices in actual classrooms and acquire competencies necessary for successful teaching. Preservice educators learn from both their successes and mistakes when supported by caring teachers in a positive, nurturing environment.

Nova Southeastern University is committed to providing quality clinical experiences for all education majors as an integral part of preservice training. Underlying this commitment is the philosophy that clinical experiences provide a vital link between educational theory and practice. When a transfer of learning occurs from the university classroom to a real-life setting, the connection significantly contributes to the professional development of the preservice educator. Consequently, all participants are enriched by these experiences. All clinical experiences (in Florida) are required to be conducted in classrooms under the leadership of a cooperating teacher who has had the Clinical Educator Training and has demonstrated mastery of classroom management skills at the professional level as required by the Florida State Department of Education.

The Florida State Legislature has mandated that all education majors in college/university initial teacher preparation programs participate in a planned series of clinical experiences. Clinical experiences must begin early in the program and culminate with the final internship. During these experiences, preservice educators should be given the opportunity to demonstrate their understanding of the INTASC Principles/Accomplished Practices and Subject Area Competencies. In addition, preservice educators must be provided with guidance and feedback in the clinical setting. In Florida, all clinical experiences are required to be conducted in classrooms under the leadership of a cooperating teacher who has had the Clinical Educator Training and has been identified by his/her principle as a "master teacher" of classroom management as required by the Florida State Department of Education.

All education courses in Nova Southeastern University's Undergraduate Teacher Education Program curriculum require a ten (10) hour clinical experience component at a minimum. The clinical experiences vary depending on the competencies and INTASC Principles/Accomplished Practices required in the course. A supervised clinical experience occurs in Benchmarks II, III, and IV.

Internship

The internship experience is the final phase of the NSU Undergraduate Teacher Education Program. This 16-week course includes evening seminar meetings and 14 weeks of teaching in an area school. Students will be placed at a school site by the internship coordinator. Preservice teachers will gradually assume full responsibility for teaching the class to which they are assigned. The EDUC 4570 Internship/Seminar is offered each academic year in the fall and winter terms at all sites.

EDUC 4570 is a required 12-credit course for all education majors and must be completed at NSU. Since it is the terminal course for the degree, it cannot be transferred from another institution, nor can experience be substituted to satisfy this requirement.

The Florida Board of Education's Administrative Rule 6A-4.002 allows some full-time administrative or teaching experience to be substituted for some coursework, but it does not permit this experience in lieu of student teaching for purposes of initial certification. Substitute teaching or teacher-assistant positions are not considered full-time teaching and will not be considered for substitution of course work.

Internship Application

It is the preservice teacher's responsibility to complete and submit the internship application before the deadline.

Fall semester deadline - February 1
Winter semester deadline - July 1

After the application is received, the applicant's file is reviewed for completion of all requirements. Preservice teachers will receive a copy of a completed *Senior Audit* with a letter indicating their internship status (conditionally approved or denied).

The internship coordinator develops a final list of student interns for that semester and supplies it to the academic advisers and academic program managers for registration at least one month before the internship start date. At that time, students will register for the EDUC 4570 Internship/Seminar in a Group Internship Registration meeting. During this meeting, portfolios will be formally reviewed for a second time.

Internship dates are published in the Farquhar College of Arts and Sciences class schedules. If a preservice teacher does not meet the above requirements, the internship application will be denied until all requirements are met.

Preservice teachers should refer to the *Internship Handbook* for a complete explanation of policies and procedures covering the internship program. All questions about the Internship Program should be directed to the Undergraduate Teacher Education Program at (954) 262-8422.

Who Qualifies for Internship
A preservice teacher is considered eligible for the internship if he/she has met the following criteria:

- Earned the appropriate credits (including all general education requirements, all program requirements, and all courses required for the major, except the internship)
- A minimum overall GPA of 2.5
- Passed all specified testing requirements (CLAST, Praxis, GKT, Professional Education Examination)
- Provided appropriate documentation/evidence of skill acquisition/mastery of required program competencies as a result of the portfolio reviews

Las Vegas students must pass the Praxis I at least one month before the start of the internship.

Master's Accelerated Program
Students who have a strong commitment to become qualified educators should consider the Master's Accelerated Program (M.A.P.). Available only on the main campus, this dual-admission program allows students to complete both a bachelor's and a master's degree in education in an accelerated format.

This rigorous and accelerated program is for day students. Students will complete all general education requirements prior to entering the M.A.P. program. After the general education requirements are completed the student will participate in four 16-week semesters at the undergraduate level, taking 12 to 18 credits per semester. The 12 to 18 credits taken per semester, plus the mandatory clinical experiences, require the students to be very flexible with their time, as courses can be scheduled Monday through Friday from 8:00 a.m. to 5:00 p.m., with some possible evening and weekend seminars. NSU arranges the clinical observation hours with local participating schools.

Students can choose from a bachelor's degree in either Prekindergarten/Primary Education (Age Three Through Grade Three), Elementary Education (K-6), or Exceptional Student Education (K-12). Students are clustered, by major, into a 15-student cohort that will begin and complete the bachelor's degree portion of the M.A.P. together. The cohort concept fosters a supportive, collegial learning environment for the students.

M.A.P. students who successfully complete the undergraduate coursework within their designated major are unconditionally eligible for admission to the graduate program of the Fischler School of Education and Human Services. While enrolled at the master's degree level, students are able to complete their final year of study in M.A.P. and meet the requirements for a master's degree in education. For financial aid information, the students should consult a financial aid counselor.

Individuals seeking entry into M.A.P. must be admitted to NSU's Professional and Liberal Studies Program. For more information, contact Gloria Balmased-White at (954) 262-7953 or balmased@nsu.nova.edu.

UTEP Programs of Study

The Fischler School of Education and Human Services UTEP offers the following academic programs:

Bachelor of Science degree with the following majors:
Prekindergarten/Primary Education (Age Three through Grade Three)
Elementary Education
Exceptional Student Education

Minor in Education with secondary content specializations in Biology, English, or History

Add-on Endorsement Areas in ESOL and Driver's Education

Prekindergarten/Primary Education (Age Three through Grade Three) Major
The Prekindergarten/Primary Education major combines theoretical components with practical application. Students in this degree program will have extensive clinical experiences in the community and in local schools (Prekindergarten/Primary, Age Three Through Grade Three). An emphasis is placed on the appropriate uses of technology. The program design

incorporates all newly required competencies leading to certification in the state of Florida in the area of Prekindergarten/ Primary, Age Three to Grade Three. This major is a state-approved program of the Florida Department of Education.

Prekindergarten/Primary Education Curriculum

General Education Requirements
General education requirements for an education major offered in the state of Florida are established and revised by the Florida State Legislature. The following general education requirements are currently in effect. Please consult the Undergraduate Teacher Education Program for the latest information about specific program requirements or General Education.

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1040	College Algebra	3
MATH	1060	Statistics	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Early Childhood Growth and Development	3
Philosophy		Elective	3
Fine Arts		Elective	3
		General Education Subtotal	30 credits

Program Requirements
SCI LAB			1
SPCH	1010		3
Earth/Space Science		Elective	3
HIST	1030 or 1040	(American)	3
MATH	1050	Concepts in Geometry and Logic	3
ESOL	2903	Cross Cultural Studies	3
EDUC	1100	Exploration of the Education Professions	3
		Program Requirements Subtotal	19 credits

Program Benchmarks and Major Requirements
Preservice teachers in the Prekindergarten/Primary Education (Age Three Through Grade Three) major must also keep track of program benchmarks and clinical experiences simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses. At these four benchmarks, preservice teachers provide documentation showing completion of program requirements. A supervised clinical experience occurs in a block II, block III and block IV course. For specific requirements of each benchmark, see the course descriptions for EDUC 3001, 3501, 4001, and 4501.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDEC	3320	Sociological Foundations of Early Childhood Education	3
EECP/EDUC 3330		Integrating Instructional Technology in to the Classroom	3
EDEC	3350	Meeting the Special Needs of All Students	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDEC	3520	Developmentally Appropriate Integrated Curriculum and Practices	3
EDEC	3530	Diagnosis, Assessment, and Evaluation of Young Children	3
EECP	3540	Services and Delivery Systems	3
EECP	3550	Child Guidance and Classroom Management	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDEC	4320	Cultural Diversity and Family-Community Development	3
EECP	4330	Health, Nutrition, Safety, and Physical Development in Early Childhood	3
EECP	4340	Developmentally Appropriate Practices for Teaching Literacy and Language Arts in Early Childhood Education	3
EECP	4345	Principles and Practices of Reading and Language Arts Assessment in Early Childhood Education	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
EECP	4520	Developmentally Appropriate Practices for Teaching Reading	3

		in Early Childhood	
EECP	4530	Developmentally Appropriate Practices for the Integration of Creative Arts Across the Early Childhood Curriculum	3
EECP	4545	Developmentally Appropriate Practices for Teaching Math/Science in ECE	3
EECP	4550	Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood	3
EECP	4560	Integrating Literacy Throughout the Early Childhood Curriculum	3
ESOL	4901	Methods of Teaching ESOL	3
ESOL	4902	ESOL Curriculum and Materials Development	3
ESOL	4904	Linguistics for ESOL Educators	3
ESOL	4905	Testing and Evaluation in ESOL	3
EDUC	4570	Internship/Seminar	12
		Major Subtotal	72 credits
Open Electives		Open Electives Subtotal	3 credits
		Total Credits Required for Degree Completion	**124 credits**

Elementary Education Major

The Elementary Education major prepares preservice teachers to teach children in a school setting, grades kindergarten through six (K-6). This program provides a firm foundation in liberal arts, professional knowledge, and subject area knowledge, preparing students to perform effectively, efficiently, and creatively in their future classrooms.

Elementary Education Curriculum – Florida

General Education Requirements
General education requirements for an education major offered in the state of Florida are established and revised by the Florida State Legislature. The following general education requirements are currently in effect. Please consult the Undergraduate Teacher Education Program for the latest information about specific program requirements for general education.

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1040	College Algebra	3
MATH	1060	Statistics	3
PSYC	1020	Introduction to Psychology	3
PSYC	2380	Child and Adolescent Development	3
Philosophy		Elective	3
Fine Arts		Elective	3
		General Education Subtotal	30 credits

Program Requirements			
SCI LAB			1
SPCH	1010		3
Earth/Space Science		Elective	3
HIST	1030 or 1040	(American)	3
MATH	1050	Concepts in Geometry and Logic	3
ESOL	2903	Cross Cultural Studies	3
EDUC	1100	Exploration of the Education Profession	3
		Program Requirements Subtotal	19 credits

Program Benchmarks and Major Requirements
Preservice teachers in the state-approved program in the Elementary Education major must also keep track of program benchmarks and clinical experiences simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved program. At these four benchmarks, preservice teachers provide documentation showing completion of program requirements. A supervised clinical experience occurs in a block II, block III and block IV course. For specific requirements of each benchmark, see the course descriptions for EDUC 3001, 3501, 4001, and 4501.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in to the Classroom	3

ESOL	3340	Survey of TESOL for Teachers	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ELEM	3530	Methods of Teaching Social Studies in the Elementary School	3
ELEM	3540	Principles and Practices of Instruction and Assessment II	3
ELEM	3550	Methods of Teaching Science in the Elementary School	3
ESED	3561	Families, Professionals, and Exceptionality	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED	4320	Classroom Management for Typical and Atypical Learners in Multicultural Classrooms	3 3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ELEM	4530	Integrating Art, Music, and Health Education Across the Curriculum	3
ELEM	4540	Reading Assessment I	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	4565	Second Language Learning: Theory, Method and Evaluation	3
EDUC	4570	Internship/Seminar	12
		Major Subtotal	63 credits

Open Electives   Open Elective Subtotal   9 credits

Total Credits Required for Degree Completion   121 credits

Elementary Education Curriculum – Nevada

General Education Requirements
The degree requirements for Nevada students are the same degree requirements for all students seeking a bachelor of science degree in their majors with NSU except for specific differences required to meet licensure needs by the Nevada Department of Education. The following general education requirements are currently in effect. Please consult the undergraduate Division of Education for the latest information about specific program requirements for general education.

COMP	1500	College Writing	3
COMP	2000 or 2010 or 2020		3
MATH	1030	Intermediate Algebra	3
MATH	1040	College Algebra	3
LITR	2010 or 2011 or 2020 or 2030 or 2031		3
History			3
Natural & Physical Science			6
PSYC	2380	Child and Adolescent Development	3
Social & Behavioral Science Elective			3
		General Education Subtotal	30 credits

Program Requirements
Philosophy			3
Humanities			3
SPCH	1010	Public Communication	3
EDUC	1100	Exploration of the Education Professions	3
_____		Nevada School Law	2
		Program Requirements Subtotal	14 credits

Program Benchmarks and Major Requirements
Students in the major must also keep track of program benchmarks simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved programs. At these four benchmarks, students provide documentations showing completion of the program requirements. For specific requirements for each benchmark, see the courses descriptions for EDUC 3001, 3501, 4001, and 4501 or see your academic adviser.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in to the Classroom	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ELEM	3530	Methods of Teaching Social Studies in the Elementary School	3
ELEM	3532	Science Curriculum for Elementary Education Majors	3
ELEM	3540	Principles and Practices of Instruction and Assessment II	3
ELEM	3550	Methods of Teaching Science in the Elementary School	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED	4320	Classroom Management for Typical and Atypical Learners in the Multicultural Classroom	3
ELEM	4330	Math Curriculum for Elementary Education Majors	3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ELEM	4530	Integrating Art, Music, and Health Education across the Curriculum	3
ELEM	4540	Reading Assessment I	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	2903	Cross Cultural Studies	3
ESOL	4901	Methods of Teaching ESOL	3
ESOL	4902	Curriculum and Materials Development	3
EDUC	4570	Internship/Seminar	12
		Program Benchmarks and Major Subtotal	69 credits
<u>Open Electives</u>		Open Elective Subtotal	7 credits
		Total Credits Required for Degree Completion	**120 credits**

Exceptional Student Education Major

The Exceptional Student Education major prepares preservice teachers to work with students with mildly handicapping conditions. The specialty prepares students to obtain state certification for teaching in grades kindergarten through twelve (K-12).

Exceptional Student Education Curriculum – Florida

<u>General Education Requirements</u>
General education requirements for an education major offered in the state of Florida are established and revised by the Florida State Legislature. The following general education requirements are currently in effect. Please consult the Undergraduate Teacher Education Program for the latest information about specific program requirements for general education.

COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH	1040	College Algebra	3
MATH	1060	Statistics	3
PSYC	1020	Introduction to Psychology	3
PSYC	2380	Child and Adolescent Development	3
Philosophy		Elective	3
Fine Arts		Elective	3
		General Education Subtotal	30 credits

<u>Program Requirements</u>
SCI LAB			1
SPCH	1010		3
Earth/Space Science Elective			3

HIST	1030 or 1040	(American)	3
MATH	1050	Concepts in Geometry and Logic	3
ESOL	2903	Cross Cultural Studies	3
EDUC	1100	Exploration of the Education Professions	3
		Program Requirements Subtotal	19 credits

Program Benchmarks and Major Requirements

Preservice teachers in the state-approved program in the Exceptional Student Education major must also keep track of program benchmarks and clinical experiences simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved program. At these four benchmarks, preservice teachers provide documentation showing completion of program requirements. A supervised clinical experience occurs in a block II, block III and block IV course. For specific requirements of each benchmark, see the course descriptions for EDUC 3001, EDUC 3501, EDUC 4001, and EDUC 4501.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in to the Classroom	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ESED	3530	Educational Assessment of Exceptional Students	3
ESED	3540	Introduction to Language Development and Speech Disabilities	3
ESED	3550	Vocational/Functional Life Skills	3
ESED	3560	Education of the Mildly Handicapped	3
ESED	3561	Families, Professionals and Exceptionality	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED	4320	Classroom Management for Typical and Atypical Learners in Multicultural Classrooms	3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
ESED	4360	Educational Programming for the Emotionally Handicapped	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ESED	4530	Classroom Procedures for the Mentally Handicapped	3
ELEM	4540	Reading Assessment I	3
ESED	4550	Methods and Materials for Teaching SLD Learners	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	4565	Second Language Learning: Theory, Method, and Evaluation	3
EDUC	4570	Internship/Seminar	12
		Major Subtotal	72 credits
Open Electives		Open Elective Subtotal	3 credits
		Total Credits Required for Degree Completion	**124 credits**

Exceptional Student Education Curriculum – Nevada

General Education Requirements

The degree requirements for Nevada students are the same degree requirements for all students seeking a bachelor of science degree in their majors with NSU except for specific differences required to meet certification needs by the Nevada Department of Education. The following general education requirements are currently in effect. Please consult the undergraduate Division of Education for the latest information about specific program requirements in General Education.

COMP	1500	College Writing	3
COMP	2000 or 2010 or 2020		3
MATH	1030	Intermediate Algebra	3
MATH	1040	College Algebra	3
LITR	2010 or 2011 or 2020 or 2030 or 2031		3

History			3
Natural & Physical Science			6
PSYC	2380	Child and Adolescent Development	3
Social & Behavioral Science Elective			3
		General Education Subtotal	30 credits

<u>Program Requirements</u>

Philosophy			3
Humanities			3
SPCH	1010	Public Communication	3
EDUC	1100	Exploration of the Education Professions	3
_____		Nevada School Law	2
		Program Requirements Subtotal	14 credits

<u>Program Benchmarks and Major Requirements</u>
Students in the major must also keep track of program benchmarks simultaneously with courses in the program. There are four benchmarks, coinciding with four blocks of courses in the state-approved programs. At these four benchmarks, students provide documentations showing completion of the program requirements. For specific requirements for each benchmark, see the courses descriptions for EDUC 3001, 3501, 4001, and 4501 or see your academic adviser.

EDUC	3000	Clinical Experiences	0
EDUC	3001	Benchmark I	0
EDUC	3330	Integrating Instructional Technology in to the Classroom	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Educational Psychology	3
EDUC	3500	Clinical Experiences	0
EDUC	3501	Benchmark II	0
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
ESED	3530	Educational Assessment of Exceptional Students	3
ESED	3540	Introduction to Language Development and Speech Disabilities	3
ESED	3550	Vocational/Functional Life Skills	3
ESED	3560	Education of the Mildly Handicapped	3
ESED	3561	Families, Professionals, and Exceptionality	3
EDUC	4000	Clinical Experiences	0
EDUC	4001	Benchmark III	0
EDUC/ESED	4320	Classroom Management for Typical and Atypical Learners in Multicultural Classrooms	3
ELEM	4340	Methods of Teaching Language Arts through Children's Literature in the Elementary School	3
ELEM	4350	Methods of Teaching Mathematics in the Elementary School	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
ESED	4360	Educational Programming for the Emotionally Handicapped	3
EDUC	4500	Clinical Experiences	0
EDUC	4501	Benchmark IV	0
ESED	4530	Classroom Procedures for the Mentally Handicapped	3
ELEM	4540	Reading Assessment I	3
ESED	4550	Methods and Materials for Teaching SLD	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESOL	2903	Cross Cultural Studies	3
EDUC	4570	Internship/Seminar	12
		Program Benchmarks and Major Subtotal	69 credits
<u>Open Electives</u>		Open Electives Subtotal	9 credits
		Total Credits Required for Degree Completion	**122 credits**

Applied Professional Studies (APS) Major
For a full description of the Applied Professional Studies (APS) Major, refer to the catalog of the Farquhar Colleges of Arts and Sciences under Interdisciplinary Programs—Applied Professional Studies.

Teaching and Learning Concentration II (Jamaica only)

ELEM	4330	Mathematics Curriculum for Elementary Education Majors	3
ELEM	3532	Science Curriculum for Elementary Education Majors	3
ELEM	3531	Science Curriculum for Elementary Education Lab	3

ELEM	3540	Principles and Practices of Instruction and Assessment II	3
EDUC	3350	Survey of Exceptional Student Education	3
ELEM	4360	Methods of Teaching Literacy in the Elementary School	3
ELEM	4540	Reading Assessment	3
ELEM	4560	Methods of Teaching Reading across the Elementary Curriculum	3
ESED	4390	Curriculum for Learning Abilities	3
EDUC	3330	Integrating Instructional Technology	3
EDUC	4970	Advanced Special Topics: Education	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC	2500	Orientation to the Applied Professional Studies Program	0
EDUC	3325	Using Technology Tools and Resources	1
		Total Concentration Area Credits	**37 credits**

International Teaching and Learning Concentration II

EDUC	1100	Exploration of the Education Profession	3
EDUC	3360	Educational Psychology	3
EDUC	3350	Survey of the Exceptional Child	3
ESOL	2903	Cross Cultural Studies	3
EDUC/EECP 3330		Integrating Instructional Tech	3
EDUC	3520	Principles & Practices I	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC/ESED 4320		Classroom Management for Typical/Atypical Learners	3
PSYC	1020	Introduction to Psychology	3
LITR	2010 or 2020 or 2021 or 2030 or 2031		3
ARTS	2300	Art and Society	3
MATH	1040	Algebra for College Students	3
MATH	1060	Concepts in Statistics & Probability	3
		Total Concentration Area Credits	**39 credits**

Education Minor
There is consistent growth nationally in the need for secondary level content area teachers. The Undergraduate Teacher Education Program offers a minor in education that will allow English, history, or life science majors who would like to teach gain initial experiences in Grade 6-12 classrooms. The minor will give students a strong foundation in the teaching basics, necessary to be accepted into an alternative certification program and enter the teaching profession.

Students must have junior standing in order to enroll in these courses. In addition, the required 10 hours of clinical experiences for each course must be completed in an area middle or high school. Students will be required to complete any security clearance processes required by the local school district.

All students minoring in education will need to complete the following:

EDUC	3330	Integrating Instructional Technology in to the Classroom	3
ESOL	3340	Survey of TESOL for Teachers	3
EDUC	3350	Survey of Exceptional Student Education	3
EDUC	3360	Education Psychology	3
EDUC	3520	Principles and Practices of Instruction and Assessment I	3
EDUC	4320	Classroom Management for Typical and Atypical Learner in Multicultural Classrooms	3
		Total Minor Area Credits	**18**

Secondary Content Specialization
From a national perspective, many state departments of education have embraced a new approach to meeting teacher critical shortages at the middle and high school levels. Many state departments of education have begun awarding individuals certification who hold a degree with a major in a content area and a minor in education through alternative certification tracks. NSU offers a Secondary Content Specialization, designed to be paired with the education minor, for those individuals who wish to obtain a major in the content area and think they may wish to pursue teaching at some point in their future career.

The Secondary Content Specialization is comprised of a major in Biology [1], English [2], or History [3] with the following suggested electives:

HIST	1030	American History to 1865 or HIST 1040 American History Since 1865 [1,2,3]	3 3
PSYC	1020	Introduction to Psychology [1,2,3]	3

PSYC	2380	Child and Adolescent Development [1,2,3]	3
MATH	1040	Algebra for College Students [2,3]	3
MATH	1050	Concepts in Geometry and Logic [2,3]	3
MATH	1060	Concepts in Statistics and Probability [2,3]	3
PHYS	2160	Essentials of Earth and Space Science [1]	3
BIOL	1100	Concepts of Biology [2,3]	3
PHYS	1020	Concepts in Physical Science [2,3]	3
PHYS	1021	Concepts in Science Lab [2,3]	1
ESOL	2903	Cross Cultural Studies [1,2,3]	3
EDUC	1100	Exploration of the Education Profession [1,2,3]	3
SPCH	1010	Public Communication [1,2,3]	3
PHIL	____	Any PHIL course [2,3]	3
LITR	____	Any LITR course [1,3]	3
HIST	2010	History of Florida [3]	3
SOCL	1020	Introduction to Sociology [3]	3
GEOG	2050	Survey of Geography [3]	3
POLS	1010	American Government and Politics [3]	3
ECON	2010	Principles of Macroeconomics [3]	3
ESOL	4901	Methods of Teaching ESOL [2]	3
ESOL	4902	ESOL Curriculum and Materials Development [2]	3
ESOL	4904	Linguistics for ESOL Educators [2]	3
ESOL	4905	Testing and Evaluation in ESOL [2]	3
TECH	1110	Technology in Information Age [2,3]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3
EDUC	4970	Advanced Special Topics in Reading [2]	3

English for Speakers of Other Languages (ESOL) K-12 Add-on Endorsement

The state-approved courses leading to ESOL endorsement enable educators to add additional coverage to their certification. This will allow them to teach students who are designated as being LEP (limited English proficient) and who are in ESOL programs.

For the endorsement, program participants must satisfactorily complete five state-prescribed courses, totaling 15 semester hours. Only the Florida State Department of Education, Office of Certification, grants the endorsement. While these five courses meet the endorsement requirements, NSU does not reflect an "endorsement" on the transcript, per se, as NSU does not award the endorsement, itself, for the Undergraduate Teacher Education Program.

Registration for these courses should follow the sequence denoted below:

ESOL	2903	Cross Cultural Studies	3
ESOL	4901	Methods of Teaching ESOL	3
ESOL	4902	ESOL Curriculum and Materials Development	3
ESOL	4904	Linguistics for ESOL Educators	3
ESOL	4905	Testing and Evaluation in ESOL	3

All degree-seeking education majors are required by the State of Florida to take the 15-credit-hour ESOL endorsement as part of their bachelor's degree program or complete a Florida State Department of Education approved ESOL-infused initial teacher preparation program. The undergraduate majors of Elementary Education (K-6) and Exceptional Student Education (K-12) at Nova Southeastern University are approved ESOL-infused programs beginning with incoming students in January 2005.

Driver's Education Add-on Endorsement

The Driver's Education courses offered at Nova Southeastern University provide the competencies required to meet teacher certification for teaching high school students basic driver's education using Florida Department of Education Driver's Education outlined expectations. The series of three courses lead to an endorsement in Driver's Education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Teaching strategies to assist participants with classroom implementation will be used throughout the three courses in sequence. Sample teaching strategies and curriculum connections will also be included in the three courses.

EDUC	4910	Introduction to Driver's Education	3
EDUC	4911	Advanced Driver's Education	3
EDUC	4912	Administration and Supervision of Driver's Education	3

B.S. with a Specialization in Child Development (BSCD) Program

The Bachelor of Science in Education with a specialization in Child Development is aimed at providing professional preparation for those interested in working in a variety of capacities in the field of early childhood. The major emphasis of the Child Development program is in the early childhood years (birth to age eight).

This program features child development courses offered through the Fischler School of Education and Human Services, general education courses delivered through the Farquhar College of Arts and Sciences, and elective courses offered in collaboration with the Mailman Segal Institute (MSI).

Program Goals/Learning Outcomes

- Provides professional training for students interested in working in the field of human services with special interest in the variety of careers and professions related to working with young children and their families
- Offers specialized preparation to staff and personnel in response to the *No Child Left Behind* (NCLB) mandate
- Offers opportunities to obtain a minor concentration in related areas
- Provides a seamless continuum of professional and educational training for students who complete the Child Development Associate (CDA) or the Associate of Arts degree in Early Childhood Education

Instructional Delivery System

An online instructional model is used. Some courses follow a blended onsite/online delivery format at selected sites.

BSCD Program of Study

General Education Requirements

COMP	1000*	Basic Writing*	3
COMP	1500	College Writing	3
LITR		Elective	3
LIFE SCI		Elective	3
PHYSICAL SCI		Elective	3
MATH		MATH 1000*	6
		MATH 1030*	
		MATH 1040 or higher	
_____		Computer Literacy	3
PSYC	1020	Introduction to Psychology	3
PSYC	2370	Early Childhood Growth and Development	3
SPCH	1010		3
HIST	1030 or 1040	American History	3
Fine Arts		Elective	3
		General Education Subtotal	36 credits

Program Requirements

Philosophy		Elective	3
		Technology for Education	3
SCI LAB			1
Earth/Space Science		Elective	3
MATH	1050		3
ESOL	2903	Cross Cultural Studies	3
ECA	203	Foundations of Early Care and Education	3
		Program Requirements Subtotal	19 credits

Major Requirements: Child Development (Birth-Age Eight)

Lower Division

ECA	205	Children with Special Needs	3
ECA	215	Creative Activities	3
ECA	218	Assessment and Observation	3
ECA	241	Child Guidance	3
ECA	242	Foundations of Early Literacy	3
ECA	252	Managing Early Literacy	3
ECA	267	Multilingual Communities	3
ECA	285	Professional Behavior	3
		Lower Division Subtotal	24 credits

Upper Division

ECDP	3321	Child Development: Prenatal, Infancy and Toddler Years (Birth- Age 3)	3

ECDP	3334	Child Development during the Preschool and Primary Age Years (Ages 4-8)	3
ECDP	3338	Diversity and Multiculturalism in Child Development	3
ECDP	3340	Psychosocial Development during the Preschool Years	3
ECDP	3345	Parent-Child Relationship during the Early Childhood Years	3
ECDP	3349	Fatherhood: Cross-Cultural Perspectives	3
EDEC	4320	Cultural Diversity and Family-Community Development	3
ECDP	4423	Issues in Child Abuse and Neglect	2
EECP	4330	Health, Nutrition, Safety and Physical Development in Early Childhood	3
ECDP	3500	Field-based Experiences in Child Development: Assessment I	0
ECDP	4100	Field-based Experiences in Child Development: Assessment II	0
ECDP	4500	Field-based Experiences in Child Development: Assessment III	0
ECDP	4990	Advanced Senior Year Seminar	3
		Upper Division Subtotal	29 credits

Electives

		Administration of Early Childhood Education**	3
		Child Development Associate**	3
ECA	205	Children with Special Needs	3
		Infant-toddler development**	3
		Electives Subtotal	12 credits
		Total Credits Required for Degree Completion	**120 credits**

* Prerequisites
**These courses are offered in collaboration with the Mailman Segal Institute.

General Undergraduate Information for UTEP students

The Fischler School of Education and Human Services (FSEHS) offers undergraduate programs in education through a cooperative agreement with NSU's Farquhar College of Arts and Sciences. Because undergraduate education majors may choose to take courses in other NSU schools or undergraduate divisions, the following information regarding various options available to undergraduate students is provided.

Directory

Fischler Office of Academic Affairs

Fischler School of Education and Human Services
Main Building, Suite 201
1750 NE 167 Street
North Miami Beach, FL 33162
Toll-free: 800-986-3223, ext. 8500
Telephone: (954) 262-8500

Barbara Packer, Ed.D., *Dean of Academic Affairs*
Jamie Manburg, M.S., *Associate Dean for Undergraduate Studies*

Farquhar Administrative Offices

Office of Academic Services
Nova Southeastern University
Parker Building, Suite 100
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8350
Fax: (954) 262-3819

Office of Admissions
Farquhar College of Arts and Sciences
Nova Southeastern University
Mailman-Hollywood Building, Room 200
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8000
Fax: (954) 262-3811
Email: ncsinfo@nsu.nova.edu

FCAS Office of the Dean
Farquhar College of Arts and Sciences
Nova Southeastern University
Mailman-Hollywood Building, Second Floor
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8408
Fax: (954) 262-3930

Office of New Student Services and Orientation
Nova Southeastern University
Parker Building, Room 131
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8050
Fax: (954) 262-3233
Email: orientation@nsu.nova.edu

Office of Operations
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Room 136
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8045
Email: saf@nsu.nova.edu

Farquhar Academic Divisions

Division of Humanities
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Suite 380
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8200
Fax: (954) 262-3881

Division of Math, Science, and Tech.
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Suite 300
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8300
Fax: (954) 262-3931

Division of Social and Behavioral Sciences
Farquhar College of Arts and Sciences
Nova Southeastern University
Parker Building, Second Floor
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-7941
Fax: (954) 262-3760

Other NSU Undergrad Programs

College of Allied Health and Nursing
Health Professions Division
Nova Southeastern University
3200 S. University Drive
Fort Lauderdale-Davie, Florida 33328
Telephone: (954) 262-1101
Fax: (954) 262-2282
Email: cahinfo@nsu.nova.edu

H. Wayne Huizenga School of Business and Entrepreneurship
Nova Southeastern University
Carl DeSantis Building
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-5000
Fax: (954) 262-3822
Email: info@huizenga.nova.edu

University-Wide Services

Department of Athletics
Nova Southeastern University
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-8250
Fax: (954) 262-3926
Email: nsuathletics@nsu.nova.edu

Office of Residential Life and Housing
Nova Southeastern University
Leo Goodwin Sr. Residence Hall
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-7052
Fax: (954) 262-3812
Email: reslife@nsu.nova.edu

Office of Student Financial Assistance
Nova Southeastern University
Horvitz Administration Building
3301 College Avenue
Fort Lauderdale-Davie, Florida 33314
Telephone: (954) 262-3380
Fax: (954) 262-3966
Email: finaid@nsu.nova.edu

Programs of Study

This section outlines general academic program requirements. It includes lists of majors, minors, and other academic programs; program formats; general education requirements; and special academic programs such as honors, dual admission, and study abroad. For major descriptions, learning outcomes, and curricula refer to *Degree Requirements*.

Majors, Minors, Certificate Programs, and Specializations

This section lists all NSU undergraduate majors, minors, certificate programs, and specializations. For more information about declaring majors and minors, changing majors, and changing colleges, see *Academic Policies and Procedures*. For specific information about program requirements in the Farquhar College of Arts and Sciences, including major and minor descriptions, learning outcomes, and curricula, see *Degree Requirements*. For information about major and minor programs offered by other colleges, refer to the *Correspondence Directory* for appropriate contact information.

Students should note that not all majors are offered in all formats of study. Some majors are offered only through the Professional and Liberal Studies Program, while others are offered only through the Career Development Program. Students should check with individual colleges' academic divisions for details about program formats.

Undergraduate Majors (Organized by College)

Fischler School of Education and Human Services
Elementary Education
Exceptional Student Education
Prekindergarten/Primary Education

Farquhar College of Arts and Sciences

Applied Professional Studies	Criminal Justice	Marine Biology
Athletic Training	English	Paralegal Studies
Biology (premedical)	Environmental Science/Studies	Psychology
Communication Studies	History	Theatre
Computer Information Systems	Humanities	
Computer Science	Legal Studies	

H. Wayne Huizenga School of Business and Entrepreneurship

Accounting	Finance	Sport and Wellness Studies
Business Administration	Professional Management	

College of Allied Health and Nursing (Health Professions Division)

Health Science	Nursing

Undergraduate Minors (Organized by College)

Fischler School of Education and Human Services
Education

Farquhar College of Arts and Sciences

Applied Statistics	History	Physics
Chemistry	Humanities	Psychology
Communication Studies	Information Technology	Public Health
Computer Information Systems	International Law	Sociology
Counseling	Legal Studies	Spanish
Criminal Justice	Marine Biology	Speech Communication
English	Marine Ecology	Speech-Language Pathology
Family Studies	Marine Microbiology	Substance Abuse Studies
Folklore and Mythology	Mathematics	Theatre
Forensic Psychology	Media Studies	Writing
Gender Studies	Medical Humanities	
Global Studies	Paralegal Studies	

H. Wayne Huizenga School of Business and Entrepreneurship

Accounting	Entrepreneurship	International Business
Banking and Finance	Hospitality Management	Leadership
Business	Human Resource Management	Marketing

Formats for Study
Students choose an educational format that best fits their schedule, lifestyle, and career and family responsibilities. These formats include an on-campus day program and a program oriented toward students who work.

Professional and Liberal Studies Program (PALS)—Day Program
The Professional and Liberal Studies Program is a traditional on-campus day program geared toward recent high-school graduates that leads to either the bachelor of science or the bachelor of arts degree. PALS students study and work in major fields that prepare them to enter careers or continue with graduate studies. Students also take courses in the General Education Program that emphasize effective writing, communication, and critical analysis, as well as courses in the areas of the humanities (including literature, the arts, history, foreign language, and ethics); mathematics; natural and physical sciences; and social and behavioral sciences.

Career Development Program—Evening Program
The Career Development Program is designed for working and professional adults. Courses are offered in the evenings and on weekends on campus and at institutional, industrial, and other off-campus locations. Many students enrolled in the Career Development Program are employed and have families. They are a diverse population of individuals, often with considerable practical experience and the desire to play an active role in their education.

Career Development Program—Online
In certain fields of study, NSU allows Career Development students to earn a bachelor's degree, complete a minor, or receive a certification via the Internet, regardless of where they are located in the world. Classes use asynchronous delivery, which means coursework can be completed at any time, anywhere. There are no required meetings. However, each course is conducted with weekly assignments and due dates. In the online environment, students must be self-disciplined and motivated to succeed. Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chatrooms, electronic journals, and links to Web resources. Each student must obtain an NSU account to access email, course materials, and library resources, and complete an online orientation.

General Education Program
The General Education Program is designed to foster critical skills by helping students develop the ability to solve problems, think analytically, and communicate clearly. The 30-credit hour program provides a common connection among all NSU undergraduates through a rigorous set of writing, mathematics, humanities, and social and physical science requirements. As a result of the General Education Program, students develop effective communication skills in speaking, listening, writing, reading, and critical interpretation. The program also helps students place ideas in their proper context and appreciate the role of different cultural traditions.

General Education Program Mission Statement
Incorporating dynamic resources and methods in various settings, the general education curriculum in the Farquhar College of Arts and Sciences at NSU provides opportunities for learners to emerge as thoughtful and responsible citizens prepared for a competitive global environment.

General Education Program Framework
All students are required to complete general education requirements. Students normally complete general education requirements by the end of their junior year through a series of courses in the areas of communication (including written communication and oral communication); mathematics; humanities (including literature, history, ethics, and general humanities); social and behavioral sciences; and natural and physical sciences.

Using General Education Credits for Major and Minor Requirements
Most courses may count toward both general education and major/minor requirements. Students should refer to their program curriculum or consult their academic adviser to determine which courses serve both sets of requirements.

General Education Requirements
To fulfill general education requirements, students should select courses from each of the following sections. Refer to course descriptions for specific course prerequisites. Honors courses (with the HONR prefix) may be used to satisfy general education requirements of the appropriate general education section. Some majors have determined specific courses to be used to satisfy general education requirements. Students should consult their major program curriculum or contact their academic adviser to determine their major's specific general education requirement list.

A. Composition: 6 credits
Six COMP credits above COMP 1000

B. Mathematics: 6 credits
Six MATH credits above MATH 1000

C. Humanities: 6 credits
Six credits in any courses with a prefix of ARTS, HIST, HUMN, LITR, PHIL, SPAN, or WRIT

D. Social and Behavioral Sciences: 6 credits
Six credits in any courses with a prefix of COMM, ECON, GEOG, GEST, GLBS, POLS, PSYC, or SOCL

E. Natural and Physical Sciences: 6 credits
Six credits in any courses with a prefix of BIOL, CHEM, ENVS, MBIO, or PHYS

General Education Total 30 Credits

Undergraduate Honors Program
The Undergraduate Honors Program fosters intellectual community both within and across academic disciplines by offering special coursework, reading groups, and workshops to help students prepare for graduate school, advanced research, study abroad, and postbaccalaureate fellowships. The Undergraduate Honors Program is divided into general honors and divisional honors. Academically talented and motivated students are encouraged to apply to honors programs.

General Honors Program
The General Honors Program of intensive seminars and honors-level general education classes is designed for freshmen and sophomores. Entering students are invited to participate in the General Honors Program on the basis of prior academic performance. Approximately 10 percent of each year's entering student class is invited to participate. Admission to the university is a prerequisite for admission to the program. Participants are required to complete 15 credits of honors coursework during their freshman and sophomore years, including honors seminars and honors-level general education classes. All honors courses will be noted on the student's permanent transcript and students who successfully complete the requirements of the General Honors Program will be recognized for their accomplishment.

Divisional Honors Program
The Divisional Honors Program of directed study, geared toward juniors and seniors, allows them to pursue independent research with faculty mentors. Students in the Divisional Honors Program work on an undergraduate research project under the direction of a faculty adviser. The program is open to juniors and seniors invited to participate according to criteria established by each academic program. Participation in the General Honors Program is not a prerequisite for the Divisional Honors Program. All honors courses will be noted on the student's permanent transcript and students who successfully complete the requirements of the Divisional Honors Program will be recognized for their accomplishment.

Co-Curricular Honors Community
Students in the Co-Curricular Honors Community connect classroom experience with experiences outside the classroom, including study abroad, social activities, speakers' series, and campus events.

For more information about the Undergraduate Honors Program, contact the FCAS Office of the Dean at (954) 262-8408.

Dual Admission Programs
NSU offers dual admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. After students complete their undergraduate requirements they complete their graduate or professional school requirements at the Fischler School of Education and Human Services. Students who successfully meet all program requirements have a seat reserved in the NSU graduate or professional school they have chosen. In addition, some of the dual admission programs are combined programs that enable students to complete both the baccalaureate degree and the professional degree, often in a reduced period of time. Students can reduce the number of years as an undergraduate and receive the baccalaureate degree after completing a prescribed number of courses in professional school. These courses also count toward the graduate or professional degree.

Available Dual Admission Programs:

Accounting	Human Resources Management	Osteopathic Medicine
Audiology	International Business Administration	Pharmacy
Business Administration	Law	Physical Therapy
Computer Information Systems	Management	Physician Assistant
Computer Science	Marine Biology	Psychology
Conflict Analysis and Resolution	Mental Health Counseling	Public Administration
Dental Medicine	Nursing*	Speech-Language and
Education	Occupational Therapy	Communication Disorders
Family Therapy	Optometry	Taxation

*The nursing undergraduate dual admission program leads to the Bachelor of Science degree.

Dual Admission Requirements
Final admission into the graduate or professional school is contingent on completing the prescribed undergraduate course of study; maintaining the requisite grades; achieving specific scores on professional school admission tests; and in some cases, a final interview with the graduate or professional school admissions committee. Undergraduate scholarships granted by the Farquhar College of Arts and Sciences do not carry over into graduate and professional programs.

For more information about dual admission programs, contact the Office of Admissions at (954) 262-8000 or at ncsinfo@nsu.nova.edu.

Study Abroad Programs

The Farquhar College of Arts and Sciences is committed to providing undergraduate students with study abroad opportunities, the flexibility to earn college credit and receive financial assistance for study abroad, and the support necessary for students to plan and realize their own, individual travel goals. For more information about study abroad, contact the Office of the Dean, (954) 262-8408.

Study Abroad Programs Sponsored by the Farquhar College of Arts and Sciences

The Farquhar College of Arts and Sciences offers organized study abroad programs that award course credits and may satisfy specific major requirements. Students may also choose to take advantage of organized study abroad programs without receiving credit. Sponsored programs include study abroad to England, the Great Barrier Reef, Peru, Ecuador, and the Galapagos Islands. In addition to these programs, the college organizes an annual photographic expedition, led by one of a faculty member, to explore in-depth the natural history and culture of one country. In past years, expeditions have traveled to Chile, China, Costa Rica, East Africa, Malaysia, and St. Lucia.

Study Abroad Programs Sponsored by Other Institutions

Students interested in a specific study abroad program offered through another university or institution should contact the FCAS Office of the Dean to discuss the program and the steps necessary for applying. The Office of the Dean can also help locate shared/sponsored programs to more than 150 countries, some that last three weeks to as long as one year.

Individually Designed Study Abroad Programs

Students may also design and receive credit for their own study abroad experiences. Students interested in designing their own program should contact the FCAS Office of the Dean to discuss a proposed trip's academic and travel details.

Internships

Students may earn credit for internships that complement and enhance their academic programs, including internships in science, business, government, and the arts. Students interested in pursuing internships should contact their academic adviser for more information.

Additional Admissions Information and Counseling

Prospective students are strongly urged to talk with an admissions counselor, either in person or by phone, to talk about NSU and the application process:

Broward County—Main Campus program: (954) 262-8000
Miami-Dade County—Kendall Campus program: 800-986-3223, ext. 3400
Off-Campus programs: 800-338-4723, ext. 8500

Prospective students may send email to ncsinfo@nsu. nova.edu or access the Office of Admissions online at: www.undergrad.nova.edu/admissions.

Application Procedures—General

Prospective undergraduate students should speak with an admissions counselor in person or by telephone (see "Admissions Information and Counseling"). To apply, prospective students should send a completed application form and a $50 nonrefundable application fee to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Farquhar College of Arts and Sciences
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, Florida 33329-9905

Students may also apply online at www.undergrad.nova.edu/admissions.

Office of Admissions Review of Documentation

Students are provisionally admitted to an NSU undergraduate degree-seeking program based on a review of unofficial transcripts and/or fulfillment of program-specific admission requirements. However, full admission is contingent on receipt of final official documents and fulfillment of program-specific admission requirements within 90 calendar days from the start of the semester. Final, official transcripts show all courses completed and grades posted.

If final official documents and/or program-specific admission requirements are not received and fulfilled by that time, the student will not be allowed to continue attending class. Future registrations will not be processed until the student has been fully admitted as a degree-seeking student and all admission requirements have been satisfied and approved by the Office of Admissions/program office. In addition, the student will lose any financial aid that has already been awarded for the semester.

Required Documentation for the Professional and Liberal Studies Program (day)
Freshman applicants must submit all final official transcripts reflecting academic coursework prior to enrollment (e.g., current high-school transcript or GED equivalent), including proof of graduation and SAT or ACT scores, within the first 90 days of the first day of the semester.

Transfer applicants must submit official transcripts from all colleges or universities attended, whether or not credit was awarded. If, at the time of application, students have any courses in progress at another institution, a final, official transcript must be submitted. In addition, applicants with fewer than 24 credits from any previously attended collegiate-level institutions are considered applicants for freshman status and are required to submit high school transcripts and either SAT or ACT scores.

Required Documentation for the Career Development Program (evening)
All applicants to the Career Development Program must submit proof of high school graduation (or GED equivalent) if they have not previously attended a college-level institution. Transfer students must submit official, final transcripts from all institutions previously attended, whether or not credit was awarded. Transfer students with fewer than 24 credits from any previously attended college-level institutions are required to also submit high school transcripts. All official documents must be submitted within the first 90 days of the first day of the semester.

Dual Admission Program Applications
NSU offers dual admission to a select number of highly motivated, academically talented students interested in pursuing both an undergraduate degree and future graduate studies. For information and a list of dual admission programs, see the "Dual Admission Programs" section in *Programs of Study*. Students interested in applying for dual admission programs should speak with an admissions counselor to determine eligibility.

Undergraduate Honors Program Applications
Students must complete a separate application for Undergraduate Honors Programs, available at www.undergrad.nova.edu/honors/appinfo.cfm. For more information about honors programs, see "Undergraduate Honors Programs" in *Programs of Study*.

Transfer Students
NSU welcomes undergraduate students who have earned college credits at other regionally accredited colleges and universities. NSU maintains articulation agreements with all Florida community colleges. Students transferring with an associate of arts degree (awarded in 1993 or later) from any of these institutions will be granted junior standing (for financial aid purposes) upon entering NSU. Additional articulation agreements exist with several independent two-year colleges. Because these agreements are periodically evaluated, students should contact an admissions counselor for information on current articulation agreements.

Students interested in transferring to NSU should contact an admissions counselor to discuss how prior college credits can be applied toward an NSU degree. Community college students should contact an admissions counselor as early as possible in their college career in order to choose associate's degree coursework that will be appropriate for transfer into their intended NSU bachelor's degree program.

Transfer credit evaluation will be completed by an academic adviser by the end of the first semester of enrollment. Applicable credit will be transferred based on all final official transcripts received. Transfer students must provide final official transcripts from all previously attended colleges for transfer credit evaluation. Students will be advised to take courses based on the official evaluation in their file.

Special Student Status
Special (non-degree seeking) students may take up to 24 credit hours or enroll in a specialty program without being admitted to a degree program. The 24-credit limit does not apply to students who have already earned a baccalaureate degree. Special students should indicate their status on their application form and submit it with the application fee and a transcript from the last college attended, if applicable. Once the admissions process is complete, students may register for courses. Special students are not eligible for a degree unless they follow the regular admissions procedures for degree-seeking students. Additionally, special students are not eligible for financial aid.

Homeschooling
Nova Southeastern University welcomes undergraduate applicants who have been homeschooled for their secondary school education. Homeschooled applicants should provide SAT or ACT scores, and a GED score to demonstrate high-school equivalence. As with all candidates for admission, each applicant is considered on his or her individual merits and potential for academic success at NSU. Acceptance is not based on any one criterion, and in appropriate cases, requirements for documentation may vary or be modified.

Resident Aliens
Applicants who are resident aliens must provide proof of resident alien status at the time of application.

Suspensions

Applicants who are currently under suspension or who have been suspended or dismissed from another postsecondary institution are not eligible for admission to Nova Southeastern University. Applicants may appeal this policy and request a waiver by the admissions committee. That waiver may be granted only after a review of additional information. Students who are currently under suspension or who have been suspended or dismissed from NSU should refer to the "Academic Requirements and Progress" section of *Academic Policies and Procedures* for policy information.

Application Procedures—International Students

International students applying to NSU's main campus, or to any of the university's Florida Student Educational Centers, are required to obtain a student (F-1) visa or an exchange visitor (J-1) visa. Students are not permitted to study in the United States on a visitor (B-2) visa.

To apply, international students should send a completed application form and a $50 nonrefundable application fee to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Farquhar College of Arts and Sciences
3301 College Avenue
P.O. Box 299000
Fort Lauderdale-Davie, Florida 33329-9905

Transcript Evaluation

International applicants must have the equivalent of a United States high school diploma. Applicants should submit all secondary school and college-level transcripts and certificates and provide official English-language translations for any transcripts that are not already in English. Credits earned at non-U.S. universities must be evaluated for equivalents by an outside agency (Joseph Silny & Associates or World Education Services). Applicants are responsible for all evaluation fees.

English Proficiency Requirements

Applicants must score at least 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) exam, at least 480 on the SAT verbal section, or at least 6.0 on the International English Language Testing System (IELTS) exam.

Financial Documents

International applicants must submit an original bank statement or original letter from a financial institution indicating ability to meet all costs of education without financial aid from NSU. The minimum amount is determined by a budget prepared by the NSU Office of Student Financial Assistance. A notarized letter from a sponsor is required if a public or private organization or an individual sponsors the student. The financial guarantee must include provisions for any dependents who will be residing with the student in the United States. Students should check with the Office of International Students for current minimum amounts at www.nova.edu/cwis/registrar/isss/forms.

Medical Insurance

International students must purchase medical insurance (J-1 visas only). Students should contact the international student adviser for further information.

Acceptance Letters and Deposits

After NSU has received all of the above information and has granted admission, an acceptance letter will be sent by mail. The process of issuing the I-20 will begin upon receipt of a $200 tuition deposit. Requirements for international online students may differ. To receive a refund of their tuition deposit, international applicants must rescind their acceptance, in writing, by May 1 for August (fall) admission, by September 1 for January (winter) admission, and by January 1 for May (spring/summer) admission.

Earning Credit for Previous Experience and Training

NSU undergraduates may convert prior professional, military, and other life experiences into academic credit through four different mechanisms. All requests for prior learning credit must be initiated before students complete 24 credits at NSU. Credits earned through prior learning will be noted on transcripts after 12 credits are successfully earned at NSU.

General and Subject Testing—CLEP/DANTES/ACT-PEP/TECH 1110 Test-Out

Students may meet certain general education, major, and elective requirements in a variety of areas through objective tests in which they demonstrate specific subject knowledge. These tests include the College Board's College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) subject exams, ACT-PEP exams, and New York University language exams. Students who plan to take these exams as prerequisites for other courses must successfully complete the exams before registering for more advanced coursework. Students who enroll in courses that require TECH 1110 (Technology in the Information Age) as a prerequisite may satisfy the prerequisite by taking an exam that tests their computer knowledge. Students must contact their academic adviser before taking any exam. See the "Testing Office" section of *Academic Advising, Assistance, and Problem Resolution* for more information about testing services.

Nationally Accredited Trade and Technical School Portfolios
Students who have attended nationally accredited trade or technical schools may submit portfolios that describe learning experiences they believe should be applied for credit in their NSU program. The official review of school portfolios is conducted by the Office of Prior Learning Assessment, which will identify courses that may be applied to NSU programs through an examination of transcripts, previous course syllabi, students' autobiographies, written narratives describing previous classes, and other documents.

Full Portfolios (for course challenges)
Students who intend to challenge a specific college-level course must submit a full portfolio that presents their knowledge of the course topic. Full portfolios are evaluated by an appropriate faculty member. Students may earn a maximum of 25 percent of their credits through the full portfolio process. Full portfolios include, but are not limited to, course syllabi and descriptions; student resumes and autobiographies; written skill inventories that compare learning experiences with equivalent course subject matter; and other relevant documents, including certificates, training documents, and verification of employment. Before portfolios are submitted for faculty review, they are first evaluated by the Office of Prior Learning Assessment. Each course challenge requires a separate skill inventory and documentation set. Students are encouraged to initially attempt only one course challenge in order to learn expectations for successful portfolio review.

Standard Grants
The college has established a series of standard college credit grants for common, documented learning experiences. These experiences include certain training courses, military experiences, and pilot licensing, as well as health care industry training experiences, such as EMT and paramedic training and nursing education in training hospitals. Specific documentation is required for each standard grant. The number of credits awarded depends on the major program's transfer policies.

For more information about prior learning options, contact the Office of Prior Learning Assessment, at 954-262-8414 (800-338-4723 ext. 8414), or priorlearning@nsu.nova.edu.

Financial Information
Students should refer to the NSU Student Handbook for more information about tuition payment policies and health insurance requirements.

Explanation of Tuition Rates

Professional and Liberal Studies Program Tuition
All students in the Professional and Liberal Studies Program enrolling in 12-18 credit hours per semester pay a flat-rate tuition in the fall and winter semesters. Students will not be charged additional tuition for adding classes as long as they do not go above the 18-hour limit. Drops do not count in this total. Full-time students who process drops or withdrawals after the first two weeks of the semester will not receive any refunds, even for classes that begin during the second half of the semester.

Part-time PALS students (1-11 credits) will be charged on a per-credit basis. Students who initially register for 1-11 credits, then add credits that increase their course load to 12-18 credits, will be charged the full flat-rate tuition. Full-time students dropping below 12 credits during the first two weeks of the semester will be considered part-time students and will have their tuition recalculated on a per-credit basis. These students will also be considered part-time students for the purposes of financial aid and scholarship awards.

PALS tuition during summer terms is charged per credit regardless of the number of enrolled credits.

Career Development Tuition
Students in the Career Development Program pay tuition per credit hour. Rates vary depending on location of classes: on campus, off campus, or online.

Tuition Payment Options
Students should refer to the NSU Student Handbook for tuition payment policies and options. To explore all options, students should go to the NSU Bursar's Office Web site: www.nova.edu/cwis/bursar/payment.html.

Net.Pay Tuition Payment Plan
Students may pay annual expenses in ten interest-free installments. There is a non-refundable $55 application fee. Payments can be made by check, money order, direct debit, or credit card.

Employer Tuition Reimbursement Programs
Students eligible for employer-sponsored tuition reimbursement benefits may defer tuition payment until five weeks after the end of each course. However, at the time of registration, students must submit postdated checks or credit card authorizations (for processing five weeks after the end of the course) and furnish a statement of eligibility from the employer. There is a $50 per-semester fee for this option; this fee and other charges (excluding tuition) must be paid at the time of registration.

Students may elect to pay their tuition in three installments. Fifty percent of tuition, plus all fees (including a $50 fee for this option), is due at the time of registration; 25 percent is due 60 days after registration; and the remaining 25 percent is due 90 days after registration. Postdated checks or credit card authorizations for the two later payments must be provided at the time of registration. Full-time students who are receiving financial aid may also elect the three-month installment plan to pay any remaining tuition balance due to the university.

Tutoring Services

The Office of Academic Services provides free tutoring, workshops, and professional guidance. Tutoring is available in writing, mathematics, science, and technology courses, as well as for helping students develop general study skills and prepare for CLAST and other examinations. Tutoring is conducted on an individual basis or may be arranged for groups of students who require the same level and type of assistance. Depending on the subject area, tutoring may also be provided by peer students who have excelled in specific academic subjects. Tutoring is not available for NSU placement tests or CLEP examinations.

The goal of tutoring is to help students become independent learners. Students are expected to come to tutoring sessions prepared to work by having attended class and attempted homework assignments or completed drafts of papers. On-campus tutoring resources available from the Office of Academic Services' main location in Parker Building Suite 100 include supplemental videos and software for most math courses that may be checked out or used on site. The Parker Building computer lab offers computer tutorials for mathematics, grammar, and composition skills. Students may also use the lab for researching and writing papers.

Writing tutors assist students in the various stages of the writing process, including brainstorming, planning, organizing, and revising. In addition, writing tutors help students work on grammar and sentence structure. Although tutors do not edit papers, they will assist students in learning how to improve their papers and become better editors and proofreaders.

For more information about tutoring services, including online resources for students whose schedules prevent regular campus or site visits, call 954-262-8350 (1-800-338-4723, ext. 8350) or go to www.undergrad.nova.edu/AcademicServices.

New Student Services and Orientation

The Office of New Student Services and Orientation is a resource center for entering and first-year undergraduate students and their families. The office coordinates all orientation programs for new undergraduate students on main campus. Students attending classes at one of the university's off-campus student educational centers should contact their center for orientation programs. Online students participate in an online orientation. Information is available at www.undergrad.nova.edu/orientation. New Student Services and Orientation is located on the first floor of the Parker Building. Call (954) 262-8093 or (954) 262-8050.

Technical Help

NSU's Office of Information Technologies Online Computing Help Desk provides telephone and email support to NSU students, faculty, and staff. Support services include assistance with connecting to NSU's online computing systems; navigating through WebCT systems; resolving Personal Identification Number (PIN) issues; supporting wireless computing on campus; and configuring various software programs such as Microsoft Outlook, Netscape Navigator, and Internet Explorer. Contact the Help Desk at (954) 262-4357 (800-541-6682 ext. 4357) or help@nsu.nova.edu.

Academic Requirements and Progress

To remain in good academic standing, students must maintain the required minimum grade point average (GPA) or higher on all credits attempted. Students receiving financial aid should also refer to the Office of Student Financial Assistance for information about minimum GPA requirements for financial aid programs. Some scholarship opportunities listed in Undergraduate Scholarships and Grants may also have minimum GPA requirements.

Minimum Requirements (GPA)
1-29 credits: 1.70 GPA
30-59 credits: 1.85 GPA
60 + credits: 2.00 GPA

Minimum Graduation Requirements
All degree-seeking students must be matriculated and complete the minimum credits as designated by their chosen major. The following conditions are also required:

1. Admission as a degree-seeking candidate in one of the majors
2. Completion of General Education Program requirements
3. Completion of 120 credits, including major, minor, specialization, concentration, elective, and general education coursework
4. Attainment of a minimum 2.5 cumulative grade point average
5. Attainment of a minimum 2.5 grade point average in the major area
6. Attainment of a minimum 2.25 grade point average in minors, if selected or required by program

7. Completion, at NSU, of at least 30 credits (not including CLEP, proficiency examinations, or prior experiential learning credits)
8. Completion of at least 50 percent of the credits in the major area and minor at NSU (not including CLEP, proficiency examinations, or prior experiential learning credits)
9. Submission of a degree application and payment of the diploma fee before completing registration for the last semester
10. Fulfillment of all obligations to the library, the student's program, and the Bursar's Office

Review of Academic Progress
At the end of each semester, FSEHS reviews student academic progress at the end of each semester. Students whose grade point averages (GPA) fall below minimum GPA requirements will receive notification that they have been placed in one of the categories of academic progress listed below. All of these categories will become permanently recorded on official student transcripts.

Academic Warning: Students whose cumulative GPA falls below 2.0.

Academic Probation: Students who have completed at least 12 credits for which they have received grades of A through F and who fall below the minimum GPA (see "Minimum Requirements (GPA)").

Continued Probation: Students who, in successive semesters of enrollment after being placed on academic probation, earn a minimally acceptable GPA but whose cumulative GPA for all semesters falls below the minimum grade point average requirement.

Off Probation: Students who achieve the minimum cumulative GPA.

Suspension: Students on academic probation or continued probation who fail to earn a minimally acceptable GPA in the next semester of enrollment. Length of suspension is two semesters. Students must appeal for readmission at least one month before the requested date of readmittance (see "Notification and Appeals"). Students who are permitted to reenroll after serving suspension are readmitted under continuing probation. While serving on suspension, students may not make progress in their NSU degree programs. Credits earned at other institutions during suspension will not be transferred to NSU.

Dismissal Following Suspension: Students who were previously suspended and readmitted will be dismissed if they fail to meet a minimally acceptable GPA (see "Minimum Requirements"). Students in this category may not reapply for admission.

Notification and Appeals
A student placed on suspension or dismissed will be sent a letter to his/her mailing address. The student will have until the deadline specified in the dismissal or suspension letter to appeal to the Academic Progress Committee. The committee includes faculty members from each academic division, a representative academic adviser, and a representative from the Office of Academic Services. The committee reviews appeals for suspension and dismissal. Notification of decisions will be sent to the address given in the appeal letter. For more information, the student may contact an academic adviser or the assistant director for student services in the Office of the Dean.

Academic Requirements—New Students
Students are expected to demonstrate skills appropriate for college-level work.

Professional and Liberal Studies Program
All Professional and Liberal Studies students are encouraged to take appropriate written communication and mathematics courses during their first semester of enrollment at NSU. Students are placed in these courses based on standardized (SAT, ACT, or TOEFL) test scores or prior college credit. Students without college-level English and/or math will be automatically placed into COMP 1000 and/or MATH 1000 courses. Students may also take challenge exams to place out of these courses. Each challenge exam may be taken only once. For specific challenge exam procedures and practice exams, students should contact the Academic Services Testing Office. Tutoring in mathematics and writing is available through Academic Services. While a student is acquiring these skills, his or her enrollment is limited to courses approved by an adviser, generally at the 1000 and 2000 levels.

Career Development Program
Students who enter the Career Development Program without transfer credits in English and/or mathematics must enroll in COMP 1000 and/or MATH 1000. Students may take challenge exams in written communication and/or mathematics to determine eligibility for the college-level courses listed in the general education requirements.

Transfer Students
All new transfer students must demonstrate college-level skills in writing and mathematics. Transfer students can do this by presenting transcripts from previous institutions indicating comparable courses taken. Students must have earned a C or higher in comparable courses. Alternatively, transfer students may take the required developmental courses in writing and mathematics or take challenge exams to place out of them.

Academic Requirements—Writing Across the Curriculum

Each undergraduate course must include written assignments that make up at least one third of the final course grade. Each course must contain at least eight pages (approximately 2,000 words) of writing with faculty members providing feedback. At least one third of these writing assignments should occur in class. Written assignments can include (but are not limited to) essays, summaries, memos, lesson plans, research papers, abstracts, literature reviews, case analyses, reaction papers, journal entries, lab reports, project proposals, progress reports, case studies, and project reviews.

Auditing a Course

Students may register to audit courses. Registration as "audit" must be done prior to the first class meeting. No academic credit is awarded for audited courses. Students may attend all classes but are not required to take examinations and a grade of AU is awarded at the time of registration. Once a student has registered for an audit, the registration may not be changed back to one in the normal grading system. An audited course may be included in the flat-rate tuition, provided the total number of credit hours, including credits assigned to audited courses, does not exceed 18. Otherwise, tuition will be charged at the prevailing, per-credit-hour rate.

Course Credits—Application toward Multiple Requirements

Courses taken to fulfill major, minor, certificate, general education, and other program requirements may generally be applied to other program requirements. For example, courses used to satisfy major requirements may also be used to satisfy general education requirements. However, some programs have specific exceptions to this general policy. Students should consult their academic adviser or division to determine specific policies about application of course credit.

Course Delivery

Classes are scheduled at a variety of times and locations to best meet student schedules and course demand. Classes may be on-campus, off-campus, day or evening, online, and through independent study. Students should review registration choices with their academic adviser.

Day

Day classes are aimed primarily at students in the Professional and Liberal Studies Program (PALS).

Evening

Evening classes are aimed primarily at students in the Career Development Program, although PALS students may also register for evening classes. To ensure that students obtain the maximum benefit from the Career Development Program's accelerated format, most of the evening courses offered require that first class assignments be completed before the first class meeting. These assignments are posted on the College's web-based Course Wizard at www.undergrad.nova.edu/coursewizard/schedule.cfm.

Online

Web-based courses are available to all active NSU students. Students who participate in online classes are supported through a variety of technologies and teaching methods: email, bulletin boards, chatrooms, electronic journals, and links to Web resources. Each student must obtain an NSU account to access email, course materials, and library resources. Students are required to participate in an online orientation before the start of each course.

Online Components of Ground-based Courses

Ground-based classes may also include some online instruction in addition to regular classroom instruction. Although most instruction will take place in campus or site classrooms, some assignments may be administered through Internet-based sites associated with class textbooks or through WebCT, the university's online course management system. Instructors will explain specific requirements for participation in online components and may include information in the course syllabus or first class assignment posted on Course Wizard.

Independent Study

Independent study provides qualified students with an opportunity to research a question of interest under faculty supervision. Students interested in independent study should contact their academic adviser and consult with a faculty member to draw up a contract outlining student responsibilities. The student, the instructor, and the division's academic director must sign the contract. Regular tuition schedules and rates apply to independent study.

Course Evaluations

Course evaluations are the mechanism for collecting feedback from students about their classes — how they feel about course content, instructors' effectiveness, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online at www.undergrad.nova.edu/currentstudents. Students must have an NSU email account to access the course evaluation Web site. Beginning two weeks before a class ends, students have a seven-day period to access and complete their course evaluations.

Declaring and Changing Majors, Minors, Programs, and Colleges

Declaring and Changing Majors
Undergraduate students study and work in major fields that prepare them to enter careers or continue formal education in graduate and professional school. Most students who enroll in the Farquhar College of Arts and Sciences select a major program during the admissions process; those who do not are considered "deciding." Deciding students and students who wish to change their originally declared major should contact their academic adviser.

Declaring and Conferral of Minors
In addition to earning minors in their own college, students in the Farquhar College of Arts and Sciences may also earn minors in other NSU colleges. Most courses taken to fulfill general education and major requirements may also be used to satisfy minor requirements. Minors are conferred to students after all minor requirements have been met. To have minors approved and conferred, students must fill out request for minor forms available from their academic adviser once coursework for the minor is complete. Minors will be noted on transcripts.

Changing Program Formats
Students who wish to change degree programs (e.g., Career Development Program to Professional and Liberal Studies Program, non-degree seeking to degree seeking, or from a campus-based to an online program) should contact their academic adviser. Transfer credit and scholarships awarded may not be applicable in all programs. Admissions requirements, degree requirements, tuition, and policies may differ.

Changing Colleges within NSU
Students who wish to transfer from the Farquhar College of Arts and Sciences to an undergraduate program in another NSU college or school should contact their academic adviser for more information about the transfer process.

Degree Programs—Double Majors
Students may graduate with double majors subject to the availability of courses, based on academic division schedules. Students who wish to declare a second major must inform their academic adviser.

Degree Programs—Second Bachelor's Degree
Individuals who already hold a bachelor's degree from an accredited institution, including NSU, may earn a second bachelor's degree from NSU by completing a minimum of 30 approved credits in a particular major at NSU. At least 50 percent of all credits required in the selected major must be taken at NSU.

Enrollment at Other Universities
After students enroll at NSU, they may not take courses at other colleges or universities for the purpose of earning an NSU degree without specific, written approval from their academic division. Written approval must be obtained before registering for a non-NSU course. Only under unusual circumstances will permission be granted.

Students enrolled in the Professional and Liberal Studies Program may be permitted, with prior approval, to take courses during the summer months at a regionally accredited institution outside of South Florida. These courses may be used for elective credit or general education course credit. Students may take up to 10% of the credits needed to complete NSU degree requirements. However, students must meet NSU's residency requirements as outlined in the "Graduation - Requirements" section. To request permission to take courses at other institutions, students must submit a *Concurrent/Interim Enrollment Application*, which can be obtained from their academic program manager/adviser and must provide catalog descriptions of these courses to their adviser before enrollment.

Grading System

Instructors assign grades based on criteria established in course syllabi.

Grade Points

A Excellent 4.0	C+ 2.3	F Failure 0.0
A- 3.7	C Satisfactory 2.0	W Withdrawn Without Penalty
B+ 3.3	C- 1.7	I Incomplete
B Good 3.0	D+ 1.3	P Pass
B- 2.7	D Marginal 1.0	AU Audit

Grade Point Average and Quality Points
A student's academic standing for a specific semester is his or her grade point average (GPA). Quality points determine the GPA and are calculated by multiplying the numerical value of a letter grade (points) by the number of credits assigned to a course. The GPA is calculated by dividing the total quality points earned in a semester by the total credits attempted in the semester. The student's overall academic standing is determined by the cumulative grade point average (CGPA). The CGPA is calculated by dividing the total quality points earned by the total credits attempted. These calculations use NSU coursework only.

Grade Reports
Student grades are disseminated via the online WebSTAR Student Information System at www.webstar.nova.edu. Legal provisions prohibit the release of personally identifiable information to anyone other than legally authorized persons. Students are permitted to inspect, review, and challenge such information as provided by law.

Dean's List
Full-time students who earn a GPA of 3.5 or higher in the fall or winter semester(s) qualify for the Dean's List. Dean's List letters will be mailed to the students and a Dean's List comment will appear on their official transcript. Students with grades of I (incomplete) are not eligible for the Dean's List for that semester.

Incomplete
An incomplete (I) is awarded only in unusual circumstances. An incomplete may be given only when a student has satisfactorily completed the majority of the work in a course and when all remaining requirements can be completed within an agreed upon amount of time following the end of the course. In no event may such time exceed 16 weeks. If the student does not complete the coursework within the agreed upon time period, the incomplete automatically changes to the grade earned based on the work accepted by the instructor to date. A grade of zero will be factored in for any missing work. A student who is absent at the final examination without prior approval is normally not eligible to receive an incomplete.

Incompletes will be awarded before the end of the course upon the satisfaction of the following conditions:

(a) the student has made a request of the instructor
(b) the student, the instructor, and the academic director have signed the contract for removal of an incomplete grade or agreed on its conditions via email

Optional Pass/Fail
Students in good academic standing may register for two electives outside their major, minor, or certificate program on a pass/fail basis. A pass/fail registration will not convert back to a normal registration (i.e., cannot be counted in the GPA). A failing grade will be reflected in the student's GPA.

Graduation—Degrees, Diplomas, and Commencement

Degree Conferral
Students are eligible for graduation when they meet the requirements listed in the Student Catalog in effect when they entered the university. Degrees are conferred once per month, by the university's Board of Trustees once students have met all the criteria listed under Graduation - Requirements. Once degrees have been conferred, transcripts showing the awarding of the degree are sent to students, and diplomas are printed and sent to students by mail.

Diplomas
The diploma indicates that the student has earned a degree (for example, bachelor of arts degree or bachelor of science degree). The diploma does not indicate major. The academic transcript, the official record of work at NSU, indicates degree earned, major field of study, and minor, if any.

Graduation with Distinction
A student eligible for graduation with a cumulative grade point average of 3.8 or higher who has completed at least 54 credits at NSU will receive the degree with distinction. There are no special ceremonies at Commencement for students graduating with distinction. However, a notation will be added to the student's diploma and official transcript.

Commencement
Commencement is held in May. It is not necessary for students to attend Commencement to have their degrees conferred. Degrees are conferred once per month, throughout the year.

Interruption of Studies

If there is an interruption in studies (one calendar year from the end of the last semester enrolled), the student must abide by the student catalog in effect upon return, or to requirements approved by the student's academic program director.

Registration
Open Registration
Each semester at NSU consists of two sessions but only one open registration period, listed in *Academic Calendars*. Open registration ends ten calendar days before the start of a semester. During open registration students should meet with their academic adviser to review class schedules. Timely registration ensures availability of seats in required classes, reduces the risk of financial aid problems, and decreases demand for last-minute advising appointments.

Late Registration
Open registration ends ten calendar days before the start of the semester. Students who initially register for semester classes after the open registration period are considered to be registering during late registration and must pay a late registration fee. The late registration fee applies to all courses and all terms within the semester. However, it does not apply to schedule adjustment (drop/add) changes during each term's drop/add period. The late registration fee will be waived for

students newly enrolled that semester. Dropping courses does not result in a refund of late fees. Special permission from the academic division is required for any registration after the start of the term. Students who register late for classes are responsible for all course requirements.

<u>Dropping Courses Prior to the Semester</u>
Students who intend to drop all of their courses for an upcoming semester may not process the full drop through WebSTAR. They must meet with their academic adviser to process the full drop.

<u>Drop/Add Period</u>
The first two weeks of each term are the drop/add period. During the first week, students may drop one course and add another course in its place. Students who add classes after they have started are responsible for all course requirements. During the second week, students may only drop classes (courses cannot be added after week 1). Students who intend to drop all courses for a semester must meet with their academic adviser to process the full drop. For refund policies related to courses dropped, students should refer to the FCAS catalog "Tuition Refund Policies" section in *Financial Information*.

<u>Student Athlete Eligibility</u>
To retain student athlete eligibility, student athletes are required to carry at least 15 credits each semester. For further information, athletes should consult the *Student Athlete Handbook* available from the Department of Athletics.

<u>Closed Classes</u>
Enrollment capacity for each class is carefully determined to reflect the physical limitations of the classroom or lab as well as the subject's most effective learning and teaching environment. Once a class has been filled and closed to further registration, students should meet with their academic adviser for help adjusting schedules and choosing alternative classes that meet degree program requirements.

Students may appeal to register for closed classes under exceptional circumstances. Student appeals must be made in writing to the academic director of the division (via the student's academic adviser) in which the course is offered. Appeals should not be directed to course instructors. Academic directors review appeals and may consult instructors when considering such requests. All appeals must explain why no alternative will support the student's degree requirements, explain why the student was unable to register for the class when space was available, and include a written endorsement from an academic adviser (e.g., by email).

Appeals will only be considered up to the date of the first class meeting. If a student appeal is granted, the academic director will authorize the student's academic adviser in writing (e.g., by email) to register the student. However, the registration must be processed within 24 hours of the director's notification. If the registration is not processed within that time period, the authorization is removed and the student's space in the closed class may be released to another student.

Repeated Courses
Subject to availability, students may repeat a course to improve the grade in that course, but credit toward graduation will be granted only once. All enrollments and grades will remain on the transcript and will have a notation that the course has been repeated. If students repeat a course, the highest grade will be counted in the student's GPA. After the course has ended, students must complete a repeated course form available from their academic adviser.

Transfer Credits
NSU will transfer a maximum of 90 eligible semester credits (grades of C or higher) toward a bachelor's degree, including credit for CLEP, proficiency exams, and prior experiential learning. A limited number of D grades may be considered, depending on the total number of credits being transferred and where the D grades are being applied to the curriculum (no Ds can be transferred to meet major or pre-requisite requirements). Remaining credits and at least 50 percent of credits in the student's major, minor, and/or certificate areas must be earned at NSU in regular academic offerings. See the "Academic Requirements and Progress" section.

Fischler School of Education and Human Services

Master's Programs

Master of Arts in Teaching and Learning (MATL)

The Master of Arts in Teaching and Learning (MATL) has been developed by the Fischler School of Education and Human Services (FSEHS) and LessonLab/Skylight Professional Development (a division of Pearson Education) to meet the needs of classroom practitioners by linking theory to best practices in the classroom. Coursework is structured within the context of three essential areas that impact today's classroom teachers: instruction, curriculum, and professional development. Through interaction with faculty members who are committed to the collaborative and integrative investigation of problems in practice, students will experience a comprehensive study of current educational research and critical analysis of classroom teaching and learning. Because this program is a collaborative effort with Pearson Education, the MATL program may have alternate term and registration dates; MATL students should contact their adviser for accurate information. **MATL is not a certification/licensure program.**

Program Goals/Learning Outcomes

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

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

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

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

Instructional Delivery System

MATL coursework is delivered in an online format using the WebCT platform. New sections are offered four times a year during a 10-week fall, winter, and spring term and an eight-week summer session. Students are placed in cohort groupings during their first block (course) and complete five sequential 6-credit blocks with the same cohort for a total of 30 credits.

Transfer of Credit

The M.A.T.L. program does not accept any transfer credits. All credits toward the degree must be earned while enrolled in the M.A.T.L. program.

Program Completion Timeline

The formal instructional portion of the program may be completed in 14 months (and must be completed within five years), while students maintain employment as a practicing teacher. Students must complete an action research project and a professional portfolio within 60 days after the completion of their last block. Extensions for late submissions may be requested due to extenuating circumstances.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete an action research project and professional portfolio, and (d) meet all financial obligations to the university.

Capstone

MATL students are required to complete an action research project and a professional portfolio. Please see course descriptions and syllabi for additional information.

Program of Study

The MATL program offers a Master of Arts in Teaching and Learning with a specialization in one of the following areas: (a) Curriculum and Instruction, (b) Elementary Reading, (c) Elementary Math, and (d) K-12 Technology Integration. Below are sample program outlines for each of the specialization areas. The program outlines do not necessarily reflect the recommended course sequence. Program outlines are subject to change.

Curriculum and Instruction Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
EDUC	630	Action Research in Practice*	6
EDUC	640	Cognitive Curriculum	6

EDUC	650	Instructional Modes and Technology	6
		Total Credits Required for Degree Completion	**30**

Elementary Reading Specialization

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

Elementary Math Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	670	Teaching and Assessing Math through Technology	6
EDUC	671	Action Research in Practice—Math*	6
EDUC	672	Best Practices for Teaching Math Across the Curriculum	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
		Total Credits Required for Degree Completion	**30**

K-12 Technology Integration Specialization

EDUC	610	Classroom and Instructional Management	6
EDUC	680	Computer Applications and Technology Across the Curriculum	6
EDUC	681	Action Research in Practice—Technology*	6
EDUC	682	Orchestrating Your Classroom with Technology	6
EDUC	620	Instruction and Assessment for Diverse Classrooms	6
		Total Credits Required for Degree Completion	**30**

Master of Science Programs in Education

The Fischler School of Education and Human Services offers master of science programs in education through the Graduate Teacher Education Program (GTEP) and the National Graduate Teacher Education Online Program (NGTE). GTEP offers students the opportunity to select from online or site-based programs, while the NGTE program offers exclusively online instruction with prescribed courses each term.

Transfer of Credit

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the GTEP or NGTE program (transfer of more than six semester credits must be approved by the dean of academic affairs), provided that all the following conditions are met:

- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned at a regionally accredited graduate institution within the five-year period immediately preceding the student's request for transfer.
- The courses were not used toward a prior degree.
- The grades earned in the courses are B or higher.
- An official transcript has been received by the Enrollment Services Office of FSEHS to aid in the evaluation of the courses under consideration for transfer.
- A *Request for Transfer of Credit* form has been completed by the student (forms are available at all FSEHS sites or on your program's Web site).
- An academic adviser has given written approval for the transfer of credit.

Credits transferred in will decrease the overall total credits required for degree programs, but will not be computed in the student's overall grade point average. Because state requirements for additional certification coverage are increasing, and passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional coverage consult an academic adviser concerning current state policies that may affect transfer of credit. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credits from NSU should contact the admissions office of the receiving school for information.

Graduate Teacher Education Program (GTEP)

The Graduate Teacher Education Program (GTEP) offers the professional educator both a challenging and rewarding educational experience. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. GTEP also provides opportunities for students with bachelor's degrees in other fields to enter teaching. The program's focus is on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to move program delivery forward, enabling students to obtain their degrees in new and exciting ways, and from virtually any location.

All Graduate Teacher Education Program courses at Nova Southeastern University are designed to prepare PreK-12 educators with the knowledge and skills that they need for today's schools. All GTEP program curricula is based on the Educator Accomplished Practices that are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) core standards. Competence in each Educator Accomplished Practice, at the Preprofessional level, is evaluated through course activities, assignments, and portfolio artifacts.

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

Program Goals/Learning Outcomes

Upon completion of the program, GTEP graduates will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Competencies and Standards

All course syllabi are keyed to state competencies and national standards. Depending upon the program specialization, these competencies and national standards include the following:

Florida
English for Speakers of Other Languages (ESOL) Standards
http://www.schoolofed.nova.edu/gtep/forms/EditableESOLStandardsMatrix032005.doc

Florida Competencies and Skills: Tenth Edition
http://www.firn.edu/doe/sas/ftce/ftcecomp.htm

Florida Educator Accomplished Practices
http://www.firn.edu/doe/rules/6a-5.htm

Florida Sunshine State Standards
http://www.firnedu/doe/curric/prek12/frame2.htm
Subject Matter Content Standards for Florida's Teachers http://www.firn.edu/doe/dpe/publications/contentstandards03.pdf

Nevada
Nevada Academic Standards
http://www.doe.nv.gov/standards.html

National Standards
Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards
http://www.ccsso.org/content/pdfs/corestrd.pdf

National Board for Professional Teaching Standards
http://www.nbpts.org
http://www.nbpts.org/standards/

Professional Organization Competencies/Standards
National Council for Accreditation of Teacher Education (NCATE)
http://ncate.org/public/programStandards.asp?ch=4

Computer Science Education
International Society for Technology in Education (ISTE)
http://www.ncate.org/documents/ProgramStandards/iste_lead_fac_2003.pdf
http://www.ncate.org/documents/ProgramStandards/ISTE_csed_2002.pdf

Educational Leadership
Educational Leadership Constituent Council (ELCC)
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Educational Media
American Library Association (ALA)/ American Association of School Librarians (AASL)
http://www.ncate.org/documents/ProgramStandards/ala%202001.pdf

Elementary Education / ESOL
Association for Childhood Education International (ACEI)
http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

English for Speakers of Other Languages (ESOL)
Teachers of English to Speakers of Other Languages (TESOL)
http://www.ncate.org/documents/ProgramStandards/tesol.pdf

Exceptional Student Education / ESOL
Council for Exceptional Children (CEC)
http://ncate.org/ProgramStandards/CEC/CECStandards.doc

Gifted Education
Council for Exceptional Children (Gifts)
http://www.cec.sped.org/ps/gifted.doc

PreK Disabilities
Council for Exceptional Children (CEC)
http://ncate.org/ProgramStandards/CEC/CECStandards.doc

PreK-Primary / ESOL (Early Childhood Education)
National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/faculty/college.asp#2001

Reading Education
International Reading Association (IRA)
http://www.reading.org/resources/issues/reports/professional_standards.html

School Psychology
National Association of School Psychologists (NASP)
http://ncate.org/ProgramStandards/NASP/nasp2001.pdf

Speech Language Impairment
http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm?print=1

Instructional Delivery System
Graduate Teacher Education Program courses are delivered in a variety of modalities that include traditional, face-to-face (on ground) and online instruction. Occasionally, courses may be offered, or supplemented, through audioconferencing or compressed video. Online courses are delivered online via the WebCT platform. All course content, regardless of format, is identical due to the required use of common course syllabi that are developed by program professors.

Testing Requirements

Florida
The Florida Department of Education requires passing the General Knowledge Test (GKT), CLAST (passed before July 1, 2002), or Praxis equivalents as a requirement for admission into any state-approved teacher education program. The state-approved specializations in the Graduate Teacher Education Program include the following:

Computer Science Education
Educational Media
Elementary Education /ESOL*
ESOL (endorsement)
Exceptional Student Education/ESOL*
PreK Disabilities (endorsement)
Pre-K–Primary/ESOL*
Reading Education
Speech Language Pathology (M.S.) (For information on this specialization, please refer to the Speech-Language and Communication Disorders section of this catalog.)

*Some program areas are undergoing additional review by the Florida Department of Education at this time.

Prior to the completion of the approved program, Florida preservice educators must pass the Professional Education (PED) Examination. Students must also pass the appropriate Subject Area Exam (SAE) prior to completion of the program. 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. Students are advised to contact an academic adviser, the local school district office, or the Florida Department of Education Office of Educator Certification (http://www.fldoe.org/edcert/) with questions on certification.

Nevada
Nevada students are required to pass the knowledge skills sections of the Praxis I (Pre-Professional Skills Test, PPST), or CBEST (California Basic Educational Skills Test). In addition, Depending upon the specialization and license desired, Nevada students are required to pass the Praxis II (Subject Assessments) of subject area skills and Praxis III (Classroom Assessment Test) of professional skills. Students are advised to confer with an academic adviser or local site personnel about the appropriate subtests. Course grades cannot substitute for passing scores on the Praxis. Students are also advised to contact the Nevada Department of Education's Teacher Licensing Office (http://www.doe.nv.gov/licensing.html) with other questions on licensure.

Portfolio Requirement
All GTEP students are required to complete a portfolio demonstrating competence with the Educator Accomplished Practices. Students are guided through the portfolio experience in EDU 601 (Professional Seminar I) and EDU 602 (Professional Seminar II). For additional information on portfolio requirements, link to the GTEP Portfolio Web site at http://www.fgse.nova.edu/gtep/students/portfolio.html.

Clinical Experiences
Clinical experiences are required as part of the teacher preparation for preservice teachers 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 adviser. For information on program outlines, contact an academic adviser at 800-986-3223, ext. 1559 or link to the GTEP Program Web site at http://www.fgse.nova.edu/gtep/info/programs.html. For additional information on preservice clinical experiences, contact an academic adviser at 800-986-3223, ext. 1559 or link to http://www.schoolofed.nova.edu/gtep/icp/index.html (initial certification plan students) or http://www.schoolofed.nova.edu/gtep/fldexp/ (applied professional experiences).

Internship (Externship)
The internship for preservice students is a 14-week experience that requires teaching in an area school. Students will be placed at a school site by the internship coordinator. Preservice teachers will gradually assume full responsibility for teaching the class to which they are assigned. EDU 688 (Internship) and EDU 689 (Externship) is offered each academic year in the fall and winter terms at all sites. For information on the internship or externship, contact an academic adviser at 800-986-3223, ext. 1559 or link to http://www.schoolofed.nova.edu/gtep/icp/index.html (initial certification plan students).

Students in teacher preparation programs should refer to the Internship Handbook (EDU 688 course guide) or Externship Handbook (EDU 689 course guide) for a complete explanation of policies and procedures. All questions about the internship or externship should be directed to the Teacher Education Program's Office of Placement Services at (954) 262-8422.

Program Completion Timeline
GTEP allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program are taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established time frame are dismissed from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Programs of Study
The chart below is intended as a guide to help students choose a program that will satisfy their academic or professional goals. Students who are not seeking certification or licensure may take any of the M.S. programs as non-certification programs, as long as they meet general GTEP admission requirements.

	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
M.S. in Education in the following specialization areas				
Charter School Education/Leadership				x
Cognitive and Behavioral Disabilities				x
Computer Science Education	x	x	x	x
Early Literacy Education				x
Educational Leadership	x	x		x
Educational Media	x	x	x	x
Elementary Education	x	x	x	x
English Education				x
Exceptional Student Education	x	x	x	x
Exceptional Student Education /Jamaica				x
Gifted Education		x		x
High Scope/Early Childhood Education				x
Innovative Teaching in Mathematics				x
Interdisciplinary Arts				x
International Education/ECIS				x
Management and Administration of Educational Programs				x
Mathematics				x
Multicultural Early Intervention				x

	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
M.S. in Education in the following specialization areas				
PreK-Primary Education	x	x	x	x
Preschool Education				x
Reading Education	x	x		x
Science Education				x
Secondary Education		x	x	x
Spanish Language Education				x
Teaching and Learning				x
TESOL		x		x
Urban Education				x
Endorsement Areas (The following are add-on endorsement areas, not degree programs.)				
Autism Endorsement				
Gifted Endorsement				
PreK Disabilities Endorsement				
Reading Endorsement				
TESOL Endorsement				

Program Outlines

Below are sample curricula for select GTEP M.S. specialization areas and endorsement areas, other programs' outlines are available through the academic advisers. The outlines do not necessarily reflect the recommended course sequence. Course titles listed may be abbreviated. Outlines are subject to change. Please consult an academic adviser for current curriculum information and program requirements for certification/licensure in Florida/Nevada. Sample program outlines are also posted online (http://www.schoolofed.nova.edu/gtep/info/programs.html).

Charter School Education/Leadership

CSED	501	Planning a Charter School Program—Start Up Logistics***	3
CSED	503	Community and Public Relations***	3
CSED	504	Compliance with Federal Laws to Serve Students with Special Needs (ADA, IDEA) ***	3
CSED	506	Curriculum and Instruction in the Charter Schools***	3
CSED	591	Assessment and Student Evaluations in the Charter Schools***	3
CSED	698	School Leadership Internship**, ***	3
CUR	526	Educational Research for Practitioners	3
EDL	500	Communication and Supervision in Educational Roles**	3
EDL	505	Educational Budgeting and Finance**	3
EDL	525	Personnel Selection and Development**	3
EDL	530	Organizational Management of Schools**	3
EDL	550	Electronic Tools for Educational Leaders**	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
**Course Requires Prerequisites
*** Course is offered online only

Cognitive and Behavioral Disabilities

Required Core Courses (12 Credit Hours)

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
CBD	503	Classroom Management	3
CBD	502	Assessment and Diagnosis of Exceptional Learners	3
CUR	526	Educational Research for Practitioners	3
EDU	601	Professional Seminar I	0
EDU	602	Professional Seminar II	0
ESE	699	Applied Professional Experience in ESE	3

Required Courses: Categorical Area (12 Credit Hours Each Category)
Emotional and Behavioral Disorders (EBD)

CBD	515	Methods for Teaching Students with EBD	3
CBD	512	Characteristics and Needs of Students with EBD	3

CBD	508	Methods and Strategies in Behavioral Management	3
CBD	509	Social Skills Training	3

Learning Disabilities (LD)

CBD	514	Methods for Teaching Students with LD	3
CBD	511	Characteristics and Needs of Students with LD	3
CBD	517	Teaching Reading to Exceptional Learners	3
CBD	516	Teaching Mathematics to Exceptional Learners	3

Developmental Disabilities (DD)

CBD	513	Methods for Teaching Students with DD	3
CBD	510	Characteristics and Needs of Students with DD	3
CBD	517	Teaching Reading to Exceptional Learners	3
CBD	516	Teaching Mathematics to Exceptional Learners	3

Electives (12 Credit Hours)

CBD	508	Methods and Strategies in Behavioral Management (LD and DD only)	3
CBD	506	Transition of Exceptional Learners	3
CBD	501	Special Education Law	3
CBD	504	Curriculum and Instructional Materials for Exceptional Learners	3
CBD	505	Working with Families of Exceptional Learners	3
CBD	509	Social Skills Training (LD and DD only)	3
		Total Credits Required for Degree Completion	**36**

Computer Science Education (Initial Certification Plan)

CSE	501	Managing Computing Resources for Teachers & Administrators	3
CSE	505	Computer Applications**	3
CSE	510	Advanced Applications of Technology**	3
CSE	515	Methods of Teaching Computer Science K-12**	3
CSE	517	Web Applications for Computer Science Education**	3
CSE	525	Introduction to Structured Programming for Computer Science Educators**	3
CSE	530	Introduction to Programming in C++**	3
CSE	535	Java for Computer Science Educators**	3
CSE	540	Data Structures**	3
CSE	545	Networking in Computer Science Education Environments**	3
CUR	526	Educational Research for Practitioners*	3
CUR	591	Assessment & Evaluation*	3
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
RED	585	Reading in the Content Areas	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
		Total Credits Required for Degree Completion	**63**

* Program Prerequisite
** Course requires prerequisites.

Computer Science Education

CSE	501	Managing Computer Resources for Teachers & Administrators	3
CSE	505	Computer Applications**	3
CSE	510	Advanced Applications of Technology**	3
CSE	515	Methods of Teaching Computer Science K-12**	3
CSE	517	Web Applications for Computer Science Education**	3
CSE	525	Introduction to Structured Programming for Computer Science Educators**	3
CSE	530	Introduction to Programming in C++**	3
CSE	535	Java for Computer Science Educators**	3
CSE	540	Data Structures**	3
CSE	545	Networking in Computer Science Education Environments**	3
CSE	699	Applied Professional Experience in Computer Science Education	3

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Early Literacy

EC	509	Language and Literacy Development	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 – 8	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	521	Literature-based Curriculum -or- EC 5280 Multicultural Children's Literature	3
EC	579	Foundations of Emergent Literacy	3
EC	620	Research Issues in Child Development*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	5265	Nature and Needs of Young Children With Disabilities	3
RED	500	Techniques of Corrective and Remedial Reading*	3
RED	554	Assessment in Reading*	3
RED	570	The Reading Process	3
RED	575	Contemporary Foundations of Reading	3
RED	588	Supervised Reading Practicum (Practicum required for students pursuing the endorsement in Reading) -or- EC 699	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Educational Leadership

CUR	506	Curriculum and Instruction	3
CUR	526	Educational Research for Practitioners*	3
EDL	500	Communication and Supervision in Educational Roles	3
EDL	505	Educational Budgeting and Finance	3
EDL	510	School Leadership	3
EDL	520	School Law for Administrators	3
EDL	525	Personnel Selection and Development	3
EDL	530	Organizational Management of Schools	3
EDL	550	Electronic Tools for Educational Leaders	3
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EL	600	Seminar in the Knowledge Base of Educational Leadership**, ***	3
EL	699	Administrative Internship**, ****	6
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.
*** All coursework must be completed prior to applying for EL 600. Adviser's approval is required. See Web site for application (www.schoolofed.nova.edu/edleader).
**** Student must complete 24 credit hours of Educational Leadership courses prior to applying for EL 699. In addition, EL 699 requires the approval of the Administrator of the Educational Leadership Internship. See Web site for application (www.schoolofed.nova.edu/edleader).

Educational Media (Initial Certification Plan)

CUR	526	Educational Research for Practitioners*	3
CUR	591	Assessment and Evaluation*	3
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
EDU	514	Pre-Intership Practices*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0

EDU	688	Teaching Internship Seminar**	9
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EM	500	Philosophy of School Library Media Programs	3
EM	505	Design and Production of Educational Media	3
EM	510	Media for Children**	3
EM	515	Reference and Information Services**	3
EM	520	Instructional Role of the Media Specialist**	3
EM	525	Library Media Collection Development**	3
EM	530	Management of School Library Media Programs**	3
EM	535	Media for Young Adults**	3
EM	540	Organization of Library Media Collections**	3
EM	565	Computers in School Library Media Centers**	3
RED	585	Reading in the Content Areas	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
		Total Credits Required for Degree Completion	**63**

* Program Prerequisite
** Course requires prerequisite.

Educational Media

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EM	500	Philosophy of School Library Media Programs	3
EM	505	Design and Production of Educational Media	3
EM	510	Media for Children**	3
EM	515	Reference and Information Services**	3
EM	520	Instructional Role of the Media Specialist**	3
EM	525	Library Media Collection Development**	3
EM	530	Management of School Library Media Programs**	3
EM	535	Media for Young Adults **	3
EM	540	Organization of Library Media Collections**	3
EM	565	Computers in School Library Media Centers**	3
EM	699	Applied Professional Experience in Educational Media**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Elementary Education (Initial Certification Plan)

CUR	526	Educational Research for Practitioners*	3
CUR	591	Assessment and Evaluation*	3
EC	5015	Teaching in the Kindergarten Classroom	3
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
EDU	5000	Orientation for Graduate Teacher Education Program*	0
ELE	502	Methods of Teaching Mathematics in the Elementary Schools	3
ELE	503	Reading in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School**	3
ELE	541	Teaching Visual Arts, Music, Physical Education, and Health Education in the Elementary School	3
ELE	601	Teaching Language Arts in the Elementary School	3
ELE	602	Teaching of Science in the Elementary School	3
ELE	603	Teaching Elementary Social Studies in a Multicultural Society	3
RED	560	Literature for Children and Adolescents	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
		Total Credits Required for Degree Completion	**60**

Elementary Education

CUR	526	Educational Research for Practitioners*	3
CUR	591	Assessment and Evaluation*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation for Graduate Teacher Education Program*	0
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	503	Reading in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School**	3
ELE	541	Teaching Visual Arts, Music, Physical Education, and Health Education in the Elementary School	3
ELE	601	Teaching Language Arts in the Elementary School	3
ELE	602	Teaching Science in the Elementary School	3
ELE	603	Teaching Elementary Social Studies in a Multicultural Society	3
ELE	699	Applied Professional Experience in ELE	3
RED	560	Literature for Children and Adolescents	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
		Total Credits Required for Degree Completion	**39**

* Program Prerequisite
** Course requires prerequisite.

English Education

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ENG	521	Methods for Teaching Middle School and Secondary English	3
ENG	600	Recent Directions in Oral Communications	3
ENG	605	Recent Directions in Language Learning	3
ENG	615	Recent Directions in Expository Writing	3
ENG	625	Recent Directions in Creative Writing	3
ENG	635	Recent Directions in Adolescent Literature	3
ENG	645	Recent Directions in the Analysis of Literature	3
ENG	650	Many Voices in Twentieth Century American Literature	3
ENG	665	Many Voices in Contemporary World Literature	3
ENG	675	Many Voices in Twentieth Century British Literature	3
ENG	699	Applied Professional Experience*	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Exceptional Student Education (Initial Certification Plan)

CUR	526	Educational Research for Practitioners*	3
EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar **	9
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School	3
ELE	601	Teaching Language Arts in the Elementary School	3
ESE	600	Survey of Exceptionalities of Children and Youth*	3
ESE	610	Speech and Language Development and Disabilities*	3
ESE	620	Behavior Management of Exceptional Students*	3

ESE	630	Educational and Psychological Assessment of Exceptional Students*	3
ESE	640	Transition Skills and Services for Exceptional Students	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	670	Inclusive Education for Exceptional Students**	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	3
RED	500	Techniques of Corrective and Remedial Reading	3
RED	585	Reading in the Content Areas	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
		Total Credits Required for Degree Completion	**75**

* Program Prerequisite
** Course requires prerequisite.

Exceptional Student Education

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ESE	610	Speech and Language Development and Disabilities	3
ESE	620	Behavior Management of Exceptional Students	3
ESE	630	Educational and Psychological Assessment of Exceptional Students	3
ESE	640	Transition Skills and Services for Exceptional Students**	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	670	Inclusive Education for Exceptional Students**	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	3
ESE	699	Applied Professional Experience in ESE**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Exceptional Student Education (Kingston and Mandeville, Jamaica)

CUR	526	Educational Research for Practitioners*	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ESE	610	Speech and Language Development and Disabilities	3
ESE	620	Behavior Management of Exceptional Students	3
ESE	630	Educational and Psychological Assessment of Exceptional Students	
ESE	640	Transition Skills and Services for Exceptional Students**	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	
ETEC	602	Technology and School Curriculum*	3
INED	691	Applied Research Practicum (Part 1)**	3
INED	692	Applied Research Practicum (Part 2)**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Gifted Education

CUR	506	Curriculum and Instruction	3
CUR	526	Educational Research for Practitioners*	3
EDU	550	Introduction to Nature and Needs of the Gifted Child	3
EDU	551	Educational Procedures for the Gifted Child	3
EDU	555	Seminar for the Guidance of Gifted Child	3

EDU	561	Independent Study for Research in Gifted	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Elective		Elective	3
Elective		Elective	3
Elective		Elective	3
EP	699	Applied Professional Experience**	3
EP	5281	Developing Creativity in Gifted Students	3
EP	5282	Educating Special Populations of Gifted Students	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

High Scope/Early Childhood Education

CUR	526	Educational Research for Practitioners*	3
EC	503	Child Study and Assessment	3
EC	508	Theory and Practice in Early Childhood	3
EC	509	Language and Literacy Development -or- EC 592 Reading Process: Emerging Literacy	3
EC	513	Child Guidance and the Organization of Appropriate Environments	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	521	Developmentally Appropriate Literature-Based Curriculum for Young Children -or- EC 5280 Multicultural Children's Literature	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Young Children	3
EC	579	Foundations of Emergent Literacy	3
EC	620	Research Issues in Child Development	3
EC	699	Applied Professional Experience**	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

International Education/ECIS

ECIS	500	Introduction to Media and Instruction*	3
ECIS	501	School and Society: Comparative Education Systems	3
ECIS	502	Theories of Learning*	3
ECIS	503	Classroom Management and Organization	3
ECIS	504	Creativity in the Curriculum	3
ECIS	505	Appropriate Curricular Practices in Multicultural Settings	3
ECIS	506	Curriculum and Instruction	3
ECIS	526	Educational Research for Practitioners*	3
ECIS	591	Workshop in Student Evaluation	3
ECIS	602	Technology and the School Curriculum	3
ECIS	699	International Teacher Leadership Institute	6
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Innovative Teaching in Mathematics

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
MATI	500	Calculus I: Fun with Calculus	3
MATI	501	Geometry I: Geometry Through Logical Play	3
MATI	502	Statistics: Statistics Fitness for All	3

MATI	503	Pre-Algebra: The Number Adventure -or- MAT 685 Symbolic Representation and Number Theory in Mathematics	3
MATI	504	Algebra I: Mathematical Stories I -or- MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics	3
MATI	505	Problem Solving I: The Magic of Mathematics -or- MAT 522 Methods of Teaching Secondary Math	3
MATI	506	Calculus II: Calculus in Action!	3
MATI	507	Abstract and Linear Algebra: Adventures in…	3
MATI	508	Problem Solving II: Intriguing Mathematical Problems -or- MAT 662 History and Philosophy of Mathematics	3
MATI	509	Modern Mathematics: A Mathematics "Buffet"	3
MATI	510	Mathematics Assistance Project Through Mentorship**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite

** Course requires prerequisite.

Interdisciplinary Arts

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

Choose four or five (4 or 5) of the following courses for a total of 15 credits:

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

Applied Professional Experience* (final "Capstone" project) Choose one of the following:

EIA	688	Capstone: Interdisciplinary Arts Leadership	6
EIA	689	Capstone: Theatre Arts Leadership	6
EIA	690	Capstone: Musical Arts Leadership	6
EIA	691	Capstone: Visual Arts Leadership	6
EIA	692	Capstone: Dance Arts Leadership	6
		Total Credits Required for Degree Completion	**36**

* Student must have completed 24 credits of IAP courses prior to registering for Applied Professional Experience.

Management and Administration of Educational Programs

CUR	506	Curriculum and Instruction -or- Elective	3
CUR	526	Educational Research for Practitioners	3
EDL	500	Communication and Supervision in Educational Roles	3
EDL	505	Educational Budgeting and Finance	3
EDL	510	School Leadership	3
EDL	520	School Law for Administrators -or- Elective	3
EDL	525	Personnel Selection and Development	3
EDL	530	Organizational Management	3
EDL	550	Electronic Tools for Educational Leaders -or- Elective	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EL	601	Comprehensive Examination	3
EL	698	Administrative Internship**	3
Elective		Elective	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Student must complete 24 credit hours of Educational Leadership courses prior to applying for EL 698. In addition, EL 698 requires the approval of the Administrator of Educational Leadership Internship. See Web site for application (www.schoolofed.nova.edu/edleader).

Mathematics

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
MAT	687	Diagnosis and Remediation of Learning Difficulties in Mathematics -or- MATI 504 Algebra I: Mathematical Stories I	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
MAT	505	Geometry for Mathematics Teachers	3
MAT	522	Methods of Teaching Middle and Secondary Math -or- MATI 505 Problem Solving I: The Magic of Mathematics	3
MAT	591	Calculus for Teachers I**	3
MAT	592	Calculus for Teachers II**	3
EDU	602	Professional Seminar II**	0
MAT	662	History and Philosophy of Mathematics -or- MATI 508 Problem Solving II: Intriguing Mathematical Problems	3
MAT	681	Linear and Abstract Algebra for Teachers	3
MAT	684	Special Methods in Teaching Geometry -or- MATI 511 Grants: Building a successful Community Partnership	3
MAT	685	Symbolic Representation and Number Theory in Mathematics -or- MATI 503 – Pre-Algebra : The Number Adventure	3
MAT	689	Probability and Statistics in Mathematics Education	3
MATI	510	Mathematics Assistance Project Through Mentorship**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Multicultural Early Intervention

CUR	526	Educational Research for Practitioners*	3
EC	501	Language Acquisition and Development	3
EC	517	Seminar of Family Systems	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	519	Health, Safety, and Nutrition Issues in Early Childhood	3
EC	586	Early Intervention: Trends and Directions	3
EC	602	Cognitive and Social Development: Cross-Cultural Considerations (EC 620 or EC 601)	3
EC	699	Applied Professional Experience**	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	5265	Nature and Needs of Young Children with Disabilities**	3
EP	5270	Assessing the Needs of Young Children with Disabilities**	3
EP	5275	Prescriptive Intervention and Classroom Management**	3
EP	5280	Working with the Community and Families of Young Handicapped Children*	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Prekindergarten and Primary Education—Age 3 to Grade 3

CUR	526	Educational Research for Practitioners*	3
EC	503	Child Study and Assessment	3
EC	509	Language and Literacy Development	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through Age 8	3
EC	518	Curriculum in Multicultural Setting -or- EC 511 Social and the Art	3
EC	521	Developmentally Appropriate Literature-Based Curriculum for Young Children	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Young Children Birth through Age 8	3

EC	699	Applied Professional Experience**	3
EC	620	Research Issues in Child Development	3
EDU	601	Professional Seminar*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EP	5265	Nature and Needs of Young Children with Disabilities	3
RED	554	Assessment in Reading**	3
RED	570	The Reading Process	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
		Total Credits Required for Degree Completion	**42**

* Program Prerequisite

** Course requires prerequisite.

Prekindergarten and Primary Education—Age 3 to Grade 3 (Initial Certification Plan)

CUR	526	Educational Research for Practitioners*	3
EC	503	Child Study and Assessment	3
EC	508	Theory and Practice in Early Childhood	3
EC	509	Language and Literacy Development	3
EC	511	Developmentally Appropriate Curriculum for Children Ages 3 to 8: "Social Sciences and Arts"	
EC	512	Concept Development: Math and Science	3
EC	513	Child Guidance and the Organization of Appropriate Environments for Children Ages 3 through Age 8	3
EC	514	Family and Community Collaboration in Early Childhood Programs	3
EC	517	Seminar of Family Systems	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	519	Health and Safety Issues	3
EC	521	Developmentally Appropriate Literature-Based Curriculum for Young Children	3
EC	522	Planning the Play-Based Curriculum: Arts and Movement for Young Children Birth through Age 8	3
EC	592	Reading Process: Emerging Literacy	
EC	620	Research Issues in Child Development	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar*	0
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EP	5265	Nature and Needs of Young Children with Disabilities**	3
ESE	600	Survey of Exceptionalities of Children and Youth	3
RED	554	Assessment in Reading**	3
RED	570	The Reading Process	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
		Total Credits Required for Degree Completion	**75**

* Program Prerequisite

** Course requires prerequisite.

Preschool Education

EC	501	Language Acquisition and Development	3
EC	508	Theory and Practice in Early Childhood Programs	3
EC	517	Seminar of Family Systems	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural Settings	3
EC	522	Play-based Curriculum	3
EC	533	Social Studies and Literacy Development	3
EC	541	Guiding Behavior in the Preschool Classroom	3
EC	579	Foundations of Emergent Literacy	3
EC	620	Research Issues in Child Development*	3
EC	699	Applied Professional Experience**	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0

EDU	5000	Orientation to the Graduate Teacher Education Program**	0
EP	5265	Nature and Needs of Young Children with Disabilities*	3
EP	5270	Assessing the Needs of Young Children with Disabilities	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Reading Education

CUR	526	Educational Research for Practitioners*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
RED	500	Techniques of Corrective and Remedial Reading**	3
RED	554	Assessment in Reading**	3
RED	560	Literature for Children and Adolescents	3
RED	565	Teaching Language Arts in the Secondary School	3
RED	570	The Reading Process	3
RED	575	Contemporary Foundations of Reading	3
RED	580	Educational Measurement	3
RED	585	Reading in the Content Areas	3
RED	588	Supervised Reading Practicum**	3
RED	590	Administration and Interpretation of Instructional Assessments**	3
RED	5271	Reading Supervision and Curriculum Development—Theory and Practice**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Science Education

APR	650	Field-Based Project	3
CUR	526	Educational Research for Practitioners	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
SCI	523	Methods of Teaching Secondary School Science	3
SCI	600	Foundations of Physical Science for Teachers	3
SCI	601	Inquiry-Based Space Science for Teachers	3
SCI	602	Teaching Comprehensive Ocean Studies	3
SCI	603	Teaching Inquiry-Based Life Science	3
SCI	604	Teaching Chemistry: An Activity-Based Study of Matter and Energy	3
SCI	605	Interdisciplinary Earth Science for Teachers	3
		Elective	3
		Elective	3
		Elective	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite (outline doesn't have any single *, should we remove
** Course requires prerequisite.

Spanish Language Education

CUR	526	Educational Research for Practitioners	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	601	Professional Seminar I	0
EDU	602	Professional Seminar II*	0
LANG	530	Spanish Grammar and Composition I	3
LANG	545	Peoples and Cultures of Spain	3
LANG	546	The Spanish Golden Age	3
LANG	560	Representative Spanish Authors	3
Select five (5) courses from the following list:			15
LANG	531	Spanish Grammar and Composition II	
LANG	551	Teaching Spanish to Native Students	
LANG	556	Everyday Life in Colonial Latin America	

LANG	561	Representative Spanish Authors II	
LANG	565	The Spanish Frontier in North America	
LANG	566	Latino Heritage in the United States	
LANG	575	Spanish Children's Literature	
LANG	580	Foreign Language Methodology	
LANG	599	Special Topics	

Applied Field Experience: 3

LANG	550	Spanish Linguistics for Teachers -or-	
LANG	600	International Multicultural Experience (trip) -or-	
AFE	651	Conference on Global Leading, Learning, and Research (summer term only)	

Select one of the following electives: 3

CUR	506	Curriculum and Instruction	
EC	501	Language Acquisition and Development	
EC	592	Reading Process: Emerging Literacy	
EDUC	620	Instruction and Assessment for Diverse Classrooms	
TSOL	500	Foundations in Bilingual Education	
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	
TSOL	525	Teaching Reading and Literacy Development in Spanish	
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Teaching and Learning (Freeport and Nassau, Bahamas)

CUR	506	Curriculum and Instruction	3
CUR	526	Educational Research for Practitioners*	3
CUR	591	Assessment and Evaluation	3
EDL	510	School Leadership	3
EDU	502	Psychological Foundations in Education	3
EDU	503	Classroom Management and Organization	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ETEC	602	Technology and School Curriculum*	3
INED	500	School and Society	3
INED	691	Applied Research Practicum (Part 1)**	3
INED	692	Applied Research Practicum (Part 2)**	3
RED	575	Contemporary Foundations of Reading	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Teaching and Learning (Kingston, Mandeville, and Montego Bay, Jamaica)

CUR	506	Curriculum and Instruction	3
CUR	526	Educational Research for Practitioners*	3
CUR	591	Assessment and Evaluation	3
EDL	510	School Leadership	3
EDU	502	Psychological Foundations in Education	3
EDU	503	Classroom Management and Organization	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ETEC	602	Technology and School Curriculum*	3
INED	500	School and Society	3
INED	691	Applied Research Practicum (Part I)**	3
INED	692	Applied Research Practicum (Part 2)**	3
RED	575	Contemporary Foundations of Reading	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisite.

Teaching English to Speakers of Other Languages (TESOL)

CUR	526	Educational Research for Practitioners*	3
EC	518	Developmentally Appropriate Curricular Practices in Multicultural	3

EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ESE	610	Speech and Language Development and Disabilities	3
RED	560	Literature for Children and Adolescents	3
TSOL	500	Foundations in Bilingual Education	3
TSOL	515	Curriculum Development for TESOL	3
TSOL	547	Testing and Evaluation of ESOL	3
TSOL	562	Cultural and Cross-Cultural Studies	3
TSOL	567	Applied Linguistics	3
TSOL	569	Methods of Teaching English to Speakers of other Languages	3
TSOL	575	Critical Issues in TESOL	3
TSOL	699	Applied Professional Experience**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite

** Course requires prerequisite.

Urban Education
Foundation Coursework

CUR	526	Educational Research for Practitioners	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	601	Professional Seminar I	0
CUR	506	Curriculum & Instruction	3
ESE	600	Survey of Exceptionalities of Children and Youth	3

Specialization Area Coursework

URBE	500	Public Education in an Urban Setting	3
URBE	501	Classroom Management in Urban Schools	3
URBE	502	Instructional Methods in Mathematics in Urban Schools	3
URBE	503	Instructional Methods in Science in Urban Schools	3
URBE	504	Instructional Methods in Literacy in Urban Schools	3
URBE	505	Parental and Community Involvement in Urban Schools	3
URBE	506	Standards, Curriculum, and Assessment in Urban Schools	3

Elective Coursework: Choose Two of the Five courses listed below

TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
EDU	502	Human Development	3
RED	560	Literature for Children and Adolescents	3
URBE	507	Integration of Technology in Urban Schools	3

Capstone

EDU	602	Professional Seminar II*	0
URBE	699	Applied Professional Experience in Urban Education	3
		Total Credits Required for Degree Completion	**39**

Program Outlines—State-Approved Endorsement Areas

Autism Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	0750	Understanding the Nature of Students with Autism Spectrum Disorders	3
EP	0755	Assessment of Students with Autism Spectrum Disorders	3
EP	0760	Intervention with Students with Autism Spectrum Disorders	3
EP	0765	The Behavior Communication Connection for Students with Autism spectrum Disorders	3
		Total Credits Required for Endorsement Areas	**12**

* Program Prerequisite

Gifted Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	550	Introduction to the Nature and Needs of Gifted Child	3
EDU	551	Educational Procedures for the Gifted Students	3
EDU	555	Seminar for the Guidance of Gifted Child	3
EP	5282	Educating Special Populations of Gifted Students	3
EP	5281	Developing Creativity in Gifted Student	3

		Total Credits Required for Endorsement Areas	**15**

* Program Prerequisite

PreK Disabilities Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	5265	Nature and Needs of Young Children with Disabilities**	3
EP	5270	Assessing the Needs of Young Children with Disabilities**	3
EP	5275	Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities**	3
EP	5280	Working with Families of Young Children with Disabilities and the Community	3
		Total Credits Required for Endorsement Areas	**12**

* Program Prerequisite
** Course requires prerequisite.

Reading Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
RED	570	The Reading Process	3
RED	575	Contemporary Foundations of Reading	3
RED	554	Assessment in Reading**	3
RED	500	Techniques of Corrective and Remedial Reading**	3
RED	588	Supervised Reading Practicum **	3
		Total Credits Required for Endorsement Areas	**15**

* Program Prerequisite
** Course requires prerequisite.

TESOL Endorsement

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
TSOL	569	Methods of Teaching English to Speakers of Other Languages	3
TSOL	515	Curriculum Development for TESOL	3
TSOL	562	Cross-cultural Communication and Understanding	3
TSOL	567	Applied Linguistics	3
TSOL	547	Testing and Evaluation of ESOL	3
		Total Credits Required for Endorsement Areas	**15**

* Program Prerequisite

National Graduate Teacher Education Online (NGTE) Program

As a component of the Fischler School of Education and Human Services within Nova Southeastern University, the National Graduate Teacher Education Online Program is dedicated to quality educational practice, fulfilling the needs of the learning community and providing positive and meaningful adult learning experiences. The purpose of the National Graduate Teacher Education Online Program is to provide quality distance education through the use of research, guided activities, and practical experience to a diverse population of professional educators.

NGTE provides a virtual learning community that is consistent with the mission of Nova Southeastern University in providing educational programs of distinction at times and in locations convenient to the learner and promoting an atmosphere of creativity and innovation using technology where appropriate.

NGTE programs are classified as "degree-program" only, i.e., they are not state approved or certification programs. Participants should contact their state department of education for guidance in obtaining certification or licensure, or contact their local school district for approval in fulfilling district-level incentive programs. Certification requirements vary by state and district. Completion of an NGTE program of study does not guarantee certification.

Program Goals/Learning Outcomes
Upon completion of the program, NGTE graduates will be able to
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

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

Students admitted to the NGTE Online Program are assigned to a cluster. Each cluster is comprised of a group of students from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components together. Students follow a clearly established program of study for the specialization and must comply with program requirements for degree candidacy and completion. Clusters sometimes form study groups that meet electronically between class sessions, seminars, and during online classes to discuss assignments and to facilitate student progress. Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support students in their academic pursuits. Clusters begin Fall 1, Winter 1, or Summer 1 as enrollment demands. Students can complete their program in 3 terms. Each of these terms (Fall, Winter, and Summer) comprises two sessions: Fall 1 and 2, Winter 1 and 2, and Summer 1 and 2. Students take 2 courses per session.

How to Join a Cluster

For assignment to a cluster, online degree-seeking students must do the following:
1. Complete and submit the application for admission and application fee.
2. Contact the coordinator for their desired specialty area.
3. Register prior to the registration deadline of the term their assigned cluster is to begin.

Program Completion Timeline
NGTE clusters are designed to allow a student to complete their program requirements within a 12 to 14 month timeframe. If a student requires a leave of absence, they will have to leave their cluster and rejoin another cluster when they are ready to return. Under such circumstances, NGTE allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the maximum five-year timeframe are dismissed from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Concentration/Specialization Areas

M.S. in Education
Curriculum, Instruction, and Technology
Education: Teaching and Learning
Educational Technology
Environmental Education
Social Studies Education

All current information about the National Graduate Teacher Education Online Program (NGTE) may be accessed online at www.schoolofed.nova.edu/gtep/ngeonline.

Program Outlines
Below are sample curricula for each of the NGTE M.S. specialization areas. The outlines reflect the required course sequence. Students should register for the entire term (session 1and 2) at the beginning of the registration period. Outlines are subject to change. Students should contact their cluster coordinator for the most updated curriculum information.

M.S. in Education—Curriculum, Instruction, and Technology

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
CAE	502	Internet for Educators	3
CIT	502	Research in Education: Process and Application	3
Term 1 Session 2			
CAE	500	Introduction to Media and Instruction	3
CAE	504	Web Authoring 1: Introduction to Web Page Development	3
Term 2 Session 1			
CIT	500	Theories of Learning	3
CIT	501	Curriculum and Instruction	3
Term 2 Session 2			
CIT	503	Assessment of Learning	3
ETEC	602	Technology and the School Curriculum	3
Term 3 Session 1			
CAE	503	Internet for Educators: Applications for Instruction	3
CIT	609	Special Topics in Curriculum Design 1	3
Term 3 Session 2			
CAE	6100	Adaptive Assistive Technology	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

M.S. in Education—Teaching and Learning

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
CAE	502	Internet for Educators	3
CIT	502	Research in Education: Process and Application	3
Term 1 Session 2			
CAE	500	Introduction to Media and Instruction	3
CIT	505	Management and Organization of Educational Programs	3
Term 2 Session 1			
CIT	501	Curriculum and Instruction	3
CIT	500	Theories of Learning	3
Term 2 Session 2			
CIT	503	Assessment of Learning	3
ETAL	511	Brain-based Learning and Instruction	3
Term 3 Session 1			
CIT	506	Social, Multicultural, Historical and Philosophical Issues	3
CIT	609	Special Topics in Curriculum Design 1	3
Term 3 Session 2			
ETEC	602	Technology and the School Curriculum	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

M.S. in Education—Educational Technology

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
CIT	502	Research in Education: Process and Application	3
CAE	502	Internet for Educators	3
Term 1 Session 2			
ETEC	601	Instructional Design	3
CIT	503	Assessment of Learning	3
Term 2 Session 1			

CAE	504	Web Authoring: Introduction to WWW Page Development	3
ETEC	602	Technology and the School Curriculum	3
Term 2 Session 2			
CAE	05	Web Authoring 2: Beyond Basic WWW Page Development	3
CAE	6100	Classroom and Clinical Applications of Assistive Technology	3
Term 3 Session 1			
CAE	507	Online Video and Multimedia Production for Education	3
CIT	609	Special Topics in Curriculum Design 1	3
Term 3 Session 2			
ETEC	650	Computer Network Management	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

M.S. in Education—Environmental Education

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
CIT	502	Research in Education: Process and Application	3
OCEE	500	Foundations of Environmental Education—Theory	3
Term 1 Session 2			
CAE	502	Internet for Educators	3
OCEE	510	Foundations of Environmental Education—Practice	3
Term 2 Session 1			
CIT	501	Curriculum and Instruction	3
OCEE	520	Teaching Environmental Concepts	3
Term 2 Session 2			
ECAI	501	Education and Society	3
OCEE	530	Environment and Society	3
Term 3 Session 1			
CIT	609	Special Topics in Curriculum Design 1	3
OCEE	540	Interpreting our Environment	3
Term 3 Session 2			
OCEE	550	Reason for Hope—Being "At Home" with Nature	3
CIT	610	Special Topics in Curriculum Design	3
		Total Credits for Degree Completion	**36**

M.S. in Education—Social Studies

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
Term 1 Session 1			
CIT	502	Research in Education: Process and Application	3
SST	623	American History I (Pre-Colonial-Reconstruction) in the Adapted Secondary Curriculum	3
Term 1 Session 2			
CIT	503	Assessment of Learning	3
SST	625	American History (Reconstruction-Present) in the Adapted Secondary School	3
Term 2 Session 1			
SST	614	Geography in the Secondary Curriculum	3
SST	612	Economics in the Secondary Curriculum	3
Term 2 Session 2			
SST	627	World History I (Beginning-Renaissance) in the New Secondary Curriculum	3
SST	616	The Historical Roots of Our Multicultural Society	3
Term 3 Session 1			
SST	629	World History II (Renaissance-Present) in the New Secondary Curriculum	3
CIT	609	Special Topics in Curriculum Design 1	3
Term 3 Session 2			
SST	622	Consent of the Governed: American Government Adapted in the Curriculum	3
CIT	610	Special Topics in Curriculum Design 2	3
		Total Credits for Degree Completion	**36**

Master of Science in Human Services

The Master of Science program in Human Services (Life Span Care Administration—LSCA), is designed to improve the skills and leadership abilities of child and youth care administrators, early childhood administrators, and family support practitioners. The program offers three field-based master's degree specializations designed for professionals who work with children, youth, and families. The graduates of this program will earn a M.S. with a specialization in one of the following: Child and Youth Care Administration, Early Childhood Administration, or Family Support Studies.

The Child and Youth Care Administration (CYC) specialization is designed for managers and supervisors of residential treatment, group care, and community-based programs (children 5 to 18 years of age).

The Early Childhood Education Administration (ECE) specialization is designed for managers and supervisors of early childhood, pre-school and early education programs (children from birth to 5 years of age).

The Family Support Studies (FSS) specialization is designed for practitioners in early intervention, parental support, and education (the lifespan) who are focused on the functionality of children and families as they transition from one complex situation to the next.

Program Goals/Learning Outcomes
A graduate of this program will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve problematic situations in the work setting.
- Articulate and apply the process and dynamics involved in the development of public policy and political advocacy.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in one's respective professional field.
- Demonstrate an understanding and appreciation of the importance of cultural competency and diversity in working with children, youth, and families in human services agencies.

Instructional Delivery System
Students in this program will receive instruction from qualified faculty, offered at a distance in a guided study format (see cohort schedules and study guides). Instruction is provided via WebCT, email, the Internet, and on-site during summer instruction. All course assignments are related to the student's job responsibilities.

Transfer of Credit
Forty credits of graduate work must be completed for the master of science degree with a specialization in child and youth care administration, early childhood education administration, and family support studies. Transfer of graduate-level credits, up to a maximum of six semester hours from an accredited institution (with a grade of A or B), may be allowed upon approval of the program director. These credits must have been earned within the past 5 years.

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

Program Completion Timeline
This 40-credit hour program can be completed in as little as 18 months, but must be completed within five years.

Program Completion Requirements
In order to graduate, students are required to maintain a 3.0 grade point average and must successfully complete three 9-credit modules, one 6-credit module, a 7-credit practicum for a total of 40 credits, and apply for degree conferral.

Program of Study
Graduates of this program will earn a master of science degree with a specialization in one of the following areas: (a) Child and Youth Care Administration, (b) Early Childhood Administration, or (c) Family Support Studies.

Child and Youth Care Administration
MODULE I: Foundations for Therapeutic Programs for Children and Youth

THER	501	Developmental Foundations for Child and Youth Care Practices	3
THER	502	Theories and Strategies for Behavior Change in Programs for Children and Youth	3
THER	503	Design and Management of Therapeutic Environments for Children and Youth	3

MODULE II: Child and Youth Care Management: Legal and Financial Aspects and
          Program Evaluation

MGTR	505	Program Evaluation for Child and Youth Care Administrators	3
MGTR	525	Legal Aspects of the Management of Programs for Children and Youth	3
MGTR	545	Financial Aspects of the Management of Programs for Children and Youth	3

MODULE III: The Administration of Programs for Children and Youth

ADMR	500	The Development and Acquisition of Resources for Child and Youth Care Programs	3
ADMR	520	The Elements and Styles of Leadership for Child and Youth Care Administrators	3
ADMR	550	Supervision, Morale, and Management Support Methods and Approaches for Child and Youth Care Administrators	3

MODULE IV: The Profession and Public Policy in Child and Youth Care (Summer Instruction)

POLR	510	The Profession for Child and Youth Care Administrators	3
POLR	565	Public Policy and the Child and Youth Care Field for Program Administrators	3

PRACTICUM REQUIREMENTS

PRAR	689	Practicum Proposal	3
PRAR	691	Practicum Report	4
		Total Credits for Degree Completion	**40**

Early Childhood Administration
MODULE I: Foundations of Early Childhood Development

DEVE	0511	Developmental Foundation for Early Childhood	3
DEVE	0512	Approaches to Individualized Instruction in Early Childhood Education	3
DEVE	0513	Curriculum Design	3

MODULE II: Management of Early Childhood Programs: Legal and Financial Aspects and
          Program Evaluation

MGTE	0505	Program Evaluation for Early Childhood Administrators	3
MGTE	0525	Legal Aspects of the Management of Early Childhood Programs	3
MGTE	0545	Financial Aspects of the Management of Programs for Young Children	3

MODULE III: The Administration of Programs for Young Children (3 Courses, 9 Cr)

ADME	0500	The Development and Acquisition of Resources for Early Childhood Programs	3
ADME	0520	The Elements and Styles of Leadership for Early Childhood Administrators	3
ADME	0550	Supervision Methods and Approaches for Early Childhood Administrators	3

MODULE IV: The Profession and Public Policy in Early Childhood Education (2 Courses, 6 Cr)

POLE	0510	The Profession for Early Childhood Education Administrators	3
POLE	0565	Public Policy and the Field for Early Childhood Education Administrators	3

PRACTICUM REQUIREMENTS

PRAE	0689	The Practicum Proposal	3
PRAE	0691	The Practicum Report	4
		Total Credits for Degree Completion	**40**

Family Support Studies

Module I: Human Growth and Development—A Transactional Perspective

DEVF	0571	Adult Development	3
DEVF	0572	Growth and Development of the Young Child	3
DEVL	0573	Middle Childhood and Adolescence	3

Module II: Family Systems

SYSF	0575	Family Systems	3
SYSF	0576	Programs Models	3
SYSF	0577	Parent Support and Education	3

Module III: Leadership and Family Support Services

LEDF	0580	Assessment and Evaluation of Family Support Programs	3
LEDF	0581	Administration and Organizational Leadership	3
LEDF	0582	Supervision of Family Support Programs	3

Module IV: The Profession and Public Policy in Family Support Services

POLF	0585	The Profession in the Field of Family Support	3
POLF	0586	Public Policy in the Field of Family Support	3

Practicum Requirements

PRAF	0689	The Practicum Proposal	3
PRAF	0691	The Practicum Report	4
		Total Credits for Degree Completion	**40**

Master of Science in Instructional Technology and Distance Education

The Master of Science in Instructional Technology and Distance Education (ITDE) program provides skills in distance education, instructional media, instructional design, and training. It is designed for the working professional who wishes to improve their teaching and training skills and for those who wish to become instructional designers, trainers, e-learning specialists, and media professionals. Students in this program enroll in the same courses offered in the doctoral program. Classes are taught mostly at a distance, 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 at a distance. Graduates of this program are prepared to obtain positions of leadership in education and training.

Program Goals/Learning Outcomes
This program aims to impart the following skills:
- Media production and utilization skills
- Instructional design competencies
- Distance education course and program design and delivery competencies
- Instructional technology and distance education management, assessment, and evaluation abilities
- Research and evaluation competencies
- Leadership skills

Instructional Delivery System
- Attendance at the Summer Conference is a requirement for all doctoral students admitted to FSEHS doctoral programs. The conference is focused on research dissemination and dissertation development. Research courses and dissertation seminars will be offered in a face-to-face format to permit students to continue study in the research areas. For additional information, please visit this Web site: http://www.schoolofed.nova.edu/summer
- Instruction is accomplished online using WebCT and other media.

Transfer of Credit
A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a matriculated student at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a grade of A or B was earned in each of the courses requested for transfer. No credit for experiential learning or other forms of advanced standing will be granted.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the Enrollment Processing Services Department (EPS).

Program Completion Timeline
The program (coursework and dissertation) is designed to be completed in five (5) terms, however, students have a maximum of five years to complete the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Capstone
ITDE students are required to complete a portfolio project. See course descriptions and syllabi for additional information.

Program of Study

EDD	9100	Leadership Core	6
EDD	9300	Methods of Inquiry	6
EDD	7005	Instructional Media	3
EDD	8008	Principles of Instructional Technology	3
EDD	7007	Principles of Distance Education	3
EDD	8012	Managing and Evaluating ITDE	3
EDD	8123	Advanced Applications of ITDE	3
EDD	8001	Instructional Design	3
EDD	6000	Portfolio in ITDE	3
		Total Credits for Degree Completion	**33 credits**

Master of Science in Speech-Language Pathology

The master of science program in Speech-Language and Communication Disorders (SLCD) is designed to facilitate the academic and clinical education of speech-language pathologists. Within the scientifically and clinically based curricula, the faculty incorporates current research, ethical decision-making, and models of best practice to foster critical thinking skills. Students are motivated to analyze, synthesize, and apply academic theory to clinical practice. The philosophy enables faculty to respond to clinically diverse populations, changing trends, and issues that impact the profession. Self-assessment and lifelong learning are modeled and encouraged. Graduates of this program will earn a M.S. in Speech-Language Pathology.

Program Goals/Learning Outcomes

The SLCD graduate entering the profession will be able to do the following:

- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
- Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.
- Develop and implement a plan of intervention with a variety of clinical populations.
- Evaluate and critically apply current research to determine and enhance clinical efficacy.
- Recognize and apply the knowledge of diversity across professional activities.
- Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.
- Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals.
- Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.
- Demonstrate the skills for lifelong learning, professional development, and self-assessment.
- Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.

Professional Accreditation

The Master's Degree in Speech-Language Pathology, offered through the Fischler School of Education and Human Services, is approved by the Florida Department of Education, the Nevada Department of Education, and is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Instructional Delivery System

The master's program operates year-round and is divided into three semesters. Semesters begin in August, January, and May. Academic courses are offered primarily in the evenings. Clinical labs and externships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full-time participation to two externship experiences. Occasionally, some classes are delivered in week-long formats in intercessions scheduled twice a year. Online students are required to attend SLP 6078 Technology Applications in Communication Sciences and Disorders, a 0-credit course, as their first course in the program.

New Student Orientation

New students must attend a mandatory orientation meeting on campus. Students are responsible for any expenses that may be incurred in order to attend. During the meeting, students will be oriented to Nova Southeastern University and the Programs in Speech-Language and Communication Disorders and participate in speech and hearing screenings, and meet some of the faculty. Students will have received their plans of study, submitted their registration and tuition, and purchased the required Publication Manual of the American Psychological Association (APA), Fifth Edition, prior to the orientation meeting. Students should review the *Student Handbook* online *(www.schoolofed.nova.edu/slp)* and are responsible for familiarizing themselves with all of the departmental policies and procedures. Students are required to sign a form reflecting knowledge of the online student handbook.

Student Insurance

All students are required to have liability insurance for the duration of enrollment in the Programs in Speech-Language and Communication Disorders (including prerequisite courses). Each student will be charged $10 per term for coverage under the program insurance plan. Insurance will be renewed annually by the program.

Background Check

Students accepted into the SLCD program will be required to authorize a criminal background check.

Clinical Practica

The clinics for Speech-Language and Communication Disorders are located on the NSU campus and in various locations. Students will have opportunities to work with clients in various sites. To count clinical practicum clock hours toward American Speech-Language-Hearing Association (ASHA) certification, the student must receive a practicum grade of 3.5 or higher with each clinical assignment. Clinical practicum hours that receive a grade below 3.5 will not be approved through supervisory signature for that particular clinical assignment. Approximately 300 off-campus sites are affiliated and used for off-campus clinical and externship placements. Students are not permitted to make their own clinical and externship arrangements.

Transfer of Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog. Approval of transfer credit will be granted only after the student has submitted a written request for consideration with the director of the program or his/her designee. The student must provide catalog course descriptions and may be required to provide course syllabi. Final decisions regarding transfer credit will be made by the faculty member responsible for the subject matter to which the transfer applies. Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, and ASHA Council on Academic Accreditation (CAA) accredited programs on the graduate level, will be considered for transfer credit into the master's program. No more than nine semester hours of credit may be transferred into the master's degree program. In order to be considered for transfer credit, a grade of B or better must have been recorded for each course. No clinical course credits will be allowed to transfer.

Transfer credits must have been earned within five years prior to a student's admission to the program. Credits earned beyond the time limit may be considered for transfer at the discretion of course instructors. An examination may be required. Students enrolled in the program who wish to take a course at another university must have prior approval by either the program director, or his/her designee.

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

Students holding a master's degree in audiology and who are seeking a master's in speech-language pathology for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program.

Program Completion Timeline

The master's program may be completed in as little as eight semesters but must be completed within five years from the time graduate courses have begun. Students who exceed the five-year time limitation may apply to the Student Professional Academic Review Committee (SPARC) for an extension. Requests will be taken under special consideration by the committee and may not be approved.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete the Capstone review course, (d) complete all testing requirements for their given program, if any (see academic adviser) (e) earn a grade of Pass on the portfolio, and (f) meet all financial obligations to the university.

Certificate of Clinical Competence

This program is designed to prepare students to meet the standards put in place by the ASHA Council on Academic Accreditation in order to acquire a Certificate of Clinical Competence in Speech-Language Pathology. A comprehensive list of ASHA standards is available at http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm.

Program of Study

Prerequisite Courses

SLP	5001	Anatomy and Physiology of Vocal and Hearing Mechanisms	3
SLP	5002	Phonetics	3
SLP	5003	Neuroanatomy and Physiology	3
SLP	5004	Hearing and Speech Science	3
SLP	5005	Speech and Language Development	3
SLP	5007	Directed Observation	1
SLP	5008	Evaluation of Speech-Language Disorders	3
SLP	5010	Treatment of Speech and Language Disorders	3
SLP	5300	Audiology	3
SLP	6310	Aural Rehabilitation	3

Core Courses

SLP	6000	Differential Diagnosis of Language and Speech Disorders	3
SLP	6011	Communication Disorders in Infancy through Preschool Age	3
SLP	6012	Language and Learning Disabilities in School-age Children and Adolescents	3
SLP	6015	Clinical Processes	3
SLP	6020	Language Disorders in Adults	3
SLP	6025	Augmentative and Alternative Communication	3
SLP	6030	Voice Disorders	3
SLP	6040	Fluency	2
SLP	6050	Motor Speech Disorders	3
SLP	6055	Dysphagia	3

SLP	6060	Phonological Disorders	3
SLP	6070	Research Methods in Speech-Language Pathology	3
SLP	6075	Seminar in Professional Issues	3
SLP	6078	Technological Applications in CSD	0
SLP	6091	Multicultural and Counseling Issues	3

Elective Courses
Six elective credits must be selected

SLP	6006	Advanced Diagnostics	1
SLP	6014	Autism Spectrum Disorders	3
SLP	6021	Cognitive Communication Disorders	3
SLP	6022	Program Development for Individuals with AAC Needs	1
SLP	6023	Advanced AAC Technology	1
SLP	6024	Promoting Literacy in Individuals with Significant Communication Difficulties	1
SLP	6026	AAC Assessment	1
SLP	6027	AAC Strategies for the Beginning Communicator	1
SLP	6028	Low-Tech Communication Aids	1
SLP	6029	AAC in the Curriculum	1
SLP	6031	AAC Application Following Stroke	1
SLP	6035	Seminar in Voice Disorders	2
SLP	6037	Craniofacial Anomalies	3
CSD	6057	Medical Aspects of Communication Disorders	3
SLP	6077	Principles in Supervision	3
SLP	6080	Directed Research	1–6 Cr
SLP	6201, 6202	Special Topics	1–3 Cr
SLP	6203	Organization and Management of School-Based SLP Programs	3

Labs and Externships (Required)

SLP	6005	Diagnostics Lab	1
SLP	6101	Clinical Lab 1	1
SLP	6102	Clinical Lab 2	1
SLP	6110	Externship	1
SLP	6120	School Externship, K–12 -or-	1
SLP	6130	Pediatric, Non-school Externship	
SLP	6310	Aural Rehabilitation Lab/Audiology	1

| | | **Total Credits for Degree Completion** | **52 plus prerequisites** |

Collaborative Master's Degree Programs

The Fischler School of Education and Human Services (FSEHS) offers a variety of programs/specialization areas through collaborative initiatives with other institutions at Nova Southeastern University (NSU). Our partnerships with NSU's Counseling Studies Institute, Criminal Justice Institute, and Graduate School of Humanities and Social Sciences allows us to add yet another dimension to our innovative programs and furthers our commitment to staying Ahead of the Curve.

Following is a list of the FSEHS collaborative programs. Please view program details at the Web addresses provided.

Counseling Studies Institute
www.csi.nova.edu
Master of Science (M.S.) in Counseling
Concentrations in the following areas:
> Advance Applied Behavior Analysis
> Applied Behavior Analysis
> Mental Health Counseling
> Substance Abuse Counseling
> Substance Abuse Counseling and Education

Criminal Justice Institute
www.cji.nova.edu
Master of Science (M.S.) in Criminal Justice
Specializations in the following areas:
> Child Protection and Juvenile Justice
> Substance Abuse

Graduate School of Humanities and Social Sciences
www.nova.edu/shss
Master of Science in Cross Disciplinary Studies
Concentration in Education

Fischler School of Education and Human Services

Educational Specialist Programs

Educational Specialist Programs in Education

The Fischler School of Education and Human Services offers Educational Specialist (Ed.S.) Programs in Education through the Graduate Teacher Education Program (GTEP) and the National Graduate Teacher Education Online Program (NGTE). GTEP offers students the opportunity to select from online or site-based programs, while the NGTE program offers exclusively online instruction with prescribed courses each term.

Graduate Teacher Education Program (GTEP)

The Graduate Teacher Education Program (GTEP) offers the professional educator both a challenging and rewarding educational experience. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. The program's focus is on growth in professional practice, application of current research and theory to each student's professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. Technological advancement will continue to impact the program, enabling our students to obtain their degrees in new and exciting ways, and from virtually any location.

The Ed.S. Graduate Teacher Education Program offers people with a master's degree various opportunities to meet their educational, career, and professional goals. All GTEP 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 in rapidly changing political, economic, and social environments.

Program Goals/Learning Outcomes

Upon completion of the program, GTEP graduates will be able to do the following:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System

GTEP offers programs in education delivered through various methods. These include traditional classroom instruction, online instruction, and blended (onsite/online) models. All students will have access to the university's library services and instructional systems.

Program Completion Timeline

GTEP allows students five years in which to complete all degree and program requirements. The beginning of the five-year time frame for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established time frame are dismissed from the program.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Programs of Study

The chart below is intended as a guide to help students choose a program that will satisfy their academic or professional goals. Students who are not seeking certification or licensure may take any of the Ed.S. programs as non-certification programs, as long as they meet general GTEP admission requirements.

Specialization Area	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
Computer Science Education				x
Curriculum and Teaching				x
Early Literacy and Reading				x
Educational Leadership	x	x		
Educational Media				x
English education				x
Exceptional Student Education	x		x	

Specialization Area	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Initial Certification Program	Non-Certification Program
Gifted Education				x
Innovative Teaching in Mathematics				x
Management and Administration of Educational Programs				x
Mathematics				x
Preschool Education				x
Reading				x
Science Education				x
TESOL				x

Additional certification areas are available at the master's level.

Program Outlines
Below are sample curricula for each of the GTEP Ed.S. specialization areas. The outlines do not necessarily reflect the recommended course sequence and outlines are subject to change. The course names listed within the outlines may be abbreviated. Please consult an academic adviser for most updated curriculum information.

Computer Science Education

APR	650	Field-Based Project**	3
CSE	720	Current Research in Computer Science Education and Technology Systems	3
CSE	730	Programming Languages for Instruction	3
CSE	738	Computer Science Learning Facilities Design and Maintenance	3
CSE	760	Computer Science Education and Distance Learning	3
CSE	765	Leadership in Computer Science Education	3
CSE	770	Survey of Programming Languages	3
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EDU	704	Comparative Education System	3
EDU	708	Research Design in Education*	3
EDU	714	Families, Schools, and Communities	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation & Assessment Practices	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Curriculum and Teaching

APR	750	Field-Based Project**	3
EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research Design in Education*	3
EDU	714	Families, Communities, and Schools	3
EDU	719	Current Research in Human Development	3
EDU	722	Effective Teacher Behaviors	3
EDU	723	Value, Ethics, Character Education	3
EDU	724	Research, Teaching, Thinking	3
EDU	725	Models Teaching Curriculum	3
EDU	726	Issues Curriculum Teaching	3
EDU	727	School Leadership Roles	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Early Literacy and Reading

EDU	702	Curriculum Trends and Innovations	3
EDU	708	Research Design in Education*	3
EDU	714	Families, Communities and Schools: Ethics and Educational Practices in a Diverse Society	3

EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to Graduate Teacher Education Program*	0
LTRC	704	Research in Language and Literacy Development: Social and Cultural	3
LTRC	711	Assessment in the Early Literacy and Reading Classroom	3
LTRC	712	Play, Culture, and Emergent Literacy	3
LTRC	716	Curricular Approaches and Prescriptive Instruction in Early Literacy Programs	3
LTRC	722	Research in Oral and Written Language Development	3
LTRC	735	Advanced Seminar in Children's Literature	3
RED	588	Supervised Reading Practicum** (required for students pursuing the endorsement in Reading) -or- APR 750 Field-Based Project**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Educational Leadership

EDL	500	Communication and Supervision in Educational Roles	3
EDL	505	Educational Budgeting and Finance	3
EDL	510	School Leadership	3
EDL	520	School Law for Administrators	3
EDL	525	Personnel Selection and Development	3
EDL	530	Organizational Management of Schools	3
EDL	550	Electronic Tools for Educational Leaders	3
EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research and Design* -or- EDU 714 Families Communities and Schools: Ethical and Educational Practices in a Diverse Society*	3
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EL	600	Seminar in the Knowledge Base of Educational Leadership**	3
EL	699	Administrative Internship**	6
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Educational Media

APR	650	Field-Based Project**	3
EDU	704	Comparative Education System	3
EDU	708	Research Design in Education*	3
EDU	714	Families, Schools and Communities	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation & Assessment Practices	3
EDU	5000	Orientation to Graduate Teacher Education Program*	0
EM	710	Current Research in Educational Media	3
EM	720	Instructional Models for Educational Media Center	3
EM	728	Educational Media Center Facilities Design & Maintenance	3
EM	730	Electronic Resources and Systems in Educational	3
EM	735	Leadership in Educational Media Settings	3
EM	740	Evaluation of Educational Media Centers and Services	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

English Education

APR	750	Applied Field-Based Project	3
EDU	702	Curriculum Trends and Innovations	3
EDU	708	Research and Design in Education*	3
EDU	714	Families, Communities, and Schools: Ethics and Educational Practices in a Diverse Society	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ENG	600	Recent Directions in Oral Communications	3
ENG	605	Recent Directions in Language Learning	3
ENG	625	Recent Directions in Creative Writing	3
ENG	645	Recent Directions in the Analysis of Literature	3
ENG	650	Many Voices in Twentieth Century American Literature	3
ENG	665	Many Voices in Twentieth Century World Literature -or- ENG 675 Many Voices in Twentieth Century British Literature	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite

Exceptional Student Education (Initial Certification Plan)

EDU	501	School and Society*	3
EDU	502	Psychological Foundations in Education*	3
EDU	503	Classroom Management and Organization*	3
EDU	514	Pre-Internship Practices*	3
EDU	601	Professional Seminar I*	0
EDU	602	Professional Seminar II**	0
EDU	688	Teaching Internship Seminar**	9
EDU	708	Research and Design*	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
ELE	502	Methods of Teaching Mathematics in the Elementary School	3
ELE	504	Methods of Teaching Reading in the Elementary School	3
ELE	601	Teaching Language Arts in the Elementary School	3
ESE	600	Survey of Exceptionalities of Children and Youth*	3
ESE	610	Speech and Language Development and Disabilities*	3
ESE	620	Behavior Management of Exceptional Students*	3
ESE	630	Educational and Psychological Assessment of Exceptional Students*	3
ESE	640	Transition Skills and Services for Exceptional Students*	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instruction Materials for Exceptional Students**	3
ESE	670	Inclusive Education for Exceptional Students**	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	3
RED	500	Techniques of Corrective and Remedial Reading	3
RED	585	Reading in the Content Areas	3
TSOL	510	Classroom TESOL, Theory and Strategies for Teachers	3
TSOL	520	Second Language Learning: Theory, Methods, and Evaluation	3
		Total Credits Required for Degree Completion	**75**

* Program Prerequisite
** Course requires prerequisites.

Exceptional Student Education

APR	750	Field-Based Project**	3
EDU	601	Professional Seminar I*	0
EDU	708	Research and Design*	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EDU	602	Professional Seminar II**	0
ESE	600	Survey of Exceptionalities of Children and Youth	3
ESE	610	Speech and Language Development and Disabilities*	3
ESE	620	Behavior Management of Exceptional Students*	3
ESE	630	Educational and Psychological Assessment of Exceptional Students*	3
ESE	640	Transition Skills and Services for Exceptional Students*	3
ESE	650	Instructional Strategies for Exceptional Students**	3
ESE	660	Curriculum and Instructional Materials for Exceptional Students**	3
ESE	670	Inclusive Education for Exceptional Students**	3
ESE	680	Teaching Social and Personal Skills to Exceptional Students**	3
ESE	690	Consultation and Collaboration in Exceptional Student Education**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Gifted Education

APR	750	Field-Based Project**	3
EDU	702	Curriculum Trends and Innovation	0
EDU	708	Research Design in Education*	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	756	Administration of Gifted Programs	3
EDU	757	Designing Curriculum for the Gifted	3
EDU	759	Critical Thinking for Gifted Students	3
EDU	760	Gifted Students in the Regular Classroom	3
EDU	761	Independent Study for Research on Gifted	3
EDU	762	Applied Research Project in Gifted Education	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Innovative Teaching in Mathematics

EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research and Design*	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
MATI	700	Calculus for the Educational Specialist: Fun with Calculus II	3
MATI	701	Geometry for the Educational Specialist: Geometry Through Logical Play II	3
MATI	702	Probability and Statistics for the Educational Specialist	3
MATI	703	Pre-Algebra and Elementary Number Theory: The Number Adventure II	3
MATI	704	Algebra II: Mathematical Stories II	3
MATI	705	Problem Solving: The Magic of Mathematics II	3
MATI	710	Leadership for Mathematics Assistance Projects**	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Course requires prerequisites.

Management and Administration of Educational Programs

EDL	706	Financing Educational Programs	3
EDL	711	Managing and Leading Educational Programs	3
EDL	721	Education Laws and Policies for Managers	3
EDL	726	HR Management of Educational Programs	3
EDL	731	Organizational Management of Educational Programs	3
EDL	741	Management of Support Programs	3
EDL	746	Managing the School Improvement Process	3
EDL	761	Educational Program Safety Assessment	3
EDL	798	Internship in Management of Educational Programs**	6
EDU	702	Curriculum Trends and Innovations	3
EDU	708	Research Design in Education* -or- EDU 714 Families, Communities and Schools: Ethics and Educational Practices in a Diverse Society*	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite
** Student must complete 24 credit hours of coursework prior to applying for EDL 798. In addition, EDL 798 requires the approval of the Administrator of Educational Leadership Internship. See Web site for application (www.schoolofed.nova.edu/edleader).

Mathematics

EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research and Design	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
MAT	505	Geometry for Mathematics Teachers	3
MAT	591	Calculus for Teachers I	3
MAT	592	Calculus for Teachers II*	3
MAT	681	Linear and Abstract Algebra for Teachers	3
MAT	687	Diagnosis and Remediation of Learning Difficulties in Mathematics	3
MAT	689	Probability and Statistics in Mathematics Education	3
MAT	710	Leadership for Mathematics Assistance Projects	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite

Preschool Education

APR	750	Applied Field-Based Project	3
EC	508	Theory and Practice in Early Childhood Programs	3
EC	518	Developmentally Appropriate Curriculum in Multicultural Settings	3
EC	522	Play-based Curriculum	3
EC	579	Foundations of Emergent Literacy	3
EC	601	Child Development Issues and Trends: The Preschool Years -or- EC 602 -or- EC 620	3
EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research Design in Education	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
EP	5270	Assessing the Needs of Young Children with Disabilities	3
		Total Credits Required for Degree Completion	**36**

Reading

EDU	702	Curiculum, Trends and Innovations	3
EDU	708	Research Design in Education	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
RED	500	Techniques of Corrective and Remedial Reading*	3
RED	554	Assessment in Reading	3
RED	560	Literature for Children and Adolescents	3
RED	565	Teaching Language Arts in the Secondary School	3
RED	570	The Reading Process	3
RED	575	Contemporary Foundations of Reading	3
RED	588	Supervised Reading Practicum	3
		Total Credits Required for Degree Completion	**36**

* Program Prerequisite

Science Education

APR	750	Applied Field-Based Project	3
EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research Design in Education	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3

EDU	5000	Orientation to the Graduate Teacher Education Program*	0
SCI	651	Technology in Science Education	3
SCI	652	Cognitive Science and Science Education	3
SCI	653	Innovative Solutions in Science Education	3
SCI	661	Modern Cosmology and Physics for Science Teachers	3
SCI	662	The History and Philosophy of Science and Technology	3
SCI	663	The Professional Science Educator	3
		Total Credits Required for Degree Completion	**36**

TESOL

EDU	702	Curriculum Trends and Innovation	3
EDU	708	Research Design in Education	3
EDU	714	Families, Communities and Schools	3
EDU	719	Current Research in Human Development	3
EDU	729	Evaluation and Assessment Practices	3
EDU	5000	Orientation to the Graduate Teacher Education Program*	0
TSOL	520	Second Language Learning: Theory, Methods & Evaluation	3
TSOL	547	Testing and Evaluation of ESOL	3
TSOL	562	Cultural and Cross-Cultural Studies	3
TSOL	567	Applied Linguistics	3
TSOL	569	Methodology of Teaching English to Speakers of Other Languages	3
TSOL	575	Critical Issues in TESOL	3
TSOL	699	Applied Professional Experience in TESOL	3
		Total Credits Required for Degree Completion	**36**

National Graduate Teacher Education Online (NGTE) Program

As a component of the Fischler School of Education and Human Services within Nova Southeastern University, the National Graduate Teacher Education Online Program is dedicated to quality educational practice, fulfilling the needs of the learning community and providing positive and meaningful adult learning experiences. The purpose of the National Graduate Teacher Education Online Program is to provide quality distance education through the use of research, guided activities, and practical experience to a diverse population of professional educators.

NGTE provides a virtual learning community that is consistent with the mission of Nova Southeastern University in providing educational programs of distinction at times and in locations convenient to the learner and promoting an atmosphere of creativity and innovation using technology where appropriate.

NGTE programs are classified as "degree-program" only, i.e., they are not state approved or certification programs. Participants should contact their state department of education for guidance in obtaining certification or licensure, or contact their local school district for approval in fulfilling district-level incentive programs. Certification requirements vary by state and district. **Completion of an NGTE program of study does not guarantee certification.**

Program Goals/Learning Outcomes

Upon completion of the program, NGTE graduates will be able to
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System

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

Students admitted to the NGTE Online Program are assigned to a cluster. Each cluster is comprised of a group of students from a variety of professional settings. Students in each cluster begin the program at the same time and progress through

program components together. Students follow a clearly established program of study for the specialization and must comply with program requirements for degree candidacy and completion. Clusters sometimes form study groups that meet electronically between class sessions, seminars, and during online classes to discuss assignments and to facilitate student progress. Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support students in their academic pursuits. Clusters begin Fall 1, Winter 1, or Summer 1 as enrollment demands. Students can complete their program in 3 terms. Each of these terms (Fall, Winter, and Summer) comprises two sessions: Fall 1 and 2, Winter 1 and 2, and Summer 1 and 2. Students take 2 courses per session.

How to Join a Cluster

For assignment to a cluster, online degree-seeking students must do the following:
1. Complete and submit the application for admission and application fee.
2. Contact the coordinator for their desired specialty area.
3. Register prior to the registration deadline of the term their assigned cluster is to begin.

Program Completion Timeline
NGTE clusters are designed to allow a student to complete their program requirements within a 12 to 14 month timeframe. If a student requires a leave of absence, they will have to leave their cluster and rejoin another cluster when they are ready to return. Under such circumstances, NGTE allows students five years in which to complete all degree and program requirements. The beginning of the five-year timeframe for degree or program completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the maximum five-year timeframe are dismissed from the program.

Program Completion Requirements
To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain a minimum overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Concentration/Specialization Areas

Ed.S. Specializations

Curriculum/Instruction Management and Administration
Technology Management and Administration

Program Outlines
Below are sample curricula for each of the NGTE Ed.S. specialization areas. The outlines reflect the required course sequence. Students should register for the entire term (session 1and 2) at the beginning of the registration period. Outlines are subject to change. Students should contact their cluster coordinator for the most updated curriculum information.

Ed.S.—Curriculum/Instruction Management and Administration

Term 1 Session 1
| NGTE 700 | Educational Inquiry and Electronic Research Technologies | 3 |
| CIMA 702 | Curriculum and Instruction Trends and Issues | 3 |

Term 1 Session 2
| NGTE 705 | Today's Educational Leader | 3 |
| NGTE 706 | Managing Change in the Educational Environment | 3 |

Term2 Session 1
| NGTE 715 | Educational Diversity and Community | 3 |
| CIMA 712 | Curriculum & Instruction Management | 3 |

Term 2 Session 2
| CIMA 717 | Curricular Product Evaluation | 3 |
| GRA 710 | Grantwriting | 3 |

Term 3 Session 1
| CIMA 707 | Focus on the Future: Reconceptualizing Curriculum | 3 |
| NGTE 720 | Seminar in Program Synthesis (Capstone) | 3 |

| | **Total Credits for Degree Completion** | **30** |

Ed.S.—Technology Management and Administration

Term 1 Session 1

NGTE 700	Educational Inquiry and Electronic Research Technologies	3
TMA 701	Educational Technology Trends and Issues	3

Term 1 Session 2

NGTE 705	Today's Educational Leader	3
NGTE 706	Managing Change in the Educational Environment	3

Term 2 Session 1

NGTE 715	Educational Diversity and Community	3
TMA 711	Educational Technology Project Management	3

Term 2 Session 2

GRA 710	Grantwriting	3
TMA 716	New Technologies: Selection and Evaluation	3

Term 3 Session 1

TMA 721	Distance Learning: Systems and Methods	3
NGTE 720	Seminar in Program Synthesis (Capstone)	3
	Total Credits for Degree Completion	**30**

Fischler School of Education and Human Services

Doctoral Programs

Doctor of Education

The Doctor of Education (Ed.D.) program at the Fischler School of Education and Human Services is designed to provide doctoral and continuing professional development programs to education practitioners. The program prepares professionals in the field of education to be at the forefront of their industry. The degree is distinguished by its accessibility to learners, flexibility in programs and operation, and creativity in outlook. The doctor of education program promotes academic standards of quality consistent with excellence in professional practice and embraces diversity among learners and faculty. With nine concentration areas within the field of education, the program was developed to meet and exceed the development needs of professionals in the areas of Educational Leadership, Healthcare Education, Higher Education, Human Service Administration, Instructional Leadership, Instructional Technology and Distance Education, Organizational Leadership, Special Education, and Speech-Language Pathology. The program is designed to prepare professionals in the field of education for new challenges, opportunities, and increased responsibility. This objective is accomplished by combining the latest instructional technology with an outstanding curriculum developed by our faculty. The doctor of education program will provide a strong and significant learning experience for the adult learner.

Program Goals/Learning Outcomes

Upon completion of the program, Ed.D. graduates will be able to do the following:

- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from his/her course content to improve situations in the work setting.
- Demonstrate an understanding of the various components of leadership capacity, philosophy, approaches, and styles.
- Demonstrate an understanding of the historical highlights and contemporary issues in their professional field.

Instructional Delivery System

The required core seminars are offered in a blended, on-site, cluster-based format. For those students desiring only an online delivery format, the core seminars may also be taken online. All concentration and elective (non-research) courses are offered in an online format. Students will also be required to attend a one-week long summer conference (Conference on Global Leadership, Learning, and Research) during the first summer in which they are enrolled in the doctoral program.

Transfer of Credit

A maximum of six semester hours of credit will be considered for transfer if (1) the credit was earned within three calendar years of request for transfer, (2) the credit was earned as a matriculated student in a doctoral program at a regionally accredited university, (3) the content of the courses requested for transfer is equivalent to the study area courses in the program, and (4) a grade of A or B was earned in each of the courses requested for transfer. 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 Dean of Academic Affairs.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the Enrollment Processing Services Department (EPS).

Students currently enrolled in a FSEHS Ed.D. program should request and receive prior written approval from the office of the Associate Dean of Doctoral Programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit.

Program Completion Timeline

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

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain aminimum overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation, scheduled on a date which falls within the previous term. For example, students beginning coursework in the Winter 2006 term must attend a DSO within the Fall 2005 term, choosing the orientation date posted in either September, October, November, or December.

Capstone

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Applied Research Center (ARC) Web site at http://www.fgse.nova.edu/aro for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Programs of Study

Concentration in Educational Leadership

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods
ARC	8914	Measurement, Testing, and Assessment
ARC	8915	Survey Research
ARC	8916	Qualitative Research
ARC	8917	Advanced Program Evaluation
ARC	8918	Advanced Statistical Methods
ARC	8919	Single Subject Research
ARC	8920	Mixed Methods

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

ARC	8914	Measurement, Testing, and Assessment	
		-or-	3
EDD	8410	Technological Literacy for Leaders	
EDD	8431	School Finance	3
EDD	8432	School Policy	3
EDD	8434	School Law	3
EDD	8442	Ethics and Social Responsibility	3
EDD	8472	Human Resource Development	3
EDD	8010	Curriculum and Program Development	3

Minor/Electives   12

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion   66

Concentration in Healthcare Education

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods
ARC	8914	Measurement, Testing, and Assessment
ARC	8915	Survey Research
ARC	8916	Qualitative Research
ARC	8917	Advanced Program Evaluation

ARC	8918	Advanced Statistical Methods	
ARC	8919	Single Subject Research	
ARC	8920	Mixed Methods	

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

EDD	8020	Continuing Education for the Health Care Professions	3
EDD	8021	Contemporary Theories in Healthcare Education and Promotion	3
EDD	8022	Trends in Health Care Policy	3
EDD	8023	Ethics and Professionalism in Healthcare	3
EDD	8024	Health Care Communications	3
EDD	8025	Legal Aspects of Health Care Education	3

Minor/Electives 15

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion	**66**

Concentration in Higher Education

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following) 3

ARC	8912	Statistical Methods	
ARC	8914	Measurement, Testing, and Assessment	
ARC	8915	Survey Research	
ARC	8916	Qualitative Research	
ARC	8917	Advanced Program Evaluation	
ARC	8918	Advanced Statistical Methods	
ARC	8919	Single Subject Research	
ARC	8920	Mixed Methods	

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

EDD	8002	Surviving Change: Politics, Power, Money, and the Law	3
EDD	8003	Curriculum and Program Planning	3
EDD	8007	Governance and Management in Higher Education	3
EDD	8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD	8033	Ethical Perspectives and Challenges in Higher Education	3
EDD	8510	Leading a Learning Organization	3

Choose one of the following courses			3
EDD	8031	Financing Institutions of Higher Learning	
EDD	8032	Human Resources Development	
EDD	8034	Foundations, Sponsored Research, and Collaborations in Institutional Development	
EDD	8060	The Design and Development of Alumni Affairs Programs	
EDD	8061	Targeting Our Students: The Dynamics of Student Services	
EDD	9310	Technological Literacy for Leaders	
EDD	9810	Contemporary Challenges in Higher Education Leadership	

Minor/Electives 12

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

		Total Credits for Degree Completion	**66**

Concentration in Human Services Administration

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods	
ARC	8914	Measurement, Testing, and Assessment	
ARC	8915	Survey Research	
ARC	8916	Qualitative Research	
ARC	8917	Advanced Program Evaluation	
ARC	8918	Advanced Statistical Methods	
ARC	8919	Single Subject Research	
ARC	8920	Mixed Methods	

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

EDD	8601	Human Services Leadership: Administration, Management, and Policy Development of Human Services Agencies and Programs	3
EDD	8602	Developing Human Services in the Context of the Family and the Community	3
EDD	8603	Human Resource Issues and Challenges	3
EDD	8604	Human Services and the Law	3
EDD	8605	Human Services Organizational Theory and Behavior	3
EDD	8606	Special Topics in Human Services	3

Minor/Electives   15

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

		Total Credits for Degree Completion	**66**

Concentration in Instructional Leadership

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods	
ARC	8914	Measurement, Testing, and Assessment	
ARC	8915	Survey Research	
ARC	8916	Qualitative Research	
ARC	8917	Advanced Program Evaluation	
ARC	8918	Advanced Statistical Methods	
ARC	8919	Single Subject Research	
ARC	8920	Mixed Methods	

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

EDD	8110	Assessment Literacy	3
EDD	8111	Communities of Practice	3
EDD	8112	Curriculum and Technological Applications in Instruction	3
EDD	8113	Instructional Leadership	3
EDD	8114	Professional Development	3
EDD	8115	Understanding Change	3

Minor/Electives   15

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion   **66**

Concentration in Instructional Technology and Distance Education

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods
ARC	8914	Measurement, Testing, and Assessment
ARC	8915	Survey Research
ARC	8916	Qualitative Research
ARC	8917	Advanced Program Evaluation
ARC	8918	Advanced Statistical Methods
ARC	8919	Single Subject Research
ARC	8920	Mixed Methods

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

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

Choose any three courses below   9

EDD	8012	Managing and Evaluating Instructional Technology and Distance Education	3
EDD	8119	Contemporary Topics in ITDE	3
EDD	8120	Perspectives in ITDE	3
EDD	8121	Advanced Instructional Design	3
EDD	8122	Professional Practice in ITDE	3
EDD	8123	Advanced Applications in ITDE	3
EDD	8124	Theories of Learning	3

Minor/Electives   9

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion   **66**

Concentration in Organizational Leadership

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods
ARC	8914	Measurement, Testing, and Assessment
ARC	8915	Survey Research
ARC	8916	Qualitative Research
ARC	8917	Advanced Program Evaluation
ARC	8918	Advanced Statistical Methods
ARC	8919	Single Subject Research
ARC	8920	Mixed Methods

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

EDD	8030	Moving Toward the Future: Successful Strategic Action Plans	3
EDD	8125	Leadership Development through Theory and Practice	3
EDD	8442	Ethics and Social Responsibility	3
EDD	8472	Human Resource Development	3
EDD	8510	Leading a Learning Organization	3
EDD	8511	Leading for Change	3

Minor/Electives   15

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

Total Credits for Degree Completion		**66**

Concentration in Special Education Administration

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods
ARC	8914	Measurement, Testing, and Assessment
ARC	8915	Survey Research
ARC	8916	Qualitative Research
ARC	8917	Advanced Program Evaluation
ARC	8918	Advanced Statistical Methods
ARC	8919	Single Subject Research
ARC	8920	Mixed Methods

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

EDD	8010	Curriculum and Program Development	3
EDD	8401	Special Education Law and Policy	3
EDD	8405	Collaboration and Consultation	3
EDD	8407	Assessment and Evaluation of Special Needs: Cognitive Domains	
		-or-	3
EDD	8408	Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains	

EDD	8409	Multicultural Issues in Special Education		3

		Choose any two courses below		6
EDD	7042	Advanced Applications in Technology in Communication and Science Disorders	3	
EDD	8124	Theories of Learning	3	
EDD	8402	Families, the Law, and Exceptionalities	3	
EDD	8403	Conferencing with Parents and Families of Individuals with Disabilities	3	
EDD	8404	Organization and Administration of Special Education Programs	3	
EDD	8406	Transition, Career Development, and Independent Living	3	
EDD	8411	Issues in Special Education Administration	3	

Minor/Electives   12

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

	Total Credits for Degree Completion	**66**

Concentration in Speech-Language Pathology

Core Seminars

EDD	9100	Leadership	6
EDD	9200	Trends and Issues	6
EDD	9300	Methods of Inquiry	6

Research Elective (select one of the following)   3

ARC	8912	Statistical Methods
ARC	8914	Measurement, Testing, and Assessment
ARC	8915	Survey Research
ARC	8916	Qualitative Research
ARC	8917	Advanced Program Evaluation
ARC	8918	Advanced Statistical Methods
ARC	8919	Single Subject Research
ARC	8920	Mixed Methods

Applied Dissertation

ARC	8966	Applied Dissertation Seminar 1: Concept Paper	2
ARC	8967	Applied Dissertation Seminar 2: Proposal	5
ARC	8968	Applied Dissertation Seminar 3: Report	5

Concentration Area

ARC	8917	Advanced Program Evaluation	3
EDD	7040	Clinical Supervision	3
EDD	7041	Administration and Supervision of Personnel	3
EDD	7042	Advanced Applications in Technology in Communication Sciences and Disorders	3
EDD	7043	Regulatory, Legislative, and Educational Trends in CSD	3
EDD	8025	Legal Aspects of Health Care Education	
		-or-	
EDD	8402	Families, the Law, and Exceptionalities	3
		-or-	
EDD	8615	Child Advocacy: Social Concerns in the Global Context	
EDD	8442	Ethics and Social Responsibility	3
EDD	8567	Theory and Practices: Management and Planning, Funding, and Budgeting	3

Minor/Electives   9

Students will fulfill this requirement by selecting a minor or selecting the appropriate number of credits from the various courses offered in any of the concentration areas, minors, or additional electives.

	Total Credits for Degree Completion	**66**

Minor in Adult Education

EDD	7710	Principles and Theories of Adult Education	3
EDD	7711	History and Philosophy of Adult Education	3
EDD	7712	Contextual Issues Affecting Adult and Continuing Education	3
EDD	7713	Adult Development and Learning Styles	3
EDD	7714	Adult and Continuing Education Program Planning	3
		Total Credits for Minor	**15**

Minor in Autism

Choose any five of the following courses

EDD	8801	Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders	3
EDD	8802	Seminar in the Nature of Students with Autism Spectrum Disorders	3
EDD	8803	Advanced Topics in Assessment of Students with Autism Spectrum Disorders	3
EDD	8804	Advanced Topics in Interventions for Students with Autism Spectrum Disorders	3
EDD	8805	Seminar in Professional Issues in Leading Programs for Students with Autism	3
EDD	8806	Special Topics Across the Life Span for Individuals with Autism	3
		Total Credits for Minor	**15**

Minor in Conflict Resolution

EDD	7810	The Nature of Conflict in Society	3
EDD	7811	Theories and Principles of Conflict Resolution	3
EDD	7812	Strategies and Models of Mediation and Negotiation	3
EDD	7813	Managing Organizational Conflict	3
EDD	7814	Special Topics in Conflict Resolution	3
		Total Credits for Minor	**15**

Minor in Curriculum Development

EDD	7912	Curriculum Articulation	3
EDD	7913	Curriculum Renewal	3
EDD	7914	Curriculum Teaching and Technology	3
EDD	8010	Curriculum and Program Development	3
EDD	8124	Theories of Learning	3
		Total Credits for Minor	**15**

Minor in Gerontology

Choose any five of the following courses

EDD	7607	Concepts and Controversies in Aging	3
EDD	7608	Humanities and Aging: An Exploration of Human Potential for Late Life Development	3
EDD	7609	The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory	3
EDD	7610	Social Gerontology: The Sociology of Aging	3
EDD	7611	Aging and Ethnicity	3
EDD	7612	Biology of Human Aging	3
		Total Credits for Minor	**15**

Minor in Human Resource Development

EDD	8570	Principles and Theories of Organizational Development	3
EDD	8571	Principles and Theories of Training and Development	3
EDD	8572	Principles of Organizational Synergy in Human Resource Development	3
EDD	8573	Special Topics in Human Resource Development	3
EDD	8574	Strategies and Practices for Organization Outcomes Evaluation	3
		Total Credits for Minor	**15**

Minor in Urban Education

EDD	8490	Culture of Urban Schools	3
EDD	8491	Economics of Urban Education	3
EDD	8492	Educational Policy and the Politics of Urban Education	3
EDD	8493	Historical Context of Contemporary Urban Schools	3
EDD	8494	Teaching, Learning, and Curriculum in Urban Contexts	3
		Total Credits for Minor	**15**

Doctoral Program in Speech-Language Pathology (SLP.D.)

The doctoral program in Speech-Language Pathology (SLP.D.) is designed to foster the continued academic education of speech-language pathologists pursuing an advanced, professional doctoral degree. Within the scientifically-based curricula, the faculty incorporates current research, ethical decision-making, and models of best practice to foster knowledge, leadership, and problem-solving skills. Doctoral students are encouraged to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation process. The program fulfills a commitment to society by providing practicing clinicians a variety of forums to keep their knowledge base current by allowing a flexible schedule for obtaining doctoral education, and an environment that nurtures the development of current practitioners and future leaders.

Program Goals/Learning Outcomes

The SLP.D. graduate entering the profession will be able to do the following:

- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
- Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.
- Develop and implement a plan of intervention with a variety of clinical populations.
- Evaluate and critically apply current research to determine and enhance clinical efficacy.
- Recognize and apply the knowledge of diversity across professional activities.
- Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.
- Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals.
- Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.
- Demonstrate the skills for lifelong learning, professional development, and self-assessment.
- Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.

Transfer of Credit

A maximum of six semester hours of postmaster's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the doctoral programs' degree requirements. Grades for courses transferred must be at the grade of A or B or equivalent.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Speech-Language and Communication Disorders. Current doctoral candidates should request and receive prior written approval from the director of doctoral studies before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Instructional Delivery System

The Cohort Concept

The SLP.D. program represents an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction in the doctoral program takes place during weekend seminars, on campus or at a variety of distance sites. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 5 to 20 speech-language pathology professionals who live and work in a variety of settings. Doctoral residency is defined as continuous enrollment for one calendar year.

The cohort is intended to serve as both an administrative and educational vehicle for the program. Communication takes place through the cohort structure. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue. Each cohort facilitator/administrator coordinates many administrative details and cohort activities and serves to support students through consistent and ongoing contact.

The Distance Cohort

Students who are unable to attend an on-campus cohort due to geographic remoteness or other career/family constraints may elect to access the postmaster's SLP.D. program via a distance cohort. This group will receive on-campus orientation and instruction during a five-day weekend at the outset of the program, and will attend the on-campus Summer Instruction held during one summer in the program. All other instruction will be delivered via electronic communication and technologies into the student's homes or office or to a group distance site.

Program Completion Requirements

To graduate, a student must (a) complete all coursework and apply for degree conferral, (b) maintain an overall 3.0 GPA, (c) complete a capstone project, (d) complete all testing requirements for their given program, if any (see academic adviser) and (e) meet all financial obligations to the university.

Technology Requirements

The university will provide the PVX software required for students to participate in live classes through videoconferencing. Students will be responsible for the following hardware and software requirements:

- Windows 2000 with Service Pack 4 or later – or – Windows XP with Service Pack 1 or later
- USB support
- 1 USB desktop camera
- 1.8 Processor; RAM 256 MB
- Video Memory 8 MB
- Hard Drive Space 62 MB available (for PVX software provided by university)
- Display Resolution SVGA (800 x 600)
- Network Access Broadband IP (DSL, CABLE, WIRELESS, T1) (256 Kb and above) upload and download
- Internet Explorer, version 6.0 or later
- Windows Media Player®, version 9.0 or later

Program Completion Timeline

The life of the program for postmaster's degree students ranges from 36-40 months. Candidates who do not complete requirements within three years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their applied dissertation by the end of 36 months in order to be granted the fourth year. Candidates may also register for a six-month extension beyond the fourth year if approved by the doctoral committee.

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Students should refer to the Program Withdrawal Policy, Reinstatement Policy, and Readmission Policy to for information regarding the options available to them.

Doctoral Studies Orientation (DSO)

Attendance at a Doctoral Studies Orientation is required prior to beginning doctoral coursework. Students must register for DSO 8000 and attend the two-day orientation, scheduled on a date which falls within the previous term. For example, students beginning coursework in the Winter 2006 term must attend a DSO within the Fall 2005 term, choosing the orientation date posted in either September, October, November, or December.

Program of Study

Professional Development Study Areas

CSD	7000	Technology and Instrumentation in Communication Sciences	1
CSD	7030	Gerontology	2
CSD	7040	Supervision	3
CSD	7060	Genetics	2
CSD	7070	Pharmacology	2
CSD	7075	Counseling	2
CSD	7080	Business Management and Leadership	2
SLPD	7200	Neuroscience/Neuropsychology and Communication Disorders	3
SLPD	7210	Advanced Seminar in Pediatric Development	3
SLPD	7220	Advanced Seminar in Voice and Swallowing	3
SLPD	7250	Advanced Seminar in Augmentative and Alternative Communication (AAC)	3

Research Courses

ARO	8711	Research Design and Methods	3
ARO	8712	Statistical Methods	3
ARO	8713	Program Evaluation and Policy Analysis	3
ARO	8714	Measurement, Testing and Assessment	3

Benchmark Courses

ARO	8766	Applied Dissertation Seminar 1—Concept Paper	2
ARO	8767	Applied Dissertation Seminar 2—Proposal	5
ARO	8768	Applied Dissertation Seminar 3—Dissertation	5
ARO	8769	Continuing Dissertation Services	0
		Total Credits for Degree Completion	**50**

Fischler School of Education and Human Services

Non-degree Programs

Non-degree Programs

SeniorComp

This FSEHS initiative brings low-income senior citizens into the information age. Groups of ten senior citizens are each provided with a new computer system and a year's training on its use. The project is funded by outside grants (Mandel Foundation and the Community Foundation of Broward so far) and has completed four pilot groups during the last two years. Following a three-week orientation to the project and to their new computer systems, the seniors are shown how to open the cases on their computers and to learn the functions of the major parts. They then remove a couple of the components (such as the floppy drive and the modem card) and to then reinstall them. With their fear removed, they then learn how to connect their printers, their phone modems, and connect to the Internet. They are then ready to begin the first of their four seven-week classes on computer applications.

For the future, a major three-year grant is being sought with hopes for five such groups to be run each year. Testimonies from the graduates have been videotaped and have proven helpful in obtaining new grant support.

An article describing the SeniorComp project has recently been published in the Encyclopedia of Distance Learning (2005) by Patricia Rogers and Gary Berg. The article is entitled "Overcoming the Digital Divide" by Al P. Mizell and Cecil Sugarman. A chapter on this project, "Helping Close the Digital Divide for Financially-Disadvantaged Seniors," is also being published in Information and Communication Technologies for Economic and Regional Developments (2005), a book edited by Dr. Hakikur Rahman. For further information, Dr. Mizell may be contacted at ext. 8642 or mizell@nova.edu.

SAXophone

An acronym for "Students Around the world eXchanging over the phone," this initiative at the Fischler School of Education and Human Services has successfully connected middle and high schools across the globe for the past nine years. Each month a different topic is explored by the participating schools and the students get to interact over two-way compressed video as they see and hear the youngsters from other cities and countries express their views, read their original poetry, perform musical compositions, share book reviews with the authors, conduct joint science experiments, or interview astronauts and scientists at NASA in Houston. Full details on the topics and the project are available at www.fgse.nova.edu/saxophone.

Two years ago, an additional element was added when the "Global Quiz Bowls" began and teams from the various schools compete bimonthly with a variety of questions across the curriculum. Separate Quiz Bowls are held for the middle school and high school students.

An article describing the SAXophone project has recently been published in the Encyclopedia of Distance Learning (2005) by Patricia Rogers and Gary Berg. The article is entitled "Compressed Video for the Global Village" by Al P. Mizell. For further information he may be contacted at ext. 8642 or mizell@nova.edu.

National Council of States for the Improvement of Education

The National Council is dedicated to the improvement of the education of all students at the local, state, and national levels through effective leadership and staff development. In this regard, the council shares a common mission and a natural bond with Nova Southeastern University, and more specifically, with the Fischler School of Education and Human Services, which from its inception has been committed to the advancement and improvement of education.

The council has individual, state, and institutional memberships. This includes teachers and administrators from the schools, faculty members and administrators from colleges and universities, key leadership personnel from state departments of education, representatives from major educational organizations, and other stakeholders dedicated to educational excellence and improvement. The council offers an array of options including leadership academies and professional development programs. It plans and conducts national, state, and local conferences. It provides leadership and support for a wide array of policy, programmatic, and administrative issues in education such as testing, standards, accountability, equality of opportunity, instructional improvement, shared decision-making, community involvement, school/university partnerships, etc.

The council supports the following affiliates: The Multi-State Professional Development Network, the National Coalition of Professional Development Schools and Centers, the Parents Assisting Teachers and Students Program, and the National Dissemination Center.

For further information, contact us at

Toll free: 800-986-3223, ext. 8505 or 8596   Fax: (954) 262-3906
Phone: (954) 262-8505 or (954) 262-8596   Email: collinsj@nsu.nova.edu

National Institute for Educational Options (NIEO)

Nova Southeastern University's Fischler School of Education and Human Services established the National Institute for Educational Options in 1997 to further the efforts of K–12 education toward comprehensive school reform. A major area of school reform features "school choice" as a means to improve academic achievement, further school options for parents and students, and promote school and business partnerships. The *No Child Left Behind (NCLB)* legislation of 2001 highlights this reform to improve public education. The National Institute encompasses research and professional development services for the following options and the newly funded Florida School Choice Resource Center:

1. Career Academies—This initiative furthers the efforts of the National Career Academy Coalition (NCAC). NCAC is a grass roots membership organization that promotes the use of structured academies (a school-within-a-school) at the middle- or high school-level. These academies provide students with rigorous coursework in academic and technical areas, a team of teachers dedicated to their success, an emphasis on furthering their college and career goals, and a business community advisory group that fosters close ties to an industry which will "grow jobs in the community where the students will work. These students have a required internship in the world of work after 11th grade. This research-based model of school reform has been evaluated as effective in reducing large school size, personalizing education, retaining students in school until graduation, and promoting college completion. NCAC and NIEO sponsor joint programs, seminars, and technical assistance conference. NIEO houses the national business office of NCAC.

2. Charter Schools—This initiative furthers the efforts of public school choices by assisting the Florida Association of Charter Schools (FACS) and maintaining a Web site for communication among charter schools and other forms of school choice in Florida. A Charter School Education and Leadership Master's Degree Program is offered at FSEHS through distance learning. This is the first graduate degree program specializing in charter school education at a private university. Charter schools are public schools that operate with a "charter" from a school board or other entities and are required to accept all students. The schools are evaluated on their effect on student achievement and parental satisfaction. FACS and NIEO sponsor a Charter School Institute, as well as joint meetings and conferences, and also assist individual Charter Schools through mentoring.

3. MicroSociety Schools—This initiative furthers the school-to-work national agenda and is a national research-based model for school reform. Created in 1967 by George Richmond, MicroSociety® is an innovative school design (kindergarten through eighth grade) where students create a microcosm of the real world inside the school-house. Each student has a role in running that world. All citizens earn wages in the school's micro currency; invest in product ideas; deposit and borrow money from micro banks; and pay taxes, tuition, and rent. A national Comprehensive School Reform Demonstration model, MicroSociety programs of Florida's schools are assisted by NIEO. The MicroSociety annual conference offers graduate credit through FSEHS each summer.

4. Magnet Schools—Magnet Schools of America (MSA), the national professional organization for magnet schools throughout the nation, operated its Finance and Development Office at NIEO through the year 2000. Magnet schools are public schools or programs that attract multiethnic students from other public schools in a school district by offering unique curricula or instructional strategies. They are organized around a subject theme—such as foreign languages, math and science, humanities, or arts—or an instructional strategy such as Montessori Education. MSA and NIEO cosponsor workshops and conferences for magnet school professionals and through the new Florida Public School Choice Consortium which operates at NIEO.

5. The Florida School Choice Resource Center —This federal sub grant through the Florida Department of Education (FLDOE) provides the one school choice resource center for the State under NCLB. The efforts of this center include the development of a sustainable school choice presence in Florida through the Florida Public School Choice Consortium (FPSCC) which is a 501(c)(3) organization in the state which has assisted through the sub grant in memberships of all 67 counties in Florida who are implementing school choice.

The Florida School Choice Resource Center (FSCRC) was developed by the National Institute for Educational Options at Nova Southeastern University Fischler School of Education and Human Services for Education and Human Services through a state grant from the Florida Department of Education. Nova Southeastern University Fischler School of Education and Human Services is a cooperative partner with the Florida Department of Education for Florida's Voluntary Public School Choice (VPSC) project, a five-year competitive federal grant from the U.S. Department of Education.

The Florida School Choice Resource Center (FSCRC) was developed to help the Florida Department of Education reach the two main goals of Florida's USDOE Voluntary Public School Choice Program:

To reinstate, sustain and expand the degree of high-quality public school choice programs throughout Florida; and
To expand and disseminate successful implementation of public school choice programs throughout Florida.
In addition, the Parent Resource Centers under the FSCRC were developed through a partnership with Nova Southeastern University (NSU) and Miami-Dade County Public Schools (M-DCPS) through NSU's Florida School Choice Resource Center, M-DCPS' Parent Access District Office, and Title I Administration.

They are a "one-stop" resource center for: Parents or guardians who want their child to get the best education possible; Principals or teachers who want families to be strong partners in meeting the educational needs of their students; and Parent

leaders or parent involvement specialists who want to equip families with the right skills to support their children's learning and to be informed and involved in their children's education.

The Parent Resource Centers provide parents, schools, and organizations working with families with training, information, and technical assistance to understand how children develop and what they need to be successful in school.

Services Offered
1. a Web site for educators announcing conferences, seminars, and graduate degree and certificate programs in these options (www.schoolofed.nova.edu/choice)
2. field offices for each educational option for the southeast region.
3. graduate-level certificate and masters' degree programs for professional organization members, schools, or districts in each of the educational options (career academies, charter schools, MicroSociety, and magnet schools)
4. a clearinghouse of national experts in each of these unique areas of K–12 education

For further information, contact us at
Toll free: 800-986-3223, ext. 8742
Phone: (954) 262-8742 FAX: 954-262-3988
Email: stein@nsu.nova.edu
Web site: www.schoolofed.nova.edu/choice

Teacher Universe™

Teacher Universe™ is a totally new concept evolving at Nova Southeastern University's Fischler School of Education and Human Services. It is an international clearinghouse of educational resources providing comprehensive professional development opportunities to improve student achievement and teacher education. Teacher Universe™ is the perfect atmosphere for teachers, administrators, and families to network, collaborate, share ideas, learn new techniques and strategies, sample the latest technology, and create an exciting learning environment.

Teacher Universe™ will incorporate new ways to think about teaching and learning while developing innovative ways to share knowledge. All activities will be led by real teachers who are recognized experts in these areas.

We offer the following:

- Support for the National Board of Professional Teacher Standards certification process
- Participation and access to research
- Access to information about the wide range of degree programs
- Innovative workshops
- Product demonstration areas
- Computer stations
- Reading rooms
- Instructional materials, both reviewing and creation
- Online chat rooms
- Conferences featuring accomplished educators and authors
- Recognition programs

In addition, Teacher Universe™ is thrilled to house "Crayons to Computers", a free store for teachers that provides materials and supplies (donated by businesses and individuals) at no charge. "Crayons to Computers" is a portrait of efficiency—surplus and obsolete items that businesses and individuals would normally discard are used to enrich the educational lives of children and youths. Our operation encourages a recycling philosophy and provides an effective method to use surplus materials.

For further information, contact us at
Toll free: 800-986-3223, ext. 8848
Phone: (954) 262-8848
Email: denisek@nsu.nova.edu
Web sites: www.fgse.nova.edu/teacheruniverse
www.crayonstocomputers.net

Fischler Training and Workforce Development

Mission Statement

Our mission is to provide learning that works by bridging the gap between learning in the schools and in the workplace. We support our learning partners to achieve better results through innovative learning and its application in educational settings and in the workplace. We provide best practices in training and workforce development to training and education leaders, educators, and human service providers in a wide variety of global education and work settings. We educate teachers to teach better so learners learn better. We develop learning leaders to envision, enable, and energize learning and knowledge in their organizations. We offer organizational and individual learning solutions that improve performance with measured ROI (return on investment). We offer education and training programs to working professionals in places and at times that are convenient and at affordable prices by doing the following:

- Offering credit and non-credit training courses
- Developing customized learning and e-learning solutions
- Human Performance Improvement Consulting
- Best practices research
- Using learning technologies effectively

Overview

We provide a wide range of quality training programs and online seminars, based on standards that lead to certificates, for credit and non-credit, licensure, and CEUs to working professionals to get the competencies they need to grow their organization and their careers.

We offer organizations a comprehensive, one-stop menu of learning services including customized training, e-learning design services, blended delivery through live instruction, online, and live videoconferencing, course hosting, and access to world class facilities.

e-NOVAtion - Let Us Show You How You Can Gain The Nova Advantage.

Why Organizations Choose NSU to Partner Training Services
- Use technology to expose and reduce cost
- Cut down on travel costs
- Learn anywhere: home, work, or travel
- Combines training with academic credit
- Increase speed to competence

Why Working Professionals Select NSU Training Programs
- Link to organizational objectives
- Focus on solutions
- Designed with relevance to learner needs
- Engages learner
- Develops employees

Our eNOVAtive Worforce Development Solutions

e-Learning Design and Delivery Services
- Multimedia Design and Delivery Services
- Distance Learning Consulting Services
- Online Course Hosting
- Compressed Video
- Web Design

Conferences and Speakers Bureau
- Conference Meeting Management
- South Florida Venue for Training During the Winter

Training Management Services
- Strategic Planning
- Human Performance Improvement
- Change Management
- Leadership Development
- Competency Modeling
- Instructional design services
- Train the Trainers
- Instructor delivery services

World-Class Facilities
- Rent classrooms, computer labs, conference, and meeting facilities at NSU sites in Florida and other states
- Convenient locations
- Compressed video classrooms throughout Florida

Academic Credit and Degree Programs
- Doctorates, Masters, & Associates Degrees
- Program Specializations in:
  - Graduate Teacher Education
  - Educational Leadership
  - Organizational Leadership
  - Higher Education Leadership
  - Child & Youth Studies
  - Speech-Language Pathology
  - Instructional Technology & Distance Education
  - Early Childhood Education

FSEHS Training and Workforce Development Solutions

Our six core competencies and curricula are as follows:

1. Leadership and Management Development
2. Professional Productivity
3. Instructional Technology and Distance Education
4. Teaching and Learning
5. Child and Youth Studies
6. Speech Pathology

1. Leadership and Management Development

Our Leadership and management development training targets those areas and competencies that drive organizational excellence to achieve desired results and outcomes, while concurrently applying and developing leadership skills. The focus in all programs is on growth in professional practice, application of current research and theory to professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives. We offer core leadership programs which are applicable across many work settings and specialized leadership programs that are aligned to professional standards in specific education and human resource settings.

I - Core Leadership Programs

The Core Leadership Programs are organized around five core leadership competencies:
   A. Leading Self
   B. Leading Others
   C. Leading Teams
   D. Leading Organizations

A. Leading Self
- 360-Degree Assessment – Lominger Competencies
- DISC Profile
- Myers Briggs
- Ethics in Action

B. Leading Others
- Leadership Effectiveness Workshop
- Essentials of Effective Supervision
- Effective Coaching
- Managing Diversity

C. Leading Teams
- Leading High Performance Teams
- Experiential Team Building
- DISC Profile
- Myers Briggs
- Herrmann Brain Dominance

D. Leading Organizations
- 6 Sigma Greenbelt Certification
- Project Management Certification
- Results Oriented Management
- CEO Driver of Change
- Strategic Planning
- Visioning
- Change Management
- Process Mapping

2. Professional Productivity

We provide a set of core professional foundation courses that help professionals be more productive, interpersonally and technically, and their organization to be more competitive. We also work closely with state and national school-to-work initiatives developing employment-related education and training. In addition, we help special needs populations attain the employability skills needed to find and retain jobs.

We specialize in computer literacy skills training and customized corporate training. The reason for our success is that we only hire experienced computer educators. We provide both classroom and customized instruction for our corporate customers.

(Classes are also taught in Spanish.)

Core Professional Productivity Programs
- Crucial Conversations
- Mission Control

Microsoft Office Plus Package

This is a 60-hour program consisting of 12 classes including Word, Powerpoint, Excel, Access, Outlook, and Explorer. Each class is 5-hours long. Programs can be **taken individually or as a package** by organizations and includes pre-assessment for correct placement of individuals.

3. Instructional Technology and Distance Education

NSU/USDLA Distance Learning Leader Program
HRD Masters Certificate Program (Series of six 24-hour courses)
- Designing Learning—Instructional Design
- Improving Performance
- Delivering Training
- Facilitating Organizational Change
- Measuring and Evaluating
- Web-Based Instruction Design

4. Teaching and Learning Professional Development

We partner with many outstanding providers of online learning for educators offering hundreds of online courses for credit and non-credit including: ASCD, Plato, Scholastic Red, Fieldworks Online Training, Cambridge International, Imagine Schools, Educational Impact, ETS, Audio Education, NAESP, Learning House, Lesson Lab, and Florida School Choice Resource Center.

5. Children, Youth, and Family Services

6. Speech Pathology

For more information on 3-6, please see their respective sections within the catalog.

Nova Southeastern University Student Service Centers
These centers are available for facility rental to organizations scheduling meetings, workshops, or seminars. They are equipped with microcomputer labs, videoconferencing capability, and copy machines. In addition, the centers are staffed with full-time professionals. The student service centers create an on-campus atmosphere for students by offering chances to develop friendships, form study groups, and use videoconferencing equipment to connect with the NSU main campus. The best part -- the centers are convenient and accessible for many students.
The student service centers have established high-quality and efficient services that provide students with an experience that contributes to their personal and professional development. The following services are offered at all student service centers:
- Computer lab access to all students with full-time IT and media assistance on-site
- Full-time staff to assist students with financial aid, registration, applications, or general program questions
- Multiple compressed video suites for videoconferencing
- Audiovisual tools (TV/VCR, overhead projector, LCD overlay, etc.)
- Internet connectivity
- Convenient parking
- Office hours 8:30 a.m. to 7:00 p.m. during the week , with additional support staff scheduled in the evenings and on weekends

Contact Information

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Dean of Training and Workforce Development
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Fischler School of Education and Human Services
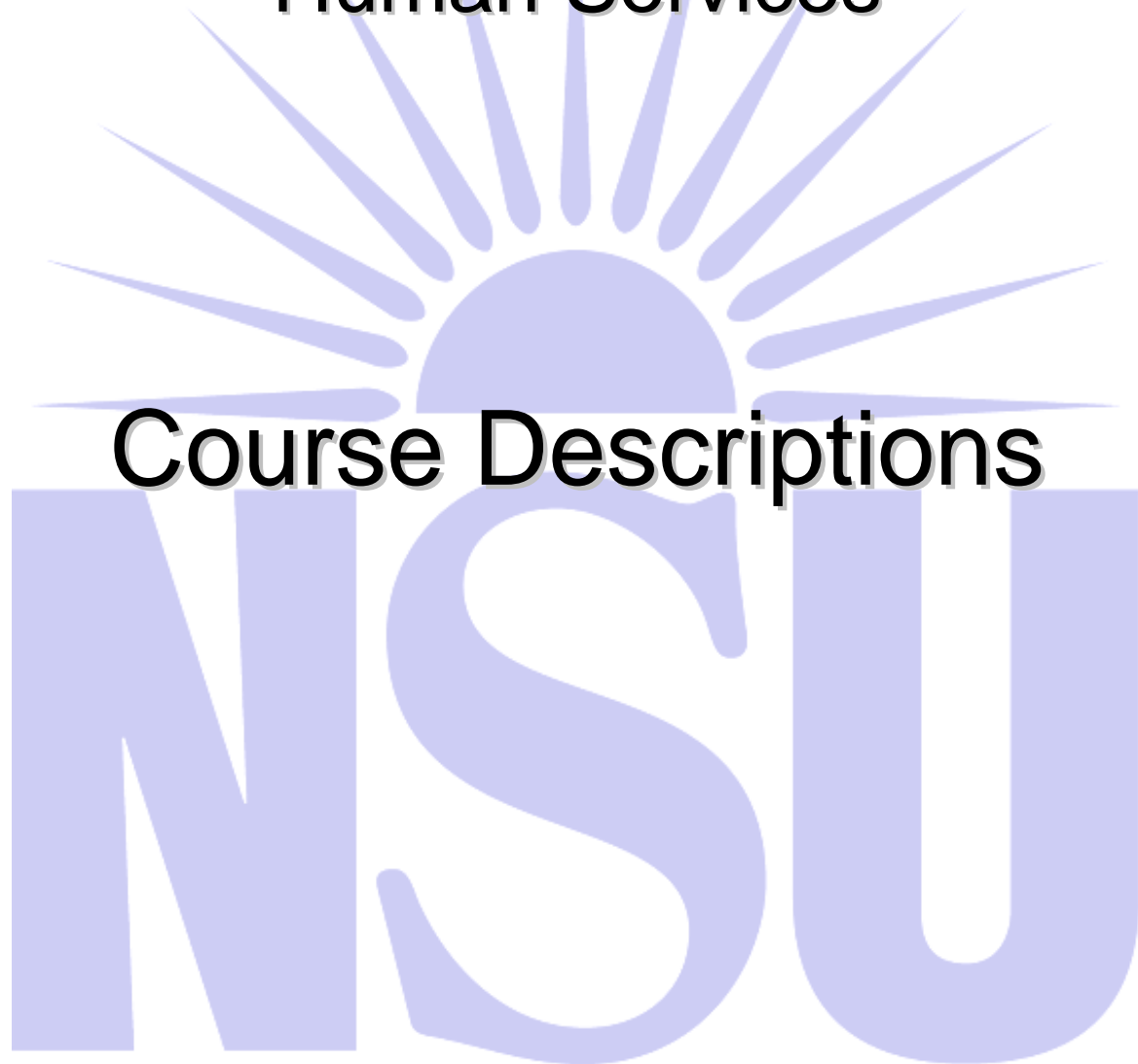
Course Descriptions

Course Descriptions

Undergraduate Course Descriptions

General Education Course Descriptions are available online at http://undergrad.nova.edu/coursewizard/.

ECA 101 Introduction to Early Childhood Education: Professionalism, Safety, Health, and Learning Environment (3 Cr)
In this course, students learn about the developmental needs of children from birth to age five. Students learn to ensure the safety and health of children in early childhood programs, and to establish developmentally appropriate learning environments for young children. Students examine avenues of ongoing professional development for teachers and caregivers of young children. This course covers the Child Development Associate (CDA) Functional Areas of Professionalism, Safety, Health, and Learning Environment.

ECA 112 Introduction to Early Childhood Education: Physical, Cognitive, Communication, and Creative Development (3 Cr)
In this course, students learn about the developmental needs of children from birth to age five. Students learn to support children's physical development, encourage cognitive learning and the development of communication skills, and enhance creative expression. This course covers the Child Development Associate (CDA) Functional Areas of Physical, Cognitive, Communication, and Creativity.

ECA 114 Introduction to Early Childhood Education: Families, Schools, and Communities (3 Cr)
In this course, students learn about the developmental needs of children from birth to age five. Students learn to support the social and emotional development of young children and to provide positive guidance. Students explore ways to work effectively with families and develop program management skills related to observing children and delivering appropriate curriculum. This course covers the Child Development Associate (CDA) Functional Areas of Self, Social, Guidance, Families, and Program Management.

ECA 203 Foundations of Early Care and Education (3 Cr)
This course introduces students to the historical, philosophical and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required.

ECA 205 Children with Special Needs (birth to age eight) (3 Cr)
This course will guide students in determining a child's developmental readiness, learning styles and social-emotional needs. Students will learn ways of adapting the classroom to meet the needs of children who have special requirements. The history of exceptional education will be explored in conjunction with the educational and social issues relative to the field. Appropriate field experiences are integrated and required.

ECA 215 Creative Activities for Young Children (3 Cr)
Students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. Appropriate field experiences are integrated and required.

ECA 218 Child Observation, Record Keeping and Assessment (3 Cr)
In this course, students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing needs of individual children. Guidelines will be provided for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required.

ECA 227 Developmental Curriculum: Language, Literacy, and Social Studies (3 Cr)
This course will focus on the elements of developmentally appropriate curriculum for children. Students explore ways in which children, beginning in infancy, acquire language, develop the basis of literacy, and come to understand their social world. Students learn ways of creating integrated curriculum, organize the environment, and of providing children with developmentally appropriate activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required.

ECA 228 Developmental Curriculum: Math and Science (3 Cr)
This course focuses on the ways in which children construct knowledge through play and exploration. Students learn ways of helping children develop early math concepts, engage in scientific explorations, and engage in creative problem solving. Appropriate field experiences are integrated and required.

ECA 241 Child Guidance (3 Cr)
Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing schedule, activities and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required.

ECA 242 Foundations of Literacy Development (3 Cr)
This course provides students with the opportunity to explore the emergent literacy process during the early childhood years. Exploration of classroom teaching practices that encourage expressive and receptive language will engage students in a variety of field activities.

ECA 252 Managing Literacy Environments (3 Cr)
In this course, students will examine appropriate ways to create and organize the classroom for effective language and literacy development. Use of classroom centers, selection of materials, and resources for planning and teaching literacy experiences are discussed. Field experiences are integrated.

ECA 267 Literacy Development in Multilingual Communities (3 Cr)
Through this course, students will have opportunities to discuss how to support children's native languages as they transition into the acquisition of a second language. Students explore the role of culture, home and classroom contexts in the acquisition and development of language. Appropriate ESOL activities, resources, and teacher's role in literacy development are explored. Home, school, and community connections to language development are discussed.

ECA 270 Administration of Child Care and Education Programs (3 Cr)
In this course, students develop skills required in the operation and management of an early care and education program. Students learn about organizational management; financial, legal, and ethical issues; establishing operational systems; and programming for children and families. This elective course is for existing or aspiring directors and managers and meets the training requirements for the Florida Child Care and Education Program Director Credential, but will not count toward fulfilling the program's credit hour requirement.

ECA 279 Management and Administration of Programs for Young Children (3 Cr)
Students examine key components of effective administration and management of early childhood programs. Professional conduct and ethical standards, budgeting practices, supervisory tasks, legal issues and resource development will be examined. Appropriate field experiences are integrated and required. This is an optional course and will not count toward fulfilling the program's credit hour requirement.

ECA 285 Professional Behavior in Early Childhood (3 Cr)
This course examines competencies and demonstration of skills necessary for professional performance in early childhood education. Students examine standards for professional behavior and teaching of young children as defined by professional associations (National Association for Education of Young Children, Division of Early Childhood Education, OMEP-World Early Childhood Organization). Students are engaged in self-reflection of individual skills and knowledge leading to the development of a professional portfolio.

ECDP 3321 Child Development: Prenatal, Infancy and Toddler years (Birth- Age 3) (3 Cr)
In this course, students examine the process of development during the prenatal, infancy and toddler years. Findings from current developmental research are discussed. Field experiences are integrated.

ECDP 3334 Child Development during the Preschool and Primary Age Years (Ages 4-8) (3 Cr)
This course explores the development of children ages four through eight across the physical, socio-emotional, cognitive, and language domains. Field experiences are integrated into the course. **Prerequisite/s: ECDP 3321**

ECDP 3338 Diversity and Multiculturalism in Child Development (3 Cr)
Students explore the role of culture and diversity in the process of child development. Attention is placed on the study of the cognitive, social, and emotional domains. Field experiences are integrated. **Prerequisite/s: ECDP 3321 or ECDP 3334**

ECDP 3340 Psychosocial Development during the Preschool Years (3 Cr)
Students examine developmental theories related to the psychosocial development of children during the preschool years (birth-age five). Field experiences are integrated into the course. **Prerequisite/s: ECDP 3321, ECDP 3334, or ECDP 3338**

ECDP 3345 Parent-Child Relationship during the Early Childhood Years (3 Cr)
This course presents an analysis of current parenting principles and strategies that foster positive relationships between children and their parents.

ECDP 3349 Fatherhood: Cross-Cultural Perspectives (2 Cr)
In this course, students analyze the role of fathers in the process of child development. Students engage in the discussion of fatherhood roles across selected cultural groups. Field experiences are integrated into this course. **Prerequisite/s: ECDP 3345**

ECDP 3500 Field-based Experiences in Child Development: Assessment I (0 Cr)
Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The first section of the journal is discussed and reviewed during this course.

ECDP 4100 Field-based Experiences in Child Development: Assessment II (0 Cr)
Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The second section of the journal is discussed and reviewed during this course.

ECDP 4423 Issues in Child Abuse and Neglect (2 Cr)
This course discusses the nature, causes and effects of child abuse and neglect. Reporting responsibilities, child protection legislation and services are analyzed. Field experiences are integrated. **Prerequisite/s: ECDP 3321 or ECDP 3324**

ECDP 4500 Field-based Experiences in Child Development: Assessment III (0 Cr)
Students participate in field-based activities in a variety of settings where services and programs for young children and their families are offered. Students maintain a journal of experiences. The third and final section of the journal is discussed and reviewed during this course.

ECDP 4990 Advanced Senior Year Seminar (3 Cr)
This is a senior year capstone course where students analyze advocacy and policy issues in the field of child development (birth to age eight). Students examine and identify issues related to children and their families and propose actions. **Prerequisite/s: By permission only.**

EDEC 3320 Sociological Foundations of Prekindergarten/Primary Education (3 Cr)
Students in this course will study sociological influences and issues-past, present, and future-that will enable early childhood professionals to assist young children and their families to meet the challenges of a pluralistic society in transition. This knowledge will assist students in the analysis of societal issues for making appropriate choices, adaptations, and modifications in their programs in order to provide developmentally appropriate programs and practices. This class is specifically designed to meet the sociological foundations requirement for students seeking certification in Prekindergarten/Primary Education, birth to age four or age three to grade three. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

EDEC 3350 Meeting the Special Needs of All Students (3 Cr)
This course combines classes with on site visits to exemplary community programs that concentrate on meeting the special needs of children from birth to eight years old. Student will visit five sites for structured observations of model programs and then they will participate in four-hour classes focusing on the curricular and administrative aspects of the site visited. Readings and information provided will be analyzed, and the students will consider the successes, challenges, and barriers of each model. They will explore how collaboration of

services can work toward the goal of meeting the special needs of all children and their families. In addition, to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

EDEC 3520 Developmentally Appropriate Integrated Curriculum and Practices (3 Cr)
Students will select, create, organize and use materials, activities, and environments that support developmentally appropriate practices. These practices will include arrangement of class environment, learning through play, facilitation of learning through technology, discovery learning and problem solving, creative expression, and developing children's abilities to be resourceful learners. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. **Prerequisite/s: All Block I courses.**

EDEC 3530 Diagnosis, Assessment, and Evaluation of Young Children (3 Cr)
Students in this course will be introduced to a philosophic overview of the assessment process, including transdisciplinary assessment teams and provisions for appropriate information gathering techniques- formal and informal-which include the construction, selection, interpretation, and evaluation of diagnostic instruments. The role of technology in testing, record maintenance, and composition of IEP/IFPS will be discussed/modeled. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: All Block I & Block II courses.**

EDEC 3599 Special Topics in School Age Child Care (3 Cr)
This course provides education and technical assistance to managers and staff members of child care programs to enable them to understand the national accreditation standards for school-age child care and to make steps towards implementing the standards in their programs.

EDEC 4320 Cultural Diversity and Family-Community Development (3 Cr)
Students in this course will learn how to work with families and practice how to use materials in the home and community environment to foster development and the acquisition of skills. Students will examine information that can create a vital link among school, community, and home in our multiethnic society. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: All Block I & Block II courses.**

EDUC 1000 GKT Preparation Mathematics (0 Cr)
This course is designed to review the mathematics skills necessary to be successful on the General Knowledge Test (GKT). These skills are included in the four broad areas: Arithmetic; Geometry and Measurement; Algebra; and Statistics and Probability. Logical Reasoning, test-taking strategies and problem-solving techniques will also be addressed in this course. **Prerequisite/s: Completion of all required mathematics courses and a GKT score of 200 or above.**

EDUC 1010 Writing Skills for General Knowledge Test (0 Cr)
Students will learn and practice writing and English usage strategies to prepare for the General Knowledge Test.

EDUC 1025 CLAST Preparation Mathematics (3 Cr)
This course is designed to review the mathematics skills necessary to be successful on the College Level Academic Skills Test (CLAST). These skills are included in the following five broad areas: arithmetic: geometry and measurement; algebra; statistics and probability; and logical reasoning. Test-taking strategies and problem-solving techniques will also be addressed in this course. Cannot be used toward graduation requirements. **Prerequisite/s: all required MATH courses and a CLAST score between 260-290 inclusively.**

EDUC 1100 Exploration of the Education Profession (3 Cr)
This course is designed to provide students with an orientation to the education profession, including the examination of the institution of schooling in its social, legal, historical and philosophical contexts through class sessions and clinical experiences. Students assess their personal qualities in relation to becoming an educator, engage in self reflection and analysis of their perceptions of education, and develop a general understanding of the realities of American education. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EDUC 1410 Personal Career Development (3 Cr)
This course includes the process of career development applied to the student identifying vocational interests and aptitudes, obtaining information about occupations, gaining experiences through practicums and cooperative education, and establishing career plans. Useful for students adjusting to the college role. Identical to MGMT 1410 and PSYC 1410.

EDUC 2260 Administration of Child Care and Education Program (3 Cr)
This course provides participants with an overview of the skills required in the operation and management of an early care and education programs. Students learn about organizational management, financial and legal issues, and programming for children and families. The course meets the content requirements of the Overview of Child Care Management as defined by the Florida Department of Children and Families for the Florida Child Care and Education Program Administrator Credential. In addition to class meetings, a minimum of 10 hours of practical application experiences is to be completed at the participant's worksite. This course is offered by the Mailman Segal Institute for Early Childhood Studies.

EDUC 2500 Orientation to the Applied Professional Studies Program (0 Cr)
This seminar provides an orientation to technology and program skills necessary for successful participation in the Applied Professional Studies Program. Students will be introduced to university systems designed to provide support and services to the undergraduate students during the formal program of studies. An overview of all facets of the Applied Professional Studies Program (APS) will be provided, including how to locate course schedules online, how to contact academic advising, and how to access resources. Students will learn interactive technology skills, such as using email and sending attachments, navigating the Internet, accessing the electronic library, using APA format, locating and using the undergraduate Web site and using WebCT for online classes.

EDUC 3000 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experience required with courses taken throughout this 16-week period. Please refer to the Clinical Experience Handbook at www.undergrad.nova.edu/EDU/clinical.cfm for a full explanation.

EDUC 3001 Benchmark I (0 Cr)
To register for Benchmark I courses, all parts of the CLAST or the equivalent components of Praxis or the General Knowledge Test (GKT) as approved by the Florida Department of Education must be passed. In the case of a Nevada student, the Praxis Level I or the C-Best are to be used to meet this entry testing requirement. Passing scores are determined by the Nevada Department of Education. However, if there are no scores, or the student has not passed all sections of the CLAST or Praxis or GKT, then the student will only be permitted to register for Benchmark I courses until passing scores on the CLAST or Praxis or GKT are submitted to the Undergraduate Teacher Education Program. No exceptions will be made as passing scores must be on file in order to register for any courses in the major beyond Benchmark I courses. Students register for Benchmark I courses EDUC 3001 Benchmark I, EDUC 3000 Clinical Experiences, concurrently with Block #1 courses: EDUC 3330 Integrating Instructional Technology in the Classroom; EDUC 3350 Survey of Exceptional Student Education; and EDUC 3360: Educational Psychology. Benchmark I requirements include completion of the preprogram questionnaire and self-assessment and background check/security clearances for field-based clinical experiences. Benchmark I requirements also include development of the portfolio through insertion of appropriate artifacts/evidences delineated in each course outline. The passing of all parts of the CLAST, or Praxis, or GKT, or its equivalent for Nevada students, is a component of the matriculation process (see the heading "Matriculation Requirements for Education Majors" in this catalog for further information). This Benchmark includes an online component. Students must register one time for EDUC 3001. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the next Benchmark and in order to gain access to the courses in Benchmark II. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 3325 Using Technology Tools and Resources (1 Cr)
The purpose of this course is to provide opportunities for students to develop knowledge and skills regarding applications of computers. The student will be able to identify the parts and functions of the computer system, related advances in technology to various periods of history, perform computer activities, identify uses of the computer and become familiar with basic technology skills for survival in the "information age". Hands-on learning activities are an integral part of this course.

EDUC 3330 Integrating Instructional Technology in the Classroom (3 Cr)
Presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. In addition to class meetings, a minimum of ten hours of observation and participation in a clinical setting are required. Completion of all general education requirements.

EDUC 3350 Survey of Exceptional Student Education (3 Cr)
Foundations in exceptional student education in which historical perspectives, student characteristics prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues, such as viewing learning styles of exceptional learners in relation to Gardener's multiple intelligences, the validity of inclusion and considerations for students who are limited to English proficiency (LEP) are investigated. This is an ESOL infused course. In addition to class meetings, a minimum of ten (10) hours of observation and participation in the clinical setting is required. Prerequisite/s: Completion of general education requirements.

EDUC 3360 Educational Psychology (3 Cr)
This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased and directed by education. Students will learn about principles of development, learning, assessment, and motivation, among other areas of study for prospective teachers to consider as they analyze student behavior and make decisions for instruction. Students will complete a 10 hour clinical experience in a school classroom. The following Educator Accomplished Practices will be addressed: #1,5,7,8,9,& 11. Completion of all general education requirements.

EDUC 3500 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experiences required with courses taken throughout this 16 week period. This block of courses requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at www.undergrad. nova.edu/EDU/clinical.cfm for a full explanation.

EDUC 3501 Benchmark II (0 Cr)
Benchmark II requirements include completed passage of all sections of the CLAST, Praxis or GKT, matriculation into the major, and continuation of the development of the Portfolio through insertion of appropriate artifacts/evidences, delineated in each course outline. Preservice teachers register for EDUC 3501 Benchmark II and EDUC 3500 Clinical Experiences concurrently with Block #2 courses. The matriculation process must be completed before beginning Benchmark II. If evidence of passage of all sections of the CLAST, Praxis or GKT cannot be provided, the student will not be permitted to register for any Block 2, 3, or 4 courses in the major. This Benchmark includes an online component. Preservice teachers must register one time for EDUC 3501. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the next Benchmark and in order to gain access to the courses in Benchmark III. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 3520 Principles and Practices of Instruction and Assessment I (3 Cr)
This course explores three pedagogical models usable with all students. The phases of instructional development--planning, implementation, and assessment--provide the framework for exploration of the models. Preservice teachers are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing a lesson in an actual classroom. This course is ESOL infused. Therefore, preservice teachers learn and implement ESOL strategies in their teaching with students. In addition to class meetings, a minimum of 10 hours of clinical experience is required. This course has a mandatory university supervised clinical component. Prerequisite/s: Completion of all general education courses, CLAST and all Block I courses.

EDUC 4000 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experiences required with courses taken throughout this 16-week period. This block of courses requires

university supervision of the clinical experience. Please refer to the Clinical Experience Handbook for a full explanation.

EDUC 4001 Benchmark III (0 Cr)
Benchmark III requirements include continuation of the development of the Portfolio through insertion of appropriate artifacts/evidences delineated in each course outline. Preservice teachers register for Benchmark III (EDUC 4001) and Clinical Experiences (EDUC 4000) concurrently with Block #3 courses. During Benchmark III, Preservice teachers make application for their teaching internship experience by the posted deadlines (see the heading "Internship" in the Department of Education section of this catalog for further information). This Benchmark includes an online component. Preservice teachers must register one time for EDUC 4001. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the next Benchmark and in order to gain access to the courses in Benchmark IV. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 4120 Children's Literature (3 Cr)
This course will explore various genres of children's literature, examine authors who have made important contributions, and determine literary and artistic criteria used to evaluate the literature. Students will have an opportunity to view and assess a variety of media that can be used to enhance the classroom literature program. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EDUC 4170 Adolescent Literature (3 Cr)
A study of the type of literature available for the adolescent, with an emphasis on text selection and presentation. Students will examine ways of incorporating literature into the curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

EDUC 4320/ ESED 4320 Classroom Management for Typical and Atypical Learners in Multicultural Classrooms (3 Cr)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, and teacher behavior. These factors are related to the twelve accomplished practices from the Florida Education Standards Commission and the research base from the Florida Performance Measurement System (FPMS). **This is an ESOL infused course.** A minimum of 10 hours of clinical experience in a community school is required. This course is cross-listed with ESED 4320. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & II courses.

EDUC 4500 Clinical Experiences (0 Cr)
Clinical experience required. This may require fingerprinting and security clearance depending on county requirements. This placement will be the setting for all clinical experience required with course taken throughout this 16-week period. This block of course requires university supervision of the clinical experience. Please refer to the Clinical Experience Handbook at www.undergrad.nova.edu/EDU/clinical.cfm for a full explanation. (200420)

EDUC 4501 Benchmark IV (0 Cr)
Benchmark IV requirements include completion of the Florida Teacher Certification Exam at the professional level, subject-area level, and the General Knowledge Test (if not used for entry into the major). Benchmark IV requirements also include continuation of the development of the Portfolio through insertion of appropriate artifacts/evidences delineated in each course outline. Preservice teachers register concurrently for EDUC 4501 Benchmark IV and EDUC 4500 Clinical Experiences, and Block #4 courses. The final course for all education majors is EDUC 4570 Internship/Seminar. Participation in the internship is dependent on the results of the Senior Audit conducted by advisers to verify that all coursework, testing requirements and skill acquisition/mastery that have been documented through the Portfolio review process have been satisfactorily completed in order to Intern. This Benchmark includes an online component. Preservice teachers must register one time for EDUC 4501. The online component is comprised of activities that correspond to the content of the courses covered in the Benchmark and/or demonstration of skill acquisition as appropriate. Successful completion of these activities is mandatory in order to proceed to the Internship. Successful completion of these activities is a required component to successful completion of the Portfolio requirements needed for program completion and degree conferral.

EDUC 4570 Internship/Seminar (12 Cr)
This course offers a comprehensive review and practical application of educational philosophy, methods, and strategy through a 16-week internship that consists of two components. The central coursework is composed of a 14-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. This is an ESOL infused course. The seminar will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; generic competencies; teaching strategies; current trends in education; review and discussion of the essential teaching competencies; Bloom's taxonomy as it relates to comprehensive assessment; self-assessment; and assessment of the student teaching experience. **Prerequisite/s: Minimum 2.5 GPA, passing all four sections of the CLAST or Praxis, Professional Exam, completion of program curriculum, and written consent by the Program Coordinator**.

EDUC 4580 Internship Seminar (9 Cr)
A 16 week comprehensive review and practical application of educational philosophy curriculum organization, and instructional methodology through a seminar format and a concurrent 14 week supervised student teaching assignment.

EDUC 4680 Structural Linguistics (3 Cr)
A study of the structure of language, basic principles of linguistics. Survey of different approaches and techniques used in language study. In addition to class meetings, a minimum of techniques used in language study. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EDUC 4910 Introduction to Driver's Education (3 Cr)
This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school students basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. The course objectives will be taken from the Florida Department of Education Drivers' Education outlined expectations

. The content from this course is based on the state frameworks of what students are expected to know about driver's education: .

EDUC 4911 Instructional Strategies and Methods for Teaching Advanced Driver Education (3 Cr)

This course will be a study of basic content, methodology, and appropriate activities for the purpose of teaching high school student's basic drivers' education. Participants will review basic driving rules and procedures associated with driving as well as how to implement these procedures using engaging instructional strategies. Participants will be introduced to the highway transportation system and be provided with an in-depth study of the scope and nature of accident problems and their solutions. Teaching strategies to assist the participant with classroom implementation will be used throughout the course. Sample teaching strategies and curriculum connections are included in this syllabus. Participants will gain an understanding of driving range and road driving according to state requirements. Participants will observe the range and in car instruction at two or more high school programs. Participants shall ride as an observer in the cars with the student drivers, both on the range and on the road. The course objectives will be taken from the Florida Department of Education Driver's Education outlined expectations http://www.fldoeorg/edcert/rules/6A-4-0131.asp. The content from this course is based on the state frameworks of what students are expected to know about driver's education: http://www.firn.edu/doe/curriculum/crscode/basic612/drved912.htm.

EDUC 4970 Advanced Special Topics (3 Cr)

Advanced topics in education that are not included in regular offerings. Specific content and prerequisites are announced in the course schedule for a given term. Students may re-enroll for special topics different content.

EECP 3330 Integrating Instructional Technology in the Classroom (3 Cr)

Presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: EDUC 1100. In addition, students must have completed a computer literacy class (TECH 1110 or its equivalent) or a computer literacy test-out. Co-requisites: EDUC 3000 and EDUC 3001.**

EECP 3540 Services and Delivery Systems (3 Cr)

Students will be involved in appropriate and varied service delivery systems, including home-based, center-based, and hospital-based environments. Curriculum methods, materials, and practices will provide for inclusion of children with special needs and their families, including the gifted and talented and, also, provide for the needs of children and families who are linguistically and culturally diverse. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

EECP 3550 Child Guidance and Classroom Management (3 Cr)

Students in this course will examine appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing children ages three to eight years old. Performing functional analysis of behavior and collaboration with support specialties will be discussed. The importance of consistency and proactive strategies will be stressed. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I courses.

EECP 4330 Health, Nutrition, Safety, and Physical Development in Early Childhood (3 Cr)

Students in this course will study how to promote maximum growth and psychological safety of young children. Emphasis is placed on the indicators and procedures to ameliorate child abuse and neglect. Sources of community support and resources to support prevention and family strength will be highlighted. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: All Block I, Block II, & Block III courses.

EECP 4340 Developmentally Appropriate Practices for Teaching Literacy and Language Arts in Prekindergarten/Primary Education (3 Cr)

Students will plan, implement and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing language and literacy, including: pre-reading and reading, pre-writing and writing, and receptive, expressive, and interpretative communication. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I & Block II courses.

EECP 4345 Principles and Practices of Reading and Language Arts Assessment in Prekindergarten/Primary Education (3 Cr)

Students will investigate a range of literacy and reading techniques and materials that assess reading progress in the early childhood classroom. Students will apply, implement, and evaluate developmentally appropriate methods for evaluating, improving and remediating individual prereading skills to ensure future success of all students within a diverse early childhood setting. In addition to class meetings, a minimum of 10 hours of clinical observation and participation within an early childhood setting (prekindergarten-grade three) is required. Prerequisite/s: All Block I & Block II courses.

EECP 4520 Developmentally Appropriate Practices for Teaching Reading in Early Childhood (3 Cr)

This course examines concepts in reading, including sequential development, skills in word recognition, and comprehension methods and materials. The rationale for each method is discussed and practical application with young children is stressed. This course is designed to focus on prereading and reading skills of students from age three to grade three. The relationship of writing, listening, and language to reading development is included. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: All Block I, Block II, & Block III courses.

EECP 4530 Developmentally Appropriate Practices for the Integration of Creative Arts Across the Early Childhood Curriculum (3 Cr)

Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of art, drama, movement, and music. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I, Block II, and Block III courses.

EECP 4545 Developmentally Appropriate Practices for Integrating Math and Science in Early Childhood Education (3 Cr)

Students will focus on instruction and integration of mathematics and science content and methodology in the areas of emergent and developing mathematical and scientific principles. Theories of child development and learning will be reviewed as they apply to hands on instruction as well as assessment in both content areas for children in the age range 3 through 3rd grade. Students will plan, implement, and evaluate developmentally appropriate lessons while demonstrating best practices. Integration of both mathematics and science content area

throughout the curriculum in developmentally appropriate ways will be stressed. Additionally, strategies for involvement of family and community will be stressed. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: All Block I, Block II, & Block III.

EECP 4550 Developmentally Appropriate Practices for Teaching Social Studies in Early Childhood (3 Cr)
Students will plan, implement, and evaluate developmentally appropriate and integrated content and methodology in the area of emergent and developing understanding of social science. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: All Block I, Block II, and Block III courses.

EECP 4560 Integrating Literacy Throughout the Early Childhood Curriculum (3 Cr)
Students will focus on the review and application of varied samples of literature as they relate to the total curriculum, while integrating all phases of diversity in the early childhood classroom. The course examines the teacher's role in evaluating literature intended to foster students' ability to understand, recall, integrate information, and improve comprehension of the independent learner through the world of literature. In addition to the class meetings, a minimum of 10 hours of clinical observation and participation within an early childhood setting (prekindergarten-grade three) is required. Prerequisite/s: All Block I, Block II, and Block III courses.

ELEM 3530 Methods of Teaching Social Studies in the Elementary School (3 Cr)
This course is a study of content, methodology, program development, appropriate activities, and assessment techniques for elementary school social studies. In addition, students will implement ESOL strategies in planning and presenting lessons. Students will also become familiar with the Florida Accomplished Practices as appropriate. Students are required to teach a social studies lesson in an elementary school during the 10 hour clinical experience required for this class. This is an ESOL infused course. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.**

ELEM 3531 Science Curriculum Lab for Elementary Education Majors (1 Cr)
This science laboratory course explores the modern school science curriculum. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of scientific knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand from a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. This science laboratory component will explore the science concepts each week in a hands-on, material-based format using activity-based cooperative groups learning strategies. This course is only offered in Jamaica.

ELEM 3532 Science Curriculum for Elementary Education Majors (3 Cr)
This course examines the PreK through grade 12 science curriculum content that is based on National Research Council guidelines. Specific attention is given to major scientific concepts necessary for appropriate scope and sequence in teaching the elementary school curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s: Completion of all general education requirements and all Block I courses.**

ELEM 3540 Principles and Practices of Instruction and Assessment II (3 Cr)
This course explores three pedagogical models usable with all students. The phases of instructional development--planning, implementation, and assessment--provide the framework for exploration of the models. Students are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing lessons in an actual classroom. This course is ESOL infused. Therefore, preservice teachers learn and implement ESOL strategies in their teaching with students. In addition to class meetings, a minimum of 10 hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.**

ELEM 3550 Methods of Teaching Science in the Elementary School (3 Cr)
The purpose of this course is to examine content and methods for teaching science in the elementary school. You will explore a variety of techniques and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are limited in English Proficiency (LEP) or who are exceptional learners. This is an ESOL infused course. "Hands-on" approaches, resources, materials, technology, and ideas drawn from the student's experience will be discussed. There will be a clinical field experience in a community school. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.**

ELEM 4330 Mathematics Curriculum for Elementary Education Majors (3 Cr)
This course examines the PreK through grade 12 math curriculum content that is based on National Council of Teachers of Mathematics guidelines. Specific attention is given to major math concepts necessary for appropriate scope and sequence in the elementary school curriculum. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & Block II courses.

ELEM 4340 Methods of Teaching Language Arts Through Children's Literature in the Elementary School (3 Cr) This course examines content and teaching strategies for teaching language arts through the use of children's literature. Emphasis is on the identification of high-quality children's books and the development of teaching strategies for integrated language arts instruction. Students will implement ESOL strategies in planning and presenting language arts lessons. This is an ESOL infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. This course has a mandatory university supervised clinical component. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & II courses.**

ELEM 4350 Methods of Teaching Mathematics in the Elementary School (3 Cr)
This course will focus on methods of teaching mathematics to elementary children. You will explore a variety of techniques (using various manipulatives as well as technology) and reflect on approaches most applicable to teaching and learning when working with students who are typical in learning styles, who are limited in English proficiency (LEP) or who are exceptional learners. It is hoped that, through this exploration, students will discover that not only are there many approaches to teaching mathematics, but also that there are many ways for your students to solve given mathematical situations or problems. This is an ESOL infused course. There will be a ten (10) hour clinical experience in a community school. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I and Block II courses.**

ELEM 4360 Methods of Teaching Literacy in the Elementary School (3 Cr)
This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The relationship of writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL infused course. In addition to class meetings, at least ten hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & Block II courses.**

ELEM 4530 Integrating Art, Music, and Health Education Across the Curriculum (3 Cr)
Examines the methodology for the integration of music, art, and health education into the elementary school curriculum. Age and grade appropriate methods, materials, activities, and assessment for each area will be introduced through practical applications that are based on current research. In addition to class meetings, at least 10 hours of clinical experience are required. This course has a mandatory university supervised clinical component. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, and Block III courses.**

ELEM 4540 Reading Assessment I (3 Cr)
This course examines recent trends in testing of word recognition and comprehension techniques. Students learn the appropriate use of methods and materials to improve reading performance. . The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required**.** Students will consider ESOL influence when administering assessments and interpreting data. This is an ESOL infused course. In addition to class meetings, at least ten hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, and Block III courses.**

ELEM 4560 Methods of Teaching Reading Across the Elementary Curriculum (3 Cr)
This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons. This is an ESOL infused course. In addition to class meetings, at least 10 hours of clinical experience are required. **Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses**

ESED 3530 Educational Assessment of Exceptional Students (3 Cr)
Assessment of exceptional students for instructional planning purposes is stressed. Topics include formal and informal evaluation techniques, as well as the interpretation, application, and communication of results. Emphasis is also placed on addressing programmatic needs from kindergarten through adulthood. **This is an ESOL infused course.** In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s:** Completion of all general education requirements, CLAST and all Block I courses.

ESED 3540 Introduction to Language Development and Speech Disabilities (3 Cr)
The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication. Individual needs and remediation concerns are addressed from early childhood to adulthood. Impact of inclusion and alternate strategies for delivery of services in the mainstream are investigated. **This is an ESOL infused course.** In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. **Prerequisite/s:** Completion of all general education requirements, CLAST and all Block I courses.

ESED 3550 Vocational/Functional Life Skills (3 Cr)
Personal and social skills for exceptional learners are stressed through emphasis on employability skills, career awareness, and transition planning for adult living. Teaching major competencies necessary from kindergarten through adulthood in the areas of vocational and social needs is explored and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.

ESED 3560 Education of the Mildly Handicapped (3 Cr)
Nature and needs of mildly handicapped students are stressed (definitions, characteristics, prevalence, incidence, etiology, and medical aspects). Educational needs of students who are limited in English proficiency (LEP) are investigated. Curricular planning, prevention and intervention strategies for exceptional learners (emotionally handicapped, educable mentally handicapped and specific learning disabilities) from kindergarten through adulthood in resource room or full inclusion settings are explored and applied. Professional organizations, array of services, utilization of community services **from culturally diverse perspectives, IEPs** and placement processes are emphasized. **This is an ESOL infused course.** In addition to the class meetings, a minimum of ten (10) hours of observation and participation in a clinical setting is required. **Prerequisite/s:** Completion of all general education requirements, CLAST and all Block I courses.

ESED 3561 Families, Professionals, and Exceptionality (3 Cr)
A study of theory, research, and best practices related to family-professional partnerships from both general and special education is conducted. Families are studied as interactive systems from a multicultural perspective. Concepts and techniques of developing empowerment through collaboration are discussed and applied for it is through such partnerships that reliable alliances develop. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I courses.

ESED 4320 Classroom Management for Typical and Atypical Learners in the Multicultural Classroom (3 Cr)
This course examines classroom management as the interrelationship of appropriate curricula, methods, materials, student behavior, and teacher behavior from culturally diverse perspectives. These factors are related to the twelve accomplished practices from the Florida Education Standards Commission and the research base from the Florida Performance Measurement System (FPMS). A minimum of 10 hours of clinical experience in a community school is required. This course is cross-listed with ESED 4320. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I & Block II courses.

ESED 4360 Educational Programming for the Emotionally Handicapped (3 Cr)
Emphasis is placed on instructional strategies for teaching students who are emotionally handicapped. Development, implementation, and evaluation of individualized educational plans are stressed. Instructional techniques, motivational strategies, and data-based management for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of

10 hours of observation and participation in a clinical setting are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses.

ESED 4390 Curriculum for Learning Abilities (3 Cr)
A study of specialized curriculum and instructional materials for teaching students with specific learning disabilities will be emphasized. Topics include curriculum standards and resources for students ranging in age from kindergarten through high school.

ESED 4530 Classroom Procedures for Mentally Handicapped (3 Cr)
Emphasis is placed on instructional strategies for teaching students who are mentally handicapped. The development, implementation, and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, development programming, and data-based management for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses.

ESED 4550 Methods and Materials for Teaching SLD Learners (3 Cr)
Emphasis is placed on instructional strategies for teaching students with specific learning disabilities. Specialized approaches to teaching basic skills and adaptation of curriculum and materials for students ranging in age from kindergarten through high school are investigated and applied. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. This course has a mandatory university supervised clinical component of the clinical experiences. Prerequisite/s: Completion of all general education requirements, CLAST and all Block I, Block II, & Block III courses.

ESOL 2903 Cross Cultural Studies (3 Cr)
This course will enable students to expand their knowledge of a multiplicity of cultural groups nationwide. This knowledge will allow them to identify culture-specific verbal and nonverbal communications and school behaviors resulting from cultural variations and their influence on student behavior/attitudes. The use of recent research findings and cross-cultural awareness will assist participants in maximizing student learning and in designing culturally sensitive instructional materials while exhibiting appropriate teacher behaviors in cross-cultural school settings. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

ESOL 3340 Survey of TESOL for Teachers (3 Cr)
ESOL 3340 is required of all undergraduate preservice teachers enrolled in ESOL infused programs. This course is a survey of TESOL for undergraduate education majors. It provides a broad conceptual framework for preservice teachers to understand the potentials and hurdles of the LEP in a subject area classroom. It surveys the Office of Multicultural Student Language Education's 25 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 is an ESOL stand-alone course**. In addition to class time, a minimum of ten (10) hours of clinical experience in a community school is required. **PRE-REQUISITE**: Completion of general education requirements and ESOL 2903 or equivalent.

ESOL 4565 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
ESOL 4565 is required of all undergraduate preservice teachers enrolled in the ESOL infused programs. It focuses on second language development, covering language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The Sheltered Instructor Observation Protocol of the Sheltered Content Instructor Model is thoroughly explained and used. The preservice teacher is expected to be able to locate and use research and resources in ESOL methods and assessment. This is an ESOL stand-alone course. In addition to class time, a minimum of twenty (20) hours of clinical experience in a community school is required. **Prerequisite/s: Completion of all general education requirements, ESOL 2903 or equivalent, CLAST, Block I, Block II, Block III, ELEM 4530, ELEM 4540, ELEM 4560**

ESOL 4900 Survey in Teaching Limited English Proficient Students (3 Cr)
Survey course that addresses key competency requirements from each of the five ESOL endorsement courses. It is required of all education majors, as this course serves as a foundational overview for any additional course work in the area of ESOL studies. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required. An overview of the required components for the E.S.O.L. Add-On Endorsement, including the Florida Performance Standards and Program Design Matrices which are used to verify the attainment of specified competencies. This is an elective offered for school district personnel who need to meet specific district requirements. This course is intended to meet the ESOL requirements for the Middle School Science major. This course is not designed to meet any of the ESOL requirements for Early Childhood, Elementary, or Exceptional students education majors. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting are required.

ESOL 4901 Methods of Teaching ESOL (3 Cr)
This course will assist participants in identifying and selecting instructional strategies, approaches, and materials for the development of listening, speaking, reading and writing skills in ESOL classrooms. Knowledge of these elements will be demonstrated by development and presentation of lesson plans appropriately based on age, language proficiency, cultural background and learning styles. In addition to class meetings, a minimum of 10 hours observation and participation in a clinical setting is required.

ESOL 4902 ESOL Curriculum and Materials Development (3 Cr)
Participants will learn how to design various models of appropriate ESOL curriculums to evaluate instructional materials, to select appropriate ESOL content according to levels of proficiency in the language arts, and to select and use effective instructional technologies/materials, including computers/VCR's audiocassettes, etc. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

ESOL 4904 Linguistics for ESOL Educators (3 Cr)
This course deals with the basic systematic and subsystematic organization of language, including phonology, morphology, syntax, and possible linguistic interferences in these areas of LEP students from diverse backgrounds. Students will learn how to compare language acquisition of different age groups, to identify principles of contrastive and error analysis, and to identify exceptionalities, characteristic of LEP students with special needs. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.

ESOL 4905 Testing and Evaluation in ESOL (3 Cr)
Participants will learn to identify suitable ESOL assessment instruments and placement tests for ESOL students. Identification of available tests and construction of necessary ESOL test items in the cultural and language arts areas will be learned. The design and interpretation of appropriate testing - proficiency and achievement measures - as well as the interpretation of such assessment will be stressed. Traditional assessment procedures as well as authentic assessment will be incorporated into required activities. The bilingual/special education interface is also considered. A variety of necessary record keeping methods for different types of assessment will be discussed and used in assignments. In addition to class meetings, a minimum of 10 hours observation and participation in a clinical setting is required.

Master's and Educational Specialist Course Descriptions

ADME 0500 The Development and Acquisition of Research for Early childhood Programs (3 Cr)
This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

ADME 0520 The Elements and Styles of Leadership for Early Childhood Administrators (3 Cr)
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are examined.

ADME 0550 Supervision Methods and Approaches for Early Childhood Administrator (3 Cr)
This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

ADMR 0500 The Development and Acquisition of Resources for Child and Youth Care Programs (3 Cr)
This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for child and youth care programs.

ADMR 0520 The Elements and Styles of Leadership for Child and Youth Care Administrators (3 Cr)
This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADMR 0550 Supervision Methods and Approaches for Child and Youth Care Administrators (3 Cr)
This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youths.

AFE 651 Conference on Global Leading, Learning and Research (summer term only) (3 Cr)
This course consists of the culminating activities of the applied field experiences developed from the student's Professional Growth Plan (PGP). The student's PGP is developed during AFE 650, the initial course is the student's graduate course of studies. The PGP is linked to the professional standards for each graduate education program specialization. These standards are based on state requirements and professional standards from related national associations. Applied field experiences linked to professional standards and state requirements are documented in the student's electronic portfolio. The culminating activities involve attendance at a summer conference with the theme of global leading and learning. Prescribed post-conference activities will be required.

APR 650 Field-Based Project (3 Cr)
The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and present a final practicum product.

APR 688 Educational Applied Research Project (6 Cr)
The Field-Based Project 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 (a) submission of a formal proposal, (b) active participation in implementation, and/or research, (c) evaluation of the intervention activities, and (d) submission of a final report. Prerequisite/s: Candidacy

APR 750 Field-Based Project (3 Cr)
The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and present a final practicum product.

CAE 500 Introduction to Media and Instruction (3 Cr)
This course introduces 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.

CAE 502 Internet for Educators (3 Cr)
This introductory course introduces fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore history of the Internet, Internet Services, forms of Internet communication and retrieval including email, listserv, usenet newsgroups, ftp, web browsers and Internet search engines. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access in the K-12 environment will be discussed and key terms and concepts for navigating the information highway will be presented.

CAE 503 Internet 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. Participants 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 participant's professional environment and curriculum needs.

CAE 504 Web Authoring 1: Introduction to We Page Development (3 Cr)
Participants will supplement the WWW page developed in Web Authoring I, using more advanced authoring techniques such as tables, frames, sound, video, JavaScript and the creation of transparent/animated WWW graphics. Participants will examine learning theories and how they can be applied to Web site design.

CAE 505 Web Authoring 2: Beyond Basic WWW Page Development (3 Cr)
Participants will supplement the WWW page developed in Web Authoring I, using more advanced authoring techniques such as tables, frames, sound, video, JavaScript and the creation of transparent/animated WWW graphics. Participants will examine learning theories and how they can be applied to Web site design.

CAE 507 Online Video and Multimedia Production for Education (3 Cr)
This course introduces elements of video and multimedia production for classroom and distance delivery. Students will create online educational multimedia materials for display in Web formats using new technologies and software. (CAE 500 or 502 and CAE 504 recommended prior to registration for this course)

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.

CBD 501 Special Education Law (3 Cr)
This course will provide participants with a clear understanding of the federal laws and regulations that apply to working with individuals with disabilities and their families in preschool and school settings. Legal and ethical issues, responsibilities, professionalism, and accountability of administrators, educators, and other service providers will be reviewed. Accommodations and modifications for students with disabilities will be explored. Additionally, inclusion and related issues will be discussed within the context of the laws.

CBD 502 Assessment and Diagnosis of Exceptional Learners (3 Cr)
This course introduces participants to the proper evaluation 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 assessment use.

CBD 503 Classroom Management (3 Cr)
Students will examine various theoretical aspects of and practical applications for the effective organization and management of the special education classroom. The interdependence of instructional planning and behavior management systems will be emphasized. Variables related to teacher behaviors, student behaviors, curricular concerns, and academic planning will be addressed.

CBD 504 Curriculum and Instructional Materials for Exceptional Learners (3 Cr)
This course is designed to enhance the professional development of preservice and inservice teachers who plan to work with exceptional students. Emphasis is on planning and organizing classroom environments, assessing students' weaknesses and strengths, designing strategies for treating behavior patterns, and selecting and modifying curriculum materials to promote learning.

CBD 505 Working with Families of Exceptional Learners (3 Cr)
This course will enable students to develop knowledge of historical influences of parents in the provision of education to children with disabilities. Participants will become familiar with past and present issues, priorities, problems and concerns facing parents of students with disabilities. Further, participants will examine the emotional stages that parents of children with disabilities frequently experience and be able to 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 children's disability and enabling them to communicate and interact effectively with parents.

CBD 506 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.

CBD 508 Methods and Strategies in Behavioral Management (3 Cr)
The principles introduced in this course not only explain why certain behaviors exist, but also offers participants a methodology to produce desirable changes and improve the academic and social development of students with emotionally and behavioral disabilities

CBD 509 Social Skills Training (3 Cr)
This course introduces students to the interconnections between biological, cognitive, social, and emotional dimensions of emotional and behavioral disorders. The interplay of race, gender, social class, and ethnicity with factors of family structure, peer relationships, and school experiences will be examined.

CBD 510 Characteristics and Needs 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.

CBD 511 Characteristics and Needs of Students with Learning Disabilities (3 Cr)
This course provides a comprehensive coverage of the field of learning disabilities and outlines both past and present theories and practices in the field. Participants will obtain basic information and foundational skills for understanding and working with students with learning disabilities. Great emphasis is placed on what the concept of learning disabilities involves, how learning problems can be recognized, and on how to address these problems.

CBD 512 Characteristics and Needs of Students with Emotional and Behavioral Disabilities (3 Cr)
This course involves a study of the characteristics of children and youth who are identified as emotionally and/or behaviorally disordered. Participants will develop an understanding of diverse theoretical perspectives, definitions, and intervention models; symptomology and etiological factors that contribute to EBD; and the descriptive data currently used in both the literature and the professional discipline.

CBD 513 Methods for Teaching Students with Developmental Disabilities (3 Cr)
This course focuses on the various strategies and techniques used to educate and train students with developmental disabilities. Emphasis is on normalization and the array of services available to students from infancy to adulthood. Special attention will be devoted to developing individualized program strategies for classroom organization and management, behavior change strategies, and on enhancing learning through microcomputer technology.

CBD 514 Methods for Teaching Students with Learning Disabilities (3 Cr)
This course introduces participants to the various educational programs and teaching strategies for students with learning disabilities Methods of managing and teaching students with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are explored.

CBD 515 Methods for Teaching Students with Emotional and Behavioral Disabilities (3 Cr)
This course introduces preservice and inservice teachers to the historical, professional and social contexts of the field of emotional and behavioral disabilities. Course content integrates the multiple perspectives necessary for understanding and influencing children's behavioral adjustment, and provides information on how to plan, organize, and manage instructional programs for students in different settings

CBD 516 Teaching Mathematics to Exceptional Learners (3 Cr)
The primary focus of this course is on teaching of mathematics to children and youth with disabilities. The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course primarily attends to the domains of pedagogy and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided to teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM)

CBD 517 Teaching Reading to Exceptional Learners (3 Cr)
This course will concentrate on the best practices for teaching reading to students with disabilities. Participants will conduct research on literacy problems in the United States and examine reading approaches for students with disabilities. Understanding of best practice strategies for teaching and adapting reading curricula will be applied through a major research project.

CEDE 6501 Continuing Education (0 Cr)
Students who have been granted a program extension must register under this course number and complete all outstanding coursework within the nine-month time frame allotted. See the program's Extension Policy for details on eligibility requirement and procedures for a program extension.

CEDR 6501 Continuing Education (0 Cr)
Students who have been granted a program extension must register under this course number and complete all outstanding coursework within the nine-month time frame allotted. See the program's Extension Policy for details on eligibility requirements and procedures for a program extension.

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.

CIMA 707 Focus on the Future: Reconceptualizing Curriculum (3 Cr)
This course provides students with the opportunity to research current best practices in curriculum design for traditional electronic and distance learning environments and the skills and knowledge to assess relevant products.

CIMA 712 Curriculum & Instruction Management (3 Cr)
This course provides students with the skills and knowledge required to design and manage curricular resources and delivery to ensure congruence among the written, taught and tested curricula.

CIMA 717 Curricular Product Evaluation (3 Cr)
This course provides students with the skills and knowledge required to examine, review, evaluate, and select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals.

CIT 500 Theories of Learning (3 Cr)
This course examines varied learning theories that directly impact education and their influences on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment and the focus on reorganization for school change will be discussed.

CIT 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.

CIT 502 Research in Education: Process and Application (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.

CIT 503 Assessment of Learning (3 Cr)
This course offers a variety of pratical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation, role of standardized testing in education, and the relationship of learning, assessment and decision-making will also be examined.

CIT 505 Management and Organization for Education Programs (3 Cr)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

CIT 506 Social, Multicultural, Historical and Philosophical Issues (3 Cr)
This course examines how to develop appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different learners is emphasized throughout the course. Guidelines for the selection of appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are examined.

CIT 609 Special Topics in Curriculum Design 1 (3 Cr)
This course is a directed study of special topics and issues in curriculum planning, organization and design. Programs in elementary and secondary schools; courses of study; teaching and resources; evaluation of curriculum; curriculum design and delivery will be among topics included in this survey course.

CIT 610 Special Topics in Curriculum Design 2 (2 Cr)
This course is designed to provide an analysis and synthesis of the individual student's learning experiences through research, evaluation and practical application of projects, programs and procedures developed throughout the individual program of study.

CSE 501 Managing Computer Resources for Teachers & Administrators (3 Cr)
This computer literacy course is designed for students majoring in computer science education, or students with prior experience in computing machinery, who wish to expand their knowledge. Educational applications of computer technology are emphasized throughout this course, stressing the integrated use of hardware, software, and peripheral devices for microcomputers, computer workstations, and networked computing information systems.

CSE 505 Computer Applications (3 Cr)
Computer Applications: After gaining facility with a computer operating system, students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a word processor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers. **Prerequisite/s: CSE 501.**

CSE 510 Advanced Applications of Technology (3 Cr)
Extending basic applications of computers to new frontiers will help students blend critical thinking skills and technology to improve their educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the Logo environment, graphics, and merging graphics with text material. **Prerequisite/s: CSE 505 and CSE 503.**

CSE 515 Methods of Teaching Computer Science K-12 (3 Cr)
Methods for Teaching Computer Science K-12: Students will investigate alternative instructional strategies for designing and teaching computer science courses in kindergarten through grade 12. Included in the course will be a review of the major elements of computer and information science. Students will use a systematic curriculum design model to prepare a course curriculum plan. **Prerequisite/s: CSE 501 and CSE 507. Corequisite/s: CSE 510, CSE 520, CSE 525, CSE 530, CSE 537.**

CSE 517 Web Applications for Computer Science Education (3 Cr)
Web Applications for Computer Science Education: Students 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, students will analyze assigned tasks and develop structured approaches to designing computer programs using the BASIC programming language. **Prerequisite/s: CSE 501 and CSE 505.**

CSE 530 Introduction to Programming in C++ (3 Cr)
This course involves the study of the C++ programming language and emphasizes structured programming. Students will apply problem-solving and critical thinking skills to analyze assigned tasks and develop structured approaches to designing computer programs. AP Computer Science A test topics will be covered. **Prerequisite/s: CSE 501 and CSE 507.**

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-oreiented 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 (3 Cr)
Participants will develop skills in creating and testing programs to solve complex problems. Data abstraction and modularity are stressed. Students in the course will use the following data structures: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs. **Prerequisite/s: CSE 501 and CSE 505 and CSE 530 or CSE 537.**

CSE 545 Networking in Computer Science Education Environments (3 Cr)
Networking in Computer Science Environments: Students will learn basic networking theory and practice appropriate for the K-12 computer science lab or classroom. **Prerequisite/s: CSE 501 and CSE 507.**

CSE 699 Applied Professional Experience in Computer Science Education (3 Cr)
Applied Professional Experience in Computer Science Education: This course will require graduate students to complete applied professional experiences in Computer Science Education in PreK-12 computer labs and classrooms. Students will maintain a reflective journal and create a portfolio that includes samples of their students' work and the assessment instruments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits including CUR 526.**

CSE 720 Current Research in Computer Science Education and Technology Systems (3 Cr)
This course focuses on current research topics in computing for educational purposes in all curricular areas. Topics and trends in instructional hardware, software, programming languages, and methods will be emphasized. Students will identify and survey related literature, projects, and offerings through professional organizations and learning communities that cross curricular areas. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 730 Programming Languages for Instruction (3 Cr)
This course concentrates on pseudocode and programming languages that are used for instructional purposes. The emphasis of this course is on the foundations of introductory, structured, and object-oriented approaches at the broadest level. At the completion of this course, students will be able to select and implement instruction in languages that meet curricular frameworks. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 738 Computer Science Learning Facilities Design and Maintenance (3 Cr)
Principles of facilities design and maintenance required in a computer science classroom or lab environment are introduced and surveyed. The process of identifying district, state, and federal requirements, including accommodations and assistive devices for students with disabilities and varying instructional levels, will be stressed. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 760 Computer Science Education and Distance Learning (3 Cr)
Current delivery formats and platforms will be introduced to computer science teachers who will be responsible for designing, facilitating, or providing distance learning courses. Students will identify and evaluate a variety of tools that support distance learning. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 765 Leadership in Computer Science Education (3 Cr)
This course focuses on the development of curriculum and professional trends that support strong computer science education programs. Students will identify practices, policies, standards, and statutes that impact computer science education and computing across the curriculum and promote increases in student learning. Professional advancement opportunities in computer science will also be emphasized. Prerequisite/s: Master's in computer science education or master's and certification in computer science education.

CSE 770 Survey of Programming Languages (3 Cr)
A review of programming languages (teaching, contemporary, and emerging) will help students prepare for a constantly changing array of programming languages used in the computer science education curriculum. Benefits, comparisons, and selection of programming languages, based on educational goals and objectives and external requirements (advanced placement testing, certification, district curricula, workforce development, etc.), will be emphasized. Prerequisite/s: Master's in computer science education and master's and certification in computer science education.

CSED 501 Planning a Charter School Program—Start Up Logistics (3 Cr)
This course is designed to provide an overview of the charter school movement. The principles, practice, and purpose of charters schools are explored. Lessons emerging from existing charter schools and questions arising from the charter school movement are explored. This course will provide guidance in developing a charter school proposal, understanding the ins and outs of organizing a charter school, and the daily administration of charter school operation. Internet resources and a CD-ROM will provide state-of-the-art tools for learning.

CSED 503 Community and Public Relations (3 Cr)
This course will highlight numerous main topics of leadership needs including: navigating controversy and negotiating special interest groups; identifying strategies to gain support in the community from local school boards and unions, to the corporate community and the stock market; working with the media to address local and national controversy surrounding the school choice movement; community relations; and marketing and recruitment to parents and students.

CSED 504 Compliance with Federal Laws to Serve Students with Special Needs (ADA, IDEA) (3 Cr)
This course will provide participants with a clear understanding of the Federal laws and regulations that apply to working with individuals with disabilities and their families in preschool and school settings. Legal and ethical issues, responsibilities, professionalism, and accountability of administrators, educators, and other service providers will be reviewed. Accommodations and modifications for students with disabilities will be explored. Inclusion and related issues will be discussed within the context of the laws.

CSED 506 Curriculum and Instruction in the Charter Schools (3 Cr)
This course provides a comprehensive analysis of the process of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instructions. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course wil conclude with an in-depth study of a number of models of curriculum development. Special emphasis will also be placed on the investigation of various types of charter schools and the curriculum that drives these schools.

CSED 591 Assessment and Student Evaluations in the Charter Schools (3 Cr)
This course emphasizes the practical skills in student evaluatiion required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the 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.

CSED 698 School Leadership Internship (3 Cr)
This internship provides an opportunity for simulated and practical instructional experiences for future or current charter school administrators who wish to enhance their professional qualifications or explore other administrative positions. The internship is designed as the capstone experience for students completing their degree in Charter School Education/Leadership.

CUR 506 Curriculum and Instruction (3 Cr)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the participant's area of specialization.

CUR 526 Educational Research for Practitioners (3 Cr)
This course emphasizes the skills needed by educational practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the instruction and training, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to participant's area of specialization.

CUR 591 Assessment and Evaluation (3 Cr)
This course emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the 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.

DEVE 0511 Developmental Foundation for Early Childhood (3 Cr)
This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

DEVE 0512 Approaches to Individualized Instruction in Early Childhood Education (3 Cr)
This course explores early childhood program models along with various in-depth studies of curriculum, including the self-concept development, social studies activities, and mathematics experiences.

DEVE 0513 Curriculum Design (3 Cr)
This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

DEVF 0571 Adult Development (3 Cr)
This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

DEVF 0572 Growth and Development of the Young Child (3 Cr)
This course focuses on developmental changes in the infancy and preschool period and describes ways in which stage-related changes affect parent/child interactions.

DEVF 0573 Middle Childhood and Adolescence (3 Cr)
This course describes ways in which growth and development in the transitional years affect, and are affected by, the family, the peer group, and an expanding number of significant others.

EC 501 Language Acquisition and Development (3 Cr)
This course engages students in the discussion of the language acquisition and development processes. Second language learner patterns characteristics and strategies are examined. Classroom and home activities, selection of materials, and support for literacy development are also discussed. Field experiences are integrated.

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

EC 508 Theory and Practice in Early Childhood Programs (3 Cr)
This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EC 509 Developmentally Appropriate Language, 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

EC 511 Developmentally Appropriate Curriculum for Children Ages 3 to 8: "Social Sciences and Arts" (3 Cr)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement and music. Students will participate in appropriate field experiences.

EC 512 Concept Development: Math and Science (3 Cr)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences.

EC 513 Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 Cr)
This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered.

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

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

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

EC 519 Health, Safety and Nutrition Issues in Early Childhood (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 bsp; Legal responsibilities of educators as well as recommended services and practices to promote a healthy and safe classroom environment will be examined.

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

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Young Children (3 Cr)
This course examines the concept of integrated curriculum and the use of plays as a developmentally appropraite teaching and curricular strategy for children ages three through six. Students plan and develop integrated activities suitable for young children with consideration to the needs of culturally and linguistically different children. Selected ESOL strategies and observation and assessment activities are discussed. Field experiences are integrated.

EC 522 Planning the Play-Based Curriculum: Arts and Movement for Young Children Birth-Age 8 (3 Cr)
This course examines the concept of integrated curriculum and the use of plays as a developmentally appropraite teaching and curricular strategy for children ages three through six. Students plan and develop integrated activities suitable for young children with consideration to the needs of culturally and linguistically different children. Selected ESOL strategies and observation and assessment activities are discussed. Field experiences are integrated.

EC 533 Social Studies and Literacy Development (3 Cr)
This course analyzes the process and elements of development-tally appropriate integrated curriculum for children ages birth through age five. Students will discuss and analyze the different social, biological, economic, and cultural factors embedded in the concept "at risk." Emphasis is placed in the planning, selection of materials, implementation, and evaluation of curricular experiences for at-risk children. Attention is given to curricular intervention with children in home-based, hospital-based, inner city and rural community settings, children with special needs, and with linguistic differences. Students will participate in appropriate field experiences.

EC 541 Guiding Behavior in the Preschool Classroom (3 Cr)
Through this course students will examine and discuss the organization and implementation of developmentally appropriate physical and socio-emotional environments for infants, toddlers and preschoolers. NAEYC and AAP criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will examined. Appropriate field experiences are provided.

EC 579 Foundations of Emergent Literacy (3 Cr)
This course examines the development of language and literacy during the infancy and toddler years. Stages of language learning and development, role of parents and teachers are discussed. Issues about second language learning at home and school wil 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 filed experiences are integrated.

EC 586 Early Intervention: Trends and Directions (3 Cr)
Early Intervention Trends This course examines recent practices and trends in the field of early intervention. Students engage in the analysis of current issues such as assessment practices, policies, intervention models, services, ethics and cross-cultural issues. Field experiences are integrated into course activities.

EC 592 Reading Process: Emerging Literacy (3 Cr)

This engages students in the design and implementation of a developmentally appropriate integrated curriculum with emphasis on emergent literacy activities for young children ages 3-4. Curricular technigues, 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 starategies are discussed.

EC 601 Child Development Issues and Trends: The Preschool Years (3 Cr)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences.

EC 602 Cognitive and Social Development: Cross-Cultural Considerations (EC 620 or EC 601) (3 Cr)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences.

EC 620 Research Issues in Child Development (3 Cr)
This course provides an overview of the research process with an emphasis on research issues related to child development. Students examine research topics linked to the process of development (social-emotional, cognitive, language, physical) and to the education of children from birth through age eight. Data collection, bibliographical sources and classroom research practices are discussed. Appropriate field experiences are integrated.

EC 699 Applied Professional Experience (3 Cr)
Applied Professional Experience in Early Childhood Education: 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 portfolio to demonstrate achievement of professional and content standards.

EC 5015 Teaching in the Kindergarten Classroom (3 Cr)
Teaching in the Kindergarten Classroom: 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.

EC 5280 Multicultural Children's Literature: Teaching Through the Content Areas (3 Cr)
This course examines the use of literature representative of different cultural groups for teaching through curricular content areas. Students will engage in the discussion of selected literary works from the different genres including riddles, songs, nursery rhymes, chants, and picture books. ESOL strategies for second language learners, lesson planning, design, and selection of props and storytelling techniques are discussed. Appropriate field experiences are integrated.

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.

ECIS 500 Introduction to Media and Instruction (3 Cr)
This course introduces the principles of instructional design and learning theory; examines methods for planning, production, and use of media in instruction; and provides experience in the development of a lesson plan that incorporates the use of instructional media.

ECIS 501 School and Society: Comparative Education Systems (3 Cr)
This course examines various K–12 educational systems in the global society. Students will be asked to compare schooling in various societies and examine how the educational systems are organized to meet the political, social, and economic agenda of the 21st century. Students will review and recommend strategies to ensure capacity and compliance of their home systems and within the global educational community and host country by using the ECIS evaluation and accreditation standards. Research and presentation skills, as well as the use of technology, will be emphasized.

ECIS 502 Theories of Learning (3 Cr)
This course examines varied learning theories that directly impact education and their influences on teaching and learning in international schools. Philosophies relating to how people learn, curriculum design, assessment and the focus on effective practices, and reorganization for school change will be discussed.

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

ECIS 504 Creativity in the Curriculum (6 Cr)
This course offers a variety of strategies and hands-on ideas for fostering creativity in the K–12 international school environment. Methods for planning creative activities, assignments that call for original work, independent learning, self-initiated projects, and experimentation are examined.

ECIS 505 Appropriate Curricular Practices in Multicultural Settings (3 Cr)
This course examines how to develop and implement appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for linguistically (ESL) and culturally different learners as it pertains to the ECIS effective practices for ESL, Modern Languages, and Social Studies is emphasized throughout the course. Guidelines for the selection of appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity and the host country culture are examined.

ECIS 506 Curriculum and Instruction (3 Cr)

Using the principles of curriculum development and related research and the ECIS evaluation and accreditation standards and effective practices, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the participant's area of specialization, and incorporates curricular issues uniquely associated with the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program of the International Baccalaureate Organization (IBO).

ECIS 526 Educational Research for Practitioners (3 Cr)
This course emphasizes the skills needed by educational practitioners in international schools in accessing, reviewing, and using research. These skills include the use of bibliographic databases, interpreting published research for application in instruction and training, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research (with an emphasis on international education issues) and the data-gathering techniques unique to the participant's area of specialization.

ECIS 591 Workshop in Student Evaluation (3 Cr)
This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation; the role of standardized testing in education; and the relationship of learning, assessment, and decision-making will also be examined.

ECIS 602 Technology and the School Curriculum (3 Cr)
This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer use in the K–12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction at international schools.

ECIS 699 International Teacher Leadership Institute (6 Cr)
The International Teacher Leadership Institute is an experience designed to provide participants with opportunities for professional development, which will enhance their leadership skills and abilities. The participants gather to listen to presentations, interact, share knowledge and experiences, collect information, and obtain resources and materials that will be helpful and valuable to them in their own school settings. Participants are invited to share their own experiences, expertise, and views on matters of primary concern to school communities. To earn credit for this component, participants must also successfully complete the artifact component.

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

EDL 505 Educational Budgeting and Finance (3 Cr)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of the charter school movement. Students will develop a charter school proposal including a business plan and budget.

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

EDL 520 School Law for Administrators (3 Cr)
Students will investigate the impact of school law on the rights of students and educators as Guaranteed by the Constitution and will include state and federal statutory and regulatory provisions as well as sort and contract liability as they influence public education. Students will explore states and federal regulations that present barriers to educational options and how decisions affect admissions, marketing, accountability and special needs students.

EDL 525 Personnel Selection and Development (3 Cr)
Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the orientation of the collective bargaining process will be explored.

EDL 530 Organizational Management of Schools (3 Cr)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including value-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning. A variety of internal and external factor influencing the success of various school governance models will be addressed. Forming a govering body, financial planning and management structures will be identified and addressed.

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 management of a school. Policies and practices related to technological resources are also covered. Technology competencies are demonstrated through content about the new "education industry" of school options. These include magnet, charters, career academies and extended day model. The rise of for profit school is also addressed.

EDL 706 Financing Educational Programs (3 Cr)
Sources of funding for non-public school and other educational settings, various accounting methods used in the private sector, auditing and reporting requirements for charter schools will be studied and compared to public sector financial reporting and accountability process.

Students will review the basics of the fiscal portion grant writing, evaluate budget formats, and prepare sample budgets reflective of their environment. This course may not be used towards Florida Educational Leadership certification.

EDL 711 Managing and Leading Educational Programs (3 Cr)
A thorough review of accreditation bodies and the standards affecting private, religious, charter schools, and other educational settings will be compared to those affecting the public domains (e.g., NCATE, ISLLIC, ISTE, etc.). The role of leader as a change agent will be presented, utilizing various models. The students will role-play various scenarios and situations to develop skills in group dynamics. This course may not be used towards Florida Educational Leadership certification.

EDL 721 Education Laws and Policies for Managers (3 Cr)
A review of Federal, State, and local laws and policies as they affect private, religious, charter schools, and other non-public educational settings with emphasis on contract and tort law as it affects these institutions. Case studies, law reviews, and simulations will be employed to prepare students for the types of interactions and decisions that need to be made in their environments. Sample policies from the student's environment will be used for discussion and analysis. This course may not be used towards Florida Educational Leadership certification.

EDL 726 HR Management of Educational Programs (3 Cr)
The recruitment, selection, orientation, development, evaluation, and termination of private sector employees will be covered in connection with federal, state, and local personnel laws and policies. Particular emphasis will be placed on retention and competition for scarce resources. In addition, marketing of the private sector will be covered. (This course may *not* be used towards Florida Educational Leadership certification.)

EDL 731 Organizational Management of Educational Programs (3 Cr)
The private sector, in many cases, utilizes different models of management than the public sector. Detailed analysis of general organizational theories compared and contrasted with the public sector will be undertaken. The student will develop model(s) appropriate for their environment. Role-playing, case studies, and position papers will be used to formulate management designs and policies for study. This course may not be used towards Florida Educational Leadership certification.

EDL 741 Management of Support Programs (3 Cr)
A review of private sector programs/service guidelines and procedures in transportation, maintenance security, sports programs, as well as federally funded or mandated programs. A comparison of management techniques used in the public sector to the private sector will help students develop their own "style" and priorities. This course may not be used towards Florida Educational Leadership certification.

EDL 746 Managing the School Improvement Process (3 Cr)
Both the public and private sectors are being asked to develop Improvement Plans that include assessment. The student will study existing mission statements, goal standards, and assessment models as they currently are found in their environment and compare them with those found in the public sector. Through simulations and field activities the student will develop a plan for their program. This course may not be used towards Florida Educational Leadership certification.

EDL 761 Educational Program Safety Assessment (3 Cr)
Increasingly private sector educational programs are being subjected to Federal, State, and local Safety Assessments. OSHA standards, Workers Comp, Federal and State Electrical, Fire and Health Codes, ADA, IDEA, and other applicable codes will be reviewed, evaluated and compared to the current status of the student's environment. An Emergency Plan will be developed for contingencies such as fire, tornado, bomb threat, hostage, shooting, or other emergency situations. The development of a parent/student communication model will be critical to implementation of the plan. This course may not be used towards Florida Educational Leadership certification.

EDL 798 Internship in Management of Educational Programs (6 Cr)
A field based practical application of the basic concepts and principles of the program. The student, Internship Coordinator, and Mentor will jointly develop a series of activities that will incorporate the major themes of the program into the student's actual environment. A total o 300 hours will be logged in both structured and developed projects. This course may not be used towards Florida Educational Leadership certification.

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

EDU 502 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.

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

EDU 514 Pre-Internship Practices (3 Cr)
This course is an introduction to educational aspects necessary for successful state certification assessment. Seminar instruction focuses or lesson planning, vocabulary/educational terminology acquisition and classroom management techniques. School site observation and participation introduces students to current teaching practices and the school environment. Placement approved for specific school districts through the university offices (field supervision fee applies).

EDU 550 Introduction to Nature and Needs of the Gifted Child (3 Cr)
This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weakness, and potential of the gifted.

EDU 551 Educational Procedures for the Gifted Child (3 Cr)
This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role-playing. It also includes lesson development techniques so that the gifted child may achieve a balance between cognitive and affective areas.

EDU 555 Seminar for the Guidance of Gifted Child (3 Cr)
This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

EDU 561 Independent Study for Research in Gifted (3 Cr)
This course is designed to give the student experience in research and in-depth theoretical readings in a substantive area not normally covered within the standard courses. Research projects and advanced reading will vary according to individual student interest.

EDU 601 Professional Seminar I (0 Cr)
This course is designed to assist the student in understanding the portolio process that is a program requirement. Students will become acquainted with the organization and strategies for managing the portfolio based on the State of Florida Accomplished, Professional, Preprofessional Competencies for
Teachers for the Twenty First Century. Instruction will emphasize the procedures for creating, assessing and recording of portfolio evidence.

EDU 602 Professional Seminar II (0 Cr)
This course is designed to ensure students have completed the portfolio according to program requirements. Students will review all the portfolio evidence they created during the program to ensure that it is of acceptable quality and content as required by the Accomplished Practices. The course will also include practical applications of the portfolio process to the students' professional settings. **Prerequisite/s: EDU 601.**

EDU 688 Teaching Internship Seminar (9 Cr)
This course offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 16-week internship that consists of two components. The central coursework is composed of a 14-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. This is an ESOL infused course. During the seminar sessions, the intern will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; Profesional Generic Competencies; Preprofessional Educator Accomplished Practices; teaching strategies; current trends in educaiton; review and discussion of essential teaching competencies, Bloom's taxonomy as it relates to comprehensive assessment; self-assessment; and assessment of the student teaching experience.

EDU 689 Supported Teaching Externship (9 Cr)
The purpose of EDU 0689 is to provide support for ICP students who are hired as full-time teachers before completing the internship. Areas covered include on-site classroom management, the effective use of assessment, lesson planning, and implementation of established curriculum and assistance in preparation for the FCAT.

EDU 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.

EDU 704 Comparative Education System (3 Cr)
This course provides and 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 eveluation methods. Students will use technological resources to research education systems throughout the world in order to compare the educational system of the United States with selected educational systems of the world.

EDU 708 Research and Design in Education (3 Cr)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation, appropriate analysis and interpretation of research findings. **Prerequisite/s: Must have a Master's Degree.**

EDU 714 Families, Schools, and Communities; Ethical Issues and Practices (3 Cr)
In this course students examine the roles, practices, and responsibilities of educators with families and communities from the perspective of multicultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed.

EDU 719 Current Research in Human Development (3 Cr)
This course engages students in the analysis of recent theoretical positions and research in human developement. 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, i.e., brain research, learning styles, mulitiple intelligences, neo-Piagetian studies.

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 or equivalent.

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 studied 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.

EDU 723 Value, Ethics, 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.

EDU 724 Research, Teaching, Thinking (3 Cr)
Critical and Creative Thinking Processes in the Classroom: 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.

EDU 725 Models Teaching Curriculum (3 Cr)
Various models of teaching and curriculum development will be studied as to their appropriate use in specific learning situations and with specific learner needs. Creativity and critical thinking will be emphasized. Students will explore different teaching techniques such as inquiry, independent learning, experimentation, problem-solving and decision making, and higher level questioning and thinking.

EDU 726 Issues Curriculum Teaching (3 Cr)
Current issues in the development of curriculum and the teaching of students in a pluralistic society will be examined in this course. Theories and techniques in the process and nature of instruction will be analyzed. Students will consider curricular reform proposals in areas of assessment, cultural diversity, and technology. This course will allow for in-depth exploration of specialized topics involving curriculum theory and practice.

EDU 727 School Leadership Roles (3 Cr)
To ensure that schools fulfill the purpose for which they were designed - to allow each student to reach his/her potential - this course will study leadership roles and behaviors that are essential to reach this goal. The leadership roles will be studied through the context of curriculum, instruction, and supervision. In the area of curriculum, this course will stress how teachers need to be encouraged to engage in critical analysis of the work they do and the decisions they make. Instruction will emphasize effective teaching while supervision will center on valuing diverse points of view, collaboration, and participation leading to greater school improvement.

EDU 729 Evaluation and Assessment Practices (3 Cr)
The purpose of this course is to introduce elements of measurement and assessment that are essential to good teaching. The assessment of learning plays an important role in the instructional process, 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.

EDU 756 Administration of Gifted Programs (3 Cr)
The content of this course will include discussion of the organization and administration of gifted programs for pre-school to grade 12; analysis of the role of administrator in providing programs and improving instruction for gifted and talented students; and analysis of the problem solving process in resolving unique issues in gifted programs.

EDU 757 Designing Curriculum for the Gifted (3 Cr)
Focussing on Linguistically and Culturally Diverse Students: The content of this course will include designing curriculum based on the characteristics/behaviors/needs of atypical gifted students; analyzing and developing of instrumental strategies for the atypical gifted; and integrating technology into the planning and design of curriculum that addresses the social, emotional and linguistic needs of this special population of students.

EDU 759 Critical Thinking for Gifted Students (3 Cr)
The content of this course will include Research related to hemisphericity and its relationship to critical thinking in the intellectually and creatively gifted; identification, analysis, and evaluation of teaching strategies that encourage critical thinking in gifted students from pre-school to grade 12.

EDU 760 Gifted Students in the Regular Classroom (3 Cr)
The content of this course includes discussions of issues and procedures related to the needs of intellectually and creatively gifted students in the regular classroom; analysis of curriculum methods, teaching strategies, materials, and evaluation techniques for use with gifted students in the regular classroom setting.

EDU 761 Independent Study for Research on Gifted (3 Cr)
This course is designed to give the student experience in research and in-depth theoretical readings in a substantive area not normally covered within the standard courses. Research projects and advanced readings will vary according to individual student interest.

EDU 762 Applied Research Project in Gifted Education (3 Cr)
This course provides the student with opportunities to explore a problem-oriented, individual research project under the direction and supervision of a graduate faculty member.

EDU 5000 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 GTEP. 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 learn technology skills, i.e., using email, sending attachments, navigating the Internet to locate GTEP Web sources, accessing the NSU Electronic Resources, using APA form and style, locating and using the GTEP Web site, and using WebCT for online classes. The seminar also provides students an opportunity to meet with an Academic Adviser/Enrollment Services Representative. Attendance at this non-credit seminar is required for all

students entering the Graduate Teacher Education Program (GTEP). Students should complete EDU 5000 during the same session that they take their first graduate course.

EDUC 610 Classroom and Instructional Management (6 Cr)
Energize your teaching and motivate your students. Learn instructional concepts and teaching techniques that will help you manage today's interactive classroom. Develop proactive management strategies such as conflict resolution and peer mediation to increase on-task behavior and promote active learning. Challenge your students by designing engaging lessons to meet their social and academic needs.

EDUC 620 Instruction and Assessment for Diverse Classrooms (6 Cr)
Examine the impact of federal, state, and local regulations and policies on inclusive educational programs. Learn how to integrate curriculum, instruction, and assessment to meet the diverse needs of your students. Develop a repertoire of assessment strategies to evaluate your students' learning and growth utilizing standardized tests, teacher-created tests, portfolio assessment, and performance tasks.

EDUC 630 Action Research in Practice (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 640 Cognitive Curriculum (6 Cr)
A coherent and connected curriculum fosters the transfer of learning from an original setting to new and novel situations. Learn to stimulate the minds of your students by using authentic curriculum models that connect ideas across the content and bring the "real world" into the classroom. You will create learning experiences that promote your students' creative and critical thinking and problem-solving skills.

EDUC 650 Instructional Modes and Technology (6 Cr)
A repertoire of teaching strategies integrated with technology solutions opens the door for your students to a new world of people, places, and ideas. Learn how to identify, evaluate, integrate, and implement models of teaching. Discover how to select technology tools that are appropriate to specific models of teaching. Foster creativity, problem-solving, and research skills to increase student motivation and achievement.

EDUC 660 Reading Foundations and Instructional Interventions (6 Cr)
Reading is the foundation for every other subject. As a teacher, you need to have many tools at your disposal to enable your students to be successful readers. Explore a wide array of methods, materials and strategies that help students learn to read. Learn how to instruct your students in phonics and phonemic awareness, and how to build beginning readers print and alphabetic awareness. Vocabulary development, methods of reading instruction and strategies for building reading comprehension are also part of this dynamic block.

EDUC 661 Action Research in Practice—Reading (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges related to reading in order to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project focused on a reading topic and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 662 Language, Learning, and Technology Across the Curriculum (6 Cr)
Develop literacy by infusing thinking and process skills with technology across the curriculum. Learn how to integrate reading, writing and technology into everyday lessons that will motivate your students. Explore how to structure your classroom environment to better promote content area reading skills. Gain critical knowledge in using learning as a way to develop reading abilities. Learn to effectively assess students' reading progress.

EDUC 670 Teaching and Assessing Math through Technology (6 Cr)
Technology can be a powerful tool for teaching math, even to the most reluctant student. You will have the opportunity to reflect upon your current math instruction and learn new strategies for enhancing concept development and computation, including the application of technology. Learn new techniques for teaching basic math skills and diagnosing skill level development.

EDUC 671 Action Research in Practice—Math (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges related to math in order to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project focused on a math topic and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 672 Best Practices for Teaching Math Across the Curriculum (6 Cr)
Develop instructional activities in math that inspire learning in all students. Using research-based best practices, learn how to encourage logical-mathematical thinking and integrate math across your curriculum. Explore the connection of course content to learning standards. Learn how to blend brain-compatible teaching techniques and thematic teaching with your daily math instruction.

EDUC 680 Computer Applications and Technology Across the Curriculum (6 Cr)
Teaching technology as a separate subject does not prepare students for the reality of the technological world around them. Learn how to integrate technological resources into specific content areas. Explore basic software, media tools and emerging technology, and learn now to infuse the Internet into your lessons.

EDUC 681 Action Research in Practice—Technology (6 Cr)
Experience the art and science of action research while you develop the tools of reflective inquiry and collaborative practice. You will engage in analysis of current classroom issues and challenges related to integrating technology in order to explore and practice action research methods as a logical extension of classroom instruction. Integral to this process will be the development of an Action Research Project focused on a technology integration topic and the creation of a cumulative professional portfolio that demonstrates your professional growth.

EDUC 682 Orchestrating Your Classroom with Technology (6 Cr)

Develop skills in using hypermedia and multimedia in your classroom, and learn how they can be used to motivate and support the learning of your students. Plan, design and develop multimedia projects and integrate them into your everyday teaching.

EIA 501 Interdisciplinary Arts in Society, Community, and School (3 Cr)
This survey course outlines the emerging field of Community Arts and defines vital roles artists can play in structuring, rebuilding and maintaining communities within cultural, social and educational contexts. This course will develop the awareness and ability to nurture relationships among the artist, arts organizations, educational organizations, the business and commercial sector and audiences, including the ability to broaden participation in the arts, initiate arts education programs and forge links among various communities.

EIA 503 Arts and Classroom Management: Infusing Arts into the Classroom and Beyond (3 Cr)
Students will be introduced to the concepts and practices of arts infusion into the classroom. Methods and techniques of dramatization, music, dance, and visual art utilized as learning vehicles are investigated and analyzed. The structured of the "classroom" is reexamined as a potential "learning stage" and reevaluated as an arts-friendly environment wherein numerous learning styles are addressed. Some of the issues covered are balancing creative chaos with an atmosphere of orderly systematic learning; grading and evaluation; arts as a delivery system for teaching math, science, history and social studies; and the role of the arts in teaching character and emotional intelligence. Arts Management beyond the classroom is also explored.

EIA 506 Applied Esthetics in the Arts: Curriculum and Instruction (3 Cr)
Applied Aesthetics examines the philosophical underpinnings of Art. Students explore the aesthetic, intellectual, perceptual, ethical, analytical, visionary, critical and pragmatic aspects of various arts disciplines and how they can be applied to curriculum. Some of the issues addressed are the role of authorial intention, the nature of expression, the nature of realism, the art-as-moral-teacher versus art-for-art's-sake debate, the nature of beauty, the Mozart Effect, learning styles, multiple intellegences and theories of genres.

EIA 511 Studies in Creative Process and Conceptual Arts: A Quantum Vision (3 Cr)
This course examines the nature of the creative arts in contrast to the interpretive arts. It encourages students to embark upon a personal exploration of the creative process as they conceptualize new works and new forms of expression and artistic achievement. Students investigate techniques of harnessing and applying creative thinking as a method of problem solving. Key principals of quantum physics are applied to art and the creative process. Parallels are drawn between creativity and the quantum realm - the invisible world wherein the visible is designed and assembled. In this environment of pure potentiality, students are encouraged to challenge existing perceptions, interpretations, and expectations in an effort to cultivate imagination and flexibility. This course offers insight into students' roles as artists and educators who will be creating a new global culture.

EIA 512 Arts and Expressive Therapies: A Survey (3 Cr)
The area of Expressive Therapies explores the arts as a vehicle for therapeutic artistic expression, transformation and healing. With the basic philosophical assumption that art is inherently a psychological activity, this course emphasizes a developing awareness of the healing aspects of the arts in both diagnostic and therapeutic intervention. It examines different art modalities in their practice in a range of clinical, educational and human service settings. Taking a holistic approach to health care and human growth, this course will examine both traditional and progressive methods of Arts and Expressive Therapies.

EIA 513 The Art of Words: Writing for Dramatic Media (3 Cr)
This course is an examination of the fundamentals of dramatic writing; learning to use the tools and techniques of the playwright, screenplay writer, teleplay writer, librettist, or performance artist. Plays, movies, TV shows, operas, ballets, and performance art will be explored and analyzed from the point of view of theme, plot, dialogue, character development, structure, tone, genre, and scenario. Each student will create a short original script. Building on the strengths of the specific arts discipline in which the student received undergraduate training, he or she will be guided through a linguistic pre-visualization of the project before scripting begins.

EIA 514 Business Applications of Interdisciplinary Arts and Social Entrepreneurism (3 Cr)
This course explores various methods of "taking art to work" with the objective of fostering productive collaborations, "out-of-the-box" problem-solving, enhanced ergonomic work environments, and higher morale and motivation in the corporate or business workplace. Students are introduced to concepts and practices of arts business and management. The roles and duties of producers, general managers, agents, unions, entertainment attorneys, and production officials are examined. The concept of "social entrepreneurism" is introduced as a new approach to business practices in the arts.

EIA 515 Thou Art: Reuniting Culture and Spirit for a Global Society (3 Cr)
This course will explore the concept of art as a verb – the present perfect form of being. The role of the artist in society is examined from the perspective that art is something one is rather than something one does – illuminating the unifying power of creativity. Emphasis is on cultures that have never separated from their spiritual core. This course focuses on ways of building bridges between Western Culture and its spiritual foundations through personal artistic expression.

EIA 517 Interdisciplinary Arts Infusion: From Chaos to Order (3 Cr)
This course introduces a unique interdisciplinary arts education methodology and demonstrates how its techniques and activities can be infused into the classroom. The Lovewell Method is an applied arts education philosophy. This methodology not only trains students in professional creative, conceptual and performing arts skills, it develops higher levels of social, organizational, and motivational skills. Teachers seeking arts-related recertification will explore pedagogy built on Authentic Experience and Cognitive Thinking. You will actually interface with students and faculty of a Lovewell Workshop in progress and follow the development of the creative process through the opening night of an original interdisciplinary production as it is presented to the community. Teachers will have the opportunity to observe the three primary components of the Lovewell Process: the educational, the artistic, and the social/therapeutic as they interweave various arts disciplines such as drama, music, design, dance, video, stage management, and technology. This experiential approach to a common goal project creates a fertile learning environment and an educational opportunity that stimulates many learning styles. This process encourages and facilitates creative thinking in students, parents, local artists, teachers, schools and ultimately ripples out creating a true cultural community and a heightened interest in your specific arts program. **This is a teacher certification course.**

EIA 526 Research in Interdisciplinary Arts: An Introduction to the Interdisciplinary Arts Program (3 Cr)
This course orients the incoming student to the core ideas, history and philosophy of Interdisciplinarity in the Arts. It also introduces students to the various research designs and methodologies relevant to the arts such as historiography, arts-based research, content analysis, theory and criticism, and relevant elements of qualitative and quantitative methods. Students examine the origins, contexts, masterpieces, and

creators of exemplary artworks that combine various art forms. From Gesamtkunstwerk to contemporary interactive multi-media video and musical theatre, elements of form, structure and composition are explored as students select a focus of study and prepare a research paper.

EIA 537 Musical Theatre Studies (3 Cr)
This course will illustrate Musical Theatre as being the prime example of Interdisciplinary Art in that it, by definition, encompasses the combined disciplines of music, theatre, dance and design. The course will examine the advent of the musical theater in the United States, Great Britain and the movies. The inclusion of such an interdisciplinary art form, utilizing music, drama, visual and dance-based artistic involvement as a vehicle in the Fine Arts, Language Arts and Social Studies classroom for the delivery of curriculum cannot be too strongly advocated. The use of Cooperative Learning techniques, Multiple Intelligences and Alternative Assessment through the creative process provides conceptual frameworks for student growth and development.

Audio and video examples of masterpieces the genre will be used. Readings will be engaged-in and discussed. Group-level projects designed to share like-minded experiences will be continually pursued. Social relevance, global education and multi-ethnic inclusion in the curriculum will be examined through the lens of Interdisciplinary Arts.

Through texts, students will learn the "inside story" regarding the production techniques and rationale behind many of the decisions made by administrative and artistically creative members of the original production teams. Questions of race, class consciousness, political culture and the popular themes of love and hate will be examined as themes from diverse productions. A final project including lesson plans and a proposal will equal 1/3 of the grade. The project will be designed for a group-based, Multiple Intelligence driven, globally relevant, multi-cultural skit / show or musical performance which will be produced by students.

EIA 540 Moving Art: Aesthetic of the Motion Picture 1922 – 1966 (3 Cr)
This course is both a survey and a research course, which examines the advent of the film throughout the world as produced between 1922 and 1966. Students will explore the great strides in character development, plot construction, acting technique, scriptwriting, editing, use of light and shadow, and camera and lens technique, that, through the use of the artistic vision of numerous creators, have set our social stage during these developmental years. They will examine the commonly accepted definitions of beauty, art, value, mores, motivation, and behavior which have been influenced by the films of this era and are just a few of the attributes used to definite humanity. The study of film as an interdisciplinary art form, utilizing music, acting, directing, design, editing, dance, dramatic writing, and visual artistic involvement, will be used as a means of widening the vision of emerging interdisciplinary arts professionals.

EIA 557 Cinematherapy I: Images with a Purpose (3 Cr)
We live in a culture of images. In this course students will be immersed in a process of in-depth examination of the meaning and power of images. Images, in fact, are never neutral; their effect is that of conditioning the observer. It is important, therefore, to carry out a scholarly analysis of what an image actually is. Image based thinking will be considered both in relation to the creative process and to problem solving. We will begin with the philosophical concept of an idea as a mental representation. We will study the symbolism of dreams in order to understand the close relationship between images and the unconscious. The psychoanalytical proposition that a film may be considered the film director's dream will be closely scrutinized. Students will study Cinematherapy: a new technique for analyzing films and psychological dynamics. The concept of Cinematherapy is rooted in the awareness that the film viewer is conditioned by his or her individual life experience, and this in turn makes the viewer's perception highly unique. The viewer's intimate interior world and life experiences condition perception of the film, and result in a highly subjective interpretation. This is due to the fact that the viewer assimilates only certain images and edits out others, all on the basis of unique individual experiences. The study of Cinematherapy will enable the viewer to understand the underlying causes of certain emotions experienced during a film, and will shed light on certain aspects of one's own personality and on how others view the same situation.

Through in-depth analysis of the image, the student will come to understand and make intelligent use of the power that images have on their audience. This knowledge is useful for anyone working in the world of visual communication such as photographers, art directors, painters, sculptors, and advertising personnel. This course will also prove useful to psychologists, doctors, social workers, teachers and others working with groups or individuals for self-improvement. The study of Cinematherapy contributes to an understanding of specific emotional patterns induced by certain images.

EIA 558 Cinematherapy II: Personal and Social Awareness trough Cinema (3 Cr)
This course focuses on the analysis of mythology through international cinema. The course will expand on topics and concepts presented in Cinematherapy I: Images With A Purpose. Students will examine in depth the differences between Freud and Jung's psychological perspectives on symbolic dream interpretation, as well as the concept of the collective unconscious and its archetypes, which appear in Jungian theory. This will enable students to utilize their comprehension of the symbolic language of dreams in order to conceptualize the personal mythology theory of Dr. Stephen Larsen. Through the analysis of selected films, students will examine six major mythological themes, which recur across cultures, demonstrating that cinema functions as society's modern day mythology as identified by Dr. Joseph Campbell. The goal of this course is to provide students with a broader understanding of similarities between personal and socio-cultural mythology by using cinema as a tool for psychological examination and social comprehension, enabling them to become more effective educators and artists as well as more globally conscious individuals.

EIA 600 International Arts and Culture Infusion (3 Cr or 6 Cr)
This course introduces a unique interdisciplinary arts education methodology and demonstrates how its techniques and activities can be infused into the classroom. The Lovewell Method is an applied arts-education philosophy. This methodology not only trains students in professional creative, conceptual and performing arts skills, it develops higher levels of social, organizational and motivational skills. Teachers and artists seeking arts-related classroom development will explore pedagogy built on Authentic Experience and Cognitive Thinking. They will actually interface with students and faculty of a Lovewell Workshop in progress and follow the development of the creative process through the opening night of an original interdisciplinary production as it is presented to the community. Teachers will have the opportunity to observe the three primary components of the Lovewell Process: the educational, the artistic, and the social/therapeutic as they interweave various arts disciplines such as drama, music, design, dance, video, stage management and technology. This experiential approach to a common goal project creates a fertile learning environment and an educational opportunity that stimulates many learning styles. This process encourages and facilitates creative thinking in students, parents, artists, teachers, schools and ultimately ripples out creating a true cultural outreach to the community and a heightened interest in the arts as a vehicle for learning in all subject areas.

EIA 630 International Cinema Studies in Italy (3 Cr)

This course focuses on the analysis of international cinema with particular emphasis on Italian cinema. Students will participate in a rich cultural exchange onsite in Italy while studying with Italian professors and professional directors, actors, producers, composers, designers, and cinematographers from all over the world. This course offers participants an authentic interdisciplinary learning experience, including interactive workshops at the Maremetraggio Film Festival in Trieste and field trips and lectures involving some of the leading international artists, technicians and business experts working in the world of film. Another component of this course includes an on-location lecture/demonstration at Cinecittà, Europe's top movie studio in Rome, designed to analyze the process and the environment in which some of the world's greatest movies have been produced.

EIA 688 Capstone: Interdisciplinary Arts Leadership (6 Cr)
This capstone project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created and produced by the student and the production team he or she has assembled. The project must be outlined in writing and approved by the Program administrator and artistic director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in the Interdisciplinary Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the EIA program.**

EIA 689 Capstone: Theatre Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Theatre/Dramatic Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Theatre/Dramatic Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 690 Capstone: Musical Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Musical Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Musical Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 691 Capstone: Visual Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Visual/Fine Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of the Visual Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 692 Capstone: Dance Arts Leadership (6 Cr)
This Capstone Project is the culminating event of the IA Program. It is an Interdisciplinary Arts Event conceived, written, created, and produced by the student and the production team he or she has assembled. While interdisciplinary in nature, the project must focus on the candidate's major artistic area of interest (in this case, the Dance Arts), be outlined in writing and approved by the Program Administrator and Artistic Director and appropriate faculty in order to be scheduled and marketed for public performance. It may take the form of an artistic work or lecture demonstration but must encompass some aspect of performance or presentation by the Masters Candidate. Students will be assisted by faculty and peers as they develop their Capstone Projects. The project must demonstrate excellence in inclusion of the Interdisciplinary Arts with the area of Dance Arts and be accompanied by a contextual essay describing the history, evolution, intention, purpose, and methods by which the student created the Capstone Event. **Prerequisite/s: 30 credits of coursework in the Interdisciplinary Arts Program.**

EIA 6505 Special Topics in Interdisciplinary Arts I (3 Cr)
This course involves the qualitative analysis of emerging issues in trends in interdisciplinary arts. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. Students may choose to work with a local or other arts organization that creates Interdisciplinary Arts productions or events, or they may work on or create a special project involving arts and education, arts for social change, expressive arts therapies, community arts/cultural development, arts for diverse populations/intercultural development, or any combination thereof. They may also choose to conduct independent qualitative research in Interdisciplinary Arts in their area(s) of interest. **Prerequisite/s: IAP Director Approval**

EIA 6506 Special Topics in Interdisciplinary Arts II (authorization required) (3 Cr)
Special Topics in Interdisciplinary Arts II expands and enhances qualitative analysis of issues in trends identified through activities in interdisciplinary arts. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor, and are to reflect advance level of inquiry and problem-solving related to the students program of study. Students may choose to work with a local or other arts organization that creates Interdisciplinary Arts productions or events, or they may work on or create a special project involving arts and education, arts for social change, expressive arts therapies, community arts/cultural development, arts for diverse

populations/intercultural development, or any combination thereof. They may also choose to conduct independent qualitative research in Interdisciplinary Arts in their area(s) of interest. **Prerequisite/s: IAP Director Approval**

EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr)
All content taught in the Educational Leadership Program is reviewed. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. The program comprehensive examination is administered as part of this course.

EL 601 Comprehensive Examination (3 Cr)
All content taught in the Educational Leadership Program is reviewed. The program comprehensive examination is administered. The intent of this culminating course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator.

EL 698 Administrative Internship (3 or 6 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hourse, completion of a leadership portfolio, and seminars related to the role and resposibilities of the educational leader.

EL 699 Administrative Internship (6 Cr)
Thid 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 240 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr)
Methods, materials and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and algorithms (computational). Emphasis will be given to the teaching and assessment of concepts.

ELE 503 Reading in the Elementary School (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.

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. 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.

ELE 540 Creativity in Elementary School Curriculum (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. The diversified curriculum is based on current research in teaching elementary arts, health education, and physical education that responds to national and state competencies and standards.

ELE 541 Teaching Visual Arts, Music, Physical Education, and Health Education in the Elementary School (3 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. In addition, 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.

ELE 601 Teaching Language Arts in the Elementary School (3 Cr)
An examination of the research, trends, and pedagogy in the area of language arts. Emphasis will be placed on curriculum integration, instructional techniques and assessment.

ELE 602 Teaching of Science in the Elementary School (3 Cr)
Methods, materials, and approaches for teaching science, including developmentally appropriate introductions to the physical, earth, and life sciences. Emphasis will be given to exemplary processes and projects.

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

ELE 699 Applied Professional Experience in Elementary Education (3 Cr)
Applied Professional Experience in Elementary Education: 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 folder that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards.

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

EM 505 Design and Production of Educational Media (3 Cr)

This survey course introduces the principles of instructional design; provides experience in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

EM 510 Media for Children (3 Cr)
This course includes the developmental stages of children; the utilization of print and non print media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance. **Prerequisite/s: EM 500 and EM 505 (EM 505 can also be a corequisite).**

EM 515 Reference and Information Services (3 Cr)
This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students. **Prerequisite/s: EM 500, EM 505, and EM 525**.

EM 520 Instructional Role of the Media Specialist (3 Cr)
This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media in the learning environment. **Prerequisite/s: EM 500, EM 505, EM 515, EM 525, and EM 510 or EM 535.**

EM 525 Library Media Collection Development (3 Cr)
This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to assist in the collection development process. **Prerequisite/s: EM 500 and EM 505.**

EM 530 Management of School Library Media Programs (3 Cr)
This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting, staffing; marketing; facilities utilization; and the application of technology to media center management practices. **Prerequisite/s: EM 500, EM 505, and EM 525 [EM 525 can also be a corequisite.]**

EM 535 Media for Young Adults (3 Cr)
This course includes the developmental stages of adolescents; utilization of print and non print media to meet the instructional, informational, personal, and recreational needs of adolescents; and methods for providing reading, listening, and viewing guidance. **Prerequisite/s: EM 500 and EM 505 [EM 505 can also be a corequisite.]**

EM 540 Organization of Library Media Collections (3 Cr)
This course includes library classification systems, principles and techniques of descriptive cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods. **Prerequisite/s: EM 500, EM 505, EM 515 [EM 515 can also be a corequisite.], EM 525, EM 530 [EM 530 can also be a corequisite.], and EM 510 or EM 535.**

EM 565 Computers in School Library Media Centers (3 Cr)
Current practices relating to identification, evaluation, management and use of computer technology and resources, electronic information sources, and systems are presented within the context of creating the infrastructure to facilitate information literacy in PreK-12 environments. **Prerequisite/s: EM 500, EM 505, and EM 530.**

EM 699 Applied Professional Experience in Educational Media (3 Cr)
This course will require graduate students to complete applied professional experiences in Educational Media in PreK-12 school library media centers and PreK-12 classrooms. Students will maintain a reflective journal and create a notebook that includes samples of their students' work and the assessment instruments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526.**

EM 710 Current Research in Educational Media (3 Cr)
This course focuses on current research topics in educational media. Topics and trends that promote student learning and the development of exemplary media programs will be emphasized. Students will identify and survey related literature, projects, and offerings through professional organizations and learning communities. **Prerequisite/s: Master's in educational media or master's and certification in cducational media.**

EM 720 Instructional Models for Educational Media Center (3 Cr)
Optimal instructional models are the focus of how to promote informational skills and independent lifelong learning among K-12 students. Productive elements of a variety of instructional models are presented and evaluated for their contribution to educational outcomes. Topics will include the development of meaningful curriculum and media that meet instructional objectives, as well as motivational strategies to encourage faculty development and participation in collaborative teaching and staff development. **Prerequisite/s: Master's in educational media or master's and certification in educational media.**

EM 728 Educational Media Center Facilities Design and Maintenance (3 Cr)
Creating productive educational media center settings that improve learning outcomes for a variety of educational settings is the focus of this course. Historic trends and developments in facility design and maintenance that contribute to the positive impact of a media center on student learning will be explored and applied to a variety of media center settings. **Prerequisite/s: Master's in educational media or master's and certification in educational media.**

EM 730 Electronic Resources and Systems in Educational (3 Cr)
This course concentrates on pseudocode and programming languages that are used for instructional purposes. The emphasis of this course is on the foundations of introductory, structured, and object-oriented approaches at the broadest level. At the completion of this course, students will be able to select and implement instruction in languages that meet curricular frameworks. **Prerequisite/s: Master's in computer science education or master's and certification in computer science education.**

EM 735 Leadership in Educational Media Settings (3 Cr)
This course focuses on the identification and tracking of professional trends that contribute to exemplary educational media programs. These trends will include the identification of practices, policies, and statutes at the district, state, and national levels that impact school

library media centers. Using effective communication, collaborative planning, and cooperative budgeting to work effectively with members of the school community, students will acquire strategies that will help them to function as independent change agents in an educational media setting. **Prerequisite/s: Master's in educational media or master's and certification in educational media.**

EM 740 Evaluation of Educational Media Centers and Services (3 Cr)
In this course, students will practice assessment and evaluation techniques that will result in the meeting of educational goals and objectives. Students will use professional standards, evaluate criteria, and local policy to develop media center goals and objectives, as they develop and implementing practices of action research.

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.

ENG 600 Recent Directions in Oral Communications (3 Cr)
Recent Directions in Oral Communications: 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 teaching how to make a presentation before an audience.

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

ENG 615 Recent Directions in Expository Writing (3 Cr)
The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities, exploring the reading-writing connection, response to literature, and teaching the research paper.

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

ENG 635 Recent Directions in Adolescent Literature (3 Cr)
Students will 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.

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

ENG 650 Many Voices in Twentieth Century American Literature (3 Cr)
Participants will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers.

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.

ENG 675 Many Voices in Twentieth Century British Literature (3 Cr)
Students will read widely from several genres in twentieth century and postcolonial British literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers and projects.

EP 699 Applied Professional Experience (3 Cr)
This course will require graduate students to complete applied professional experiences with pupils who have been identified as gifted in K-12 educational settings. Graduate students will maintain a reflective journal and create a portfolio that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/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: A course in child or human development or educational psychology.**

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 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 application of the family systems model to assess each family's strengths and needs and to develop and implement family support plans/programs. Community resources and services are identified. The legal rights of the family and the child are reviewed. Students are trained to work with families as service coordinators and advocates in setting educational goals and utilizing community resources. Field experience is integrated into course activities.

EP 5281 Developing Creativity in Gifted Students (3 Cr)
This course focuses on theories of creativity and on developing creativity in gifted students.

EP 5282 Educating Special Populations of Gifted Students (3 Cr)
This course focuses on special populations of gifted students, such as minorities, underachievers, the handicapped, the economically disadvantaged, and highly gifted students. The course reviews students' characteristics and appropriate programmatic adaptations.

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.

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.

ESE 620 Behavior Management of Exceptional Students (3 Cr)
This course will provide students with various behavior management techniques of managing classroom behavior, promoting social adjustment of their students, and coordinating the classroom learning environment for the purpose of improving the academic and social development of students with learning and behavior problems.

ESE 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.

ESE 640 Transition Skills and Services for Exceptional Students (3 Cr)
This course will introduce students to 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 potentials and become contributing members of society. Emphasis will be given to the concept of planning for transitions within the educational program and to the need to plan more carefully for the transition to adulthood.

ESE 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.

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.

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.

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.

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 consultations, collaboration, and teamwork are essential in transforming school learning environments into settings where teachers, administrators, and parents of exceptional students work together and trust each other for the benefit of the students.

ESE 699 Applied Professional Experience in ESE (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 folder that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards.

ETAL 511 Brain-based Learning and Instruction (3 Cr)
In this course, participants will study current research on the brain and how humans learn. The concepts on "learning to learn" will be explored. Participants will apply their newly acquired knowledge on this topic to lesson plans and classroom practices.

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

ETEC 602 Technology and School Curriculum (3 Cr)
This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.

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

GRA 710 Grantwriting (3 Cr)
This course provides students with the skills and knowledge to locate appropriate grant opportunities and to write effective grant proposals.

INED 500 School and Society (3 Cr)
This course examines various K-12 educational systems in the global society as we enter the 21st century. Students will be asked to compare schooling in various societies and examine how educational systems are organized to meet political, social, and economic agenda of the 21st century. Students will recommend strategies to ensure capacity and compliance of their home systems within the global educational community with ramifications for standards development and curriculum alignment. Research and presentation as well as the use of technology will be emphasized.

INED 550 Advanced Practical ESL for the Clasroom Teacher Part I (0 Cr)
In this course, ESL students will be exposed to advanced educaitonal content-based English as a Second Language insturction and they will be given the opportunity for extensive practice in the area of Speaking and Conversational English for classroom use. This will be done by integrating the skills of Listening and rEading Comprehension, using materials related to classroom pratices and language. Academic Writing will be emphasized to achieve a higher level of proficiency in that area. **Prerequisite/s: INED 540 or test-out by achieving 75% or greater on INED 540 final exam.**

INED 691 Applied Research Practicum (Part 1) (3 Cr)
This course is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves the identification of a need or problem and the creation of a viable solution, based on educational research. A project proposal that is approved by the student's Adviser, Reader, and the Institutional Review Board representative will be the culminating product.

INED 692 Applied Research Practicum (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.

LANG 530 Spanish Grammar and Composition I (3 Cr)
Students will be guided, step by step, on how to write correct Spanish, at the same time that important points of grammar and orthography are covered.

LANG 531 Spanish Grammar and Composition II (12 Cr)
This course offers intensive written practice of correct contemporary Spanish, including compositions based on readings, and lesson plans written in Spanish.

LANG 545 Peoples and Cultures of Spain (3 Cr)
This course will cover Spanish history and culture from early Roman times, focusing on the multiplicity of ethnic and cultural groups that shaped Spanish identity and thought, particularly Islamic-Christian relations within the Iberian Peninsula during the Middle Ages. Students will engage in the examination and discussion of the educational implications of key Spanish cultural aspects.

LANG 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 Prado Museum, the El Greco Museum in Toledo, Cervantes' House in Valladolid, and samples of Calderon de la Barca's plays. Students will read poetry, prose and theatre by some of Spain's greatest authors. Adaptation of topics to the classroom will be addressed throughout the course.

LANG 550 Applied Field Experience: Spanish Linguistics for Teachers (3 Cr)
An introduction to the phonetics, morphology and syntax of the Spanish language, and how it contrasts with English. This course will allow teachers to predict acquisition diffculties by native English speakers when they learn Spanish, and of Spanish native speakers when they learn English.

LANG 551 Teaching Spanish to Native Students (3 Cr)

This course will examine how to teach native Spanish speakers who have vocabulary, morphological and syntactic deficits in their first language.

LANG 556 Everyday Life in Colonial Latin America (3 Cr)
This course focuses on the colonization of Latin America, and the origin of customs and institutions that are still part of today's culture. The relationship between culture and ethnicity will be discussed at length.

LANG 560 Representative Spanish Authors (3 Cr)
This course will address readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed. (Miami Only)

LANG 561 Representative Spanish Authors II (3 Cr)
Readings from selected masterpieces of Spanish literature (XVIII to XX Centuries) and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

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 and the American Southwest.

LANG 566 Latino Heritage in the United States (3 Cr)
A survey of the cultural expression of Latinos and their experience in the United States. The course serves as an introduction to Latinos through the humanities in order to explain the individual's history, status and place within the group and society. This includes how Latinos have adapted to the various cultural, social, economic and political elements of US society.

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 from Latin America, Spain, and Spanish writers in the USA. Guidelines for the selection, design and implementation of appropriate Spanish literature-based activities will be addressed throughout the course.

LANG 580 Foreign Language Methodology (3 Cr)
Foreign Language Methods: This course examines current foreign language methods. Preparation of lesson plans, selection of materials and use of technology in the classroom will be important components of the course. The course includes assignments at the elementary and secondary school levels, suitable for K-12 certification requirements in Florida.

LANG 599 Special Topics (3 Cr)
This course will examine topics of special interest to Spanish teachers on a rotating basis.

LANG 600 International Multicultural Experience (trip) (3 Cr)
This course will examine in depth important topics related to culture, education, and bilingualism. Topics will vary on a regular basis. (Miami Only)

LEDF 0580 Assessment and Evaluation of Family Support Programs (3 Cr)
The course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

LEDF 0581 Administration and Organizational Leadership (3 Cr)
This course examines aspects of leadership philosophy and style, management techniques, and program development.

LEDF 0582 Supervision of Family Support Programs (3 Cr)
This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

LTRC 704 Research in Language and Literacy Development: Social and Cultural (3 Cr)
This course examines current research related to the process of language and early literacy development during the early and middle childhood years. Issues related to cultural and social influences on language/literacy development including fluency, vocabulary, phonemic awareness, phonics, and comprehension are discussed. Students engage in field-based experiences.

LTRC 711 Assessment in the Early Literacy and Reading Classroom (3 Cr)
Students engage in the discussion of the process of instruction and assessment in early literacy and reading. Discussion of screening activities, diagnosis, testing, and selection of remediation strategies engages students in practical experiences. Cultural and language differences (ESOL) will be explored.

LTRC 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.

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 literacy behaviors in the classroom. Students examine the selection of child and age-appropriate instructional models, planning, differentiated instruction to increase reading performance, selection of materials and strategies for parent/home involvement.

LTRC 722 Research in Oral and Written Language Development (3 Cr)

In this course, students examine the developmental stages of oral language and its relationship to writing from scribbling to formal writing behaviors. Current research and theoretical frameworks on writing and language development are analyzed. Strategies to support and foster oral and written language expression are discussed.

LTRC 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.

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

MAT 522 Methods of Teaching Middle and Secondary Mathematics (3 Cr)
MAT 522 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.

MAT 591 Calculus for Teachers I (3 Cr)
This course is a proof-based "epsilon-delta" calculus, ranging from limits and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. Students in this course should have completed College Algebra and Trigonometry, or equivalent courses. **Prerequisite/s: MAT 0503**

MAT 592 Calculus for Teachers II (3 Cr)
This course is a proof-based "epsilon-delta" calculus, ranging from intregral calculus to sequences and series, and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. Students in this course should have completed Calculus I or an equivalent course. **Prerequisite/s: MAT 0592.**

MAT 662 History and Philosophy of Mathematics (3 Cr)
This course traces the development from andient to modern times of several branches of mathematics, including logic, algebra, and analysis of functions. The contributions of eminent mathematicians will be highlighted. Philosophical issues will be discussed.

MAT 681 Linear and Abstract Algebra for Teachers (3 Cr)
This course provides theory and computational practice with Linear Algebra, as well as a theoretical foundation for Abstract Algebra structures such as rings, fields, and groups. Students will create two portfolios of notes, activities, and exercises: one for Abstract Algebra, and one for Linear Algebra. **Prerequisite/s: College Algebra and MAT 0503.**

MAT 684 Special Methods in Teaching Geometry (3 Cr)
Theory and methods specific to the teaching of geometry and more advanced secondary mathematics courses will be analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses. **Prerequisite/s: Previous course in geometry and MAT 0502.**

MAT 685 Symbolic Representation and Number Theory in Mathematics (3 Cr)
This course will focus on notational systems, number theory, and the rationale behind them. The increasing use of manipulative and kinesthetic learning will also be addressed. This course is designed to include significant number theory preparation for students wishing to earn initial certification. **Prerequisite/s: College algebra and MAT 0503.**

MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)
This course provides an overview of handicapping conditions in mathematics. Student will analyze various inhibitions to success in secondary mathematics, such as discalculia and "math anxiety." Social factors will be considered. The mathematics portion of the General Education Development (GED) test will be analyzed. **Prerequisite/s: MAT 0501.**

MAT 689 Probability and Statistics in Mathematics Education (3 Cr)
This course offers preparation in probability and statistics for the secondary mathematics teacher, as well as for teachers pursuing their initial teacher certification. Also, students will gather and analyze statistics in educational research.

MATI 500 Calculus I: Fun with Calculus (3 Cr)
This course presents mathematics as growing out of the classical liberal arts to form a natural bridge between the humanities and the sciences, integrating the history and pedagogy of mathematics in a way that may be of interest to perspective teachers. Only a modest amount of high school mathematics is required as background, and algebraic manipulations are kept at a simple level. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 501 Geometry I: Geometry Through Logical Play (3 Cr)
Geometry is one of the first branches of mathematics. In this course, students will have the opportunity to learn and organize all materials known to geometry into a logical deductive system through the medium of play. The students will also study the Egyptian and Greek history of geometry. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 502 Statistics: Statistics Fitness for All (3 Cr)
This course will examine statistics in two ways. First, students will explore a mass of data, including charts and tables. Second, students will examine a methodology for collecting, analyzing, and interpreting data. This course will also investigate the definition of statistics and some of the procedures for dealing with statistics. The students will be prepared to use statistics in everyday life, as well as to teach statistics in the middle or high school classroom. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 503 Pre-Algebra: The Number Adventure (3 Cr)
Learn algebra through puzzles and games. This course will offer opportunities for students to explore pre-algebra problems as jigsaw puzzles with pieces that they know are missing. Once the missing pieces are found, the problems are solved! All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 504 Algebra I: Mathematical Stories I (3 Cr)
Discover exciting secrets about mathematics and do math without knowing you are doing any math problems. Learn how to inspire students in the love of mathematics through story contents while increasing oral and written literacy skills, reading comprehension, and logical thinking. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 505 Problem Solving I: The Magic of Mathematics (3 Cr)
You don't have to be a mathematician to discover the magic of mathematics. This course will present an enjoyable and interesting way of studying problem solving. Students will investigate a variety of strategies on how to solve these interesting problems. Equally as important as knowing how to teach problem solving is knowing what problems to use with your students. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 506 Calculus II: Calculus in Action! (3 Cr)
Learn calculus through everyday life experiences! This course will take students through exciting hands-on projects using the principals of calculus. Students will discover how things fall; how rockets escape earth's gravitation; how black holes formed; how heat flows; how population grows; how radioactive decay; and how children swing. Students will also experience the graphical approach of Mamikon's calculus. Questions such as how parabola surfaces focus the light and many others will also be addressed in this class. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 507 Abstract and Linear Algebra: Adventures in… (3 Cr)
All of us have the natural abilities to solve problems within daily real-life problems that require logical mental processing. Linear algebra is a powerful tool for problem solving and abstract algebra provides a fundamental block of the algebra system. Come join us in the adventures in abstract and linear algebra. We will examine problems and investigate ways of solving them through the natural process of real-life problem solving. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 508 Problem Solving II: Intriguing Mathematical Problems (3 Cr)
This course will guide students in how to make a start on any questions; how to attack it effectively; and, how to learn from the experience. Students will realize that being stuck sometimes can be considered an honorable state and an essential part of improved thinking. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 509 Modern Mathematics: A Mathematics "Buffet" (3 Cr)
Students will take an exciting adventure to explore some of the paths that penetrate the mathematical wilderness (world). Topics such as topology and fractal geometry will be presented in a project-based format. Students will emerge with renewed enthusiasm and better appreciation for the dynamic and useful world of modern mathematics. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 510 Mathematics Assistance Project Through Mentorship (3 Cr)
When you give of yourself to mentor a child in need, you will gain personal satisfaction, help children learn, improve children's test scores, and receive many other personal rewards. This class will teach you how to assemble a Mathematics Assistance Project using mentors. The project provides lessons, materials, and instructions for hands-on, fun activities that engage students while they learn, practice, and use necessary math skills. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 511 Grants: Building a Successful Community Partnership (3 Cr)
As a teacher in the classroom, you are more than just a teacher. You are an advocate for your school's programs. In this course, you will learn the secrets of how to build a successful community partnership. We will investigate resources and examine winning projects that will help you work effectively and raise money for your school. You will learn that the best grant proposals don't just make assertions. They back up claims with facts. Both statistical information and anecdotal evidence lend substance to a proposal. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 700 Calculus for the Educational Specialist: Fun with Calculus II (3 Cr)
This course presents mathematics as growing out of the classical liberal arts to form a natural bridge between the humanities and the sciences, integrating the history and pedagogy of mathematics in a way that may be of interest to perspective teachers. Only a modest amount of high school mathematics is required as background, and algebraic manipulations are kept at a simple level. Computational calculus will be included. Highlights of the course include several scientific projects that the students will be building. The students will be carrying out measurements and developing mathematical models to explain the physical processes. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 701 Geometry for the Educational Specialist: Geometry Through Logical Play II (3 Cr)
Geometry is one of the first branches of mathematics. In this course, students will continue to have the opportunity to learn and organize all materials known to geometry into a logical deductive system through the medium of play. The students will also study more of the Egyptian and Greek history of geometry. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 702 Probability and Statistics for the Educational Specialist (3 Cr)
Since probability is the study of chance phenomena, many fun aspects of probability, including the study of dice, cards, and related games will be introduced. Practical applications of probability and how it relates to statistics will also be introduced. This course will also examine statistics in two ways. First, students will explore a mass of data, including charts and tables. Second, students will examine a methodology for collecting, analyzing, and interpreting data. This course will also investigate the definition of statistics and some of the procedures for dealing with statistics. The students will be prepared to use statistics in everyday life, as well as to teach statistics in the middle or high school classroom. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 703 Pre-Algebra and Elementary Number Theory: The Number Adventure II (3 Cr)
Learn the number structure and theory of numbers through puzzles and games. This course will offer opportunities for students to explore pre-algebra problems as jigsaw puzzles with pieces that they know are missing. Once the missing pieces are found, the problems are solved! All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 704 Algebra II: Mathematical Stories II (3 Cr)
Discover exciting secrets about mathematics and do math without knowing you are doing any math problems. Learn how to inspire students in the love of mathematics through story contents while increasing oral and written literacy skills, reading comprehension, and logical thinking. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 705 Problem Solving: The Magic of Mathematics II (3 Cr)
You don't have to be a mathematician to discover the magic of mathematics. This course will present an enjoyable and interesting way of studying problem solving. Students will investigate a variety of strategies on how to solve these interesting problems. Equally as important as knowing how to teach problem solving is knowing what problems to use with your students. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MATI 710 Leadership for Mathematics Assistance Projects(what does stand for) (3 Cr)
When you give of yourself to mentor a child in need, you will gain personal satisfaction, help children learn, improve children's test scores, and receive many other personal rewards. This class will teach you how to assemble a Mathematics Assistance Project (M.A.P.) using mentors. The project provides lessons, materials, and instructions for hands-on, fun activities that engage students while they learn, practice, and use necessary math skills. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MGTE 0505 Program Evaluation for Early Childhood Administrators (3 Cr)
This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

MGTE 0525 Legal Aspects of the Management of Early Childhood Programs (3 Cr)
This course examines many of the legal elements involved in the daily management of programs for young children. Personnel law, licensing, child abuse, and liability are among the topics addressed.

MGTE 0545 Financial Aspects of the Management of Programs for Young Children (3 Cr)
This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

MGTR 0505 Program Evaluation for Child and Youth Care Administrators (3 Cr)
This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youths.

MGTR 0525 Legal Aspects of the Management of Programs for Children and Youths (3 Cr)
This course examines many of the legal elements involved in the daily management of programs and youths. Personnel law, Licensing, child abuse, and liability are among the topics addressed.

MGTR 0545 Financial Aspects of the Management of Programs for Children and Youths (3 Cr)
This course covers the basic components of financial management in programs for children and youths. The budget process, fiscal management, and policy determination will be covered.

NGTE 700 Educational Inquiry and Electronic Research Technologies (3 Cr)
Examines alternative research paradigns, examples of sound research, and critical interpretation and evaluation of research and theoretical writing in the field.

NGTE 705 Today's Educational Leaders (3 Cr)
This course prepares students for leadership positions through the study of leadership characteristics and styles.

NGTE 706 Managing Change in the Education Environment (3 Cr)
This course provides students with the skills and knowledge to serve as catalyst for change and to assist others in the acceptance and adoption of educational innovation.

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.

NGTE 720 Seminar in Program Synthesis (Capstone) (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 and 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 students intellectual and personal development. It also includes all learning experiences that have taken place during the students NSU program.

OCEE 500 Foundations of Environmental Education - Theory (3 Cr)
The course traces and critiques the history, goals, definitions, underlying assumptions, implementation, and methodology of environmental education and the diverse locations and methods where and how environmental education occurs ~ and by which it is constrained.

OCEE 510 Foundations of Environmental Education - Practice (3 Cr)
Building upon the concepts developed in OSOO, this course will highlight movements in national and international environmental education. This course provides opportunities to examine and critique existing environmental education curricula and resources.

OCEE 520 Teaching Environmental Concepts (3 Cr)
Recognizing the need to develop practical skills related to the study and understanding of ecological systems, this course will begin by clarifying the science of a specific environmental issue, and then offer opportunities to develop tools to teach students about its interdisciplinary complexities. This process will then be applied to other environmental concepts.

OCEE 530 Environmental and Society (3 Cr)
This course investigates the impact of society on the non-human environment. Synthesis and analysis of environmental issues as they relate to current western society will be addressed. Strategies for successful education within current ecological challenges will be a focus.

OCEE 540 Interpreting Our Environment (3 Cr)
This course investigates situations where the non-human environment is interpreted to others; interpretations based upon personal experience and a sense of place. Through the application of communication and experiential learning theories, this course will offer opportunities for educators to practice the art and science of the interpretation of our environment.

OCEE 550 Reason for Hope—Being "At Home" with Nature (3 Cr)
This course will provide for the sharing of multicultural understanding and linkages with regard to environmental education and provide positive case studies - "Reasons for Hope" - such as Roots & Shoots, an international, hands-on environmental and humanitarian education program for young people from kindergarten to college, developed by the Jane Goodall Institute.

POLE 510 The Professional for Early Childhood Education Administrators (3 Cr)
This course reviews historical highlights and contemporary issues in the field of early childhood education.

POLE 565 Public Policy and the Field for Early Childhood Education Administrators (3 Cr)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

POLF 585 The Profession in the Field of Family Support (3 Cr)
This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and a human service.

POLF 586 Public Policy in the Field of Family Support (3 Cr)
This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of advocacy are covered.

POLR 510 The Profession for Child and Youth Care Administrators (3 Cr)
This course reviews historical highlights and contemporary issues in the child and youth field.

POLR 565 Public Policy and the Child and Youth Care Field for Program Administrator (3 Cr)
This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youths.

PRAE 689 The Practicum Proposal (3 Cr)
The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During the course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAE 691 The Practicum Report (4 Cr)
This course follows from the work completed during PRAE 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAE 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

PRAF 689 The Practicum Proposal (3 Cr)
The practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During the course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, and a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal-writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAF 691 The Practicum Report (4 Cr)

This course follows from the work completed during PRAF 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAF 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

PRAR 689 The Practicum Proposal (3 Cr)
Students are required to complete a practicum project. This practicum is a job-related, problem-solving project designed by the student, the desired result of which is the resolution of an identified problem within the daily work setting. During this course, the student develops and submits a formal proposal for this project. The proposal includes problem documentation, operational objectives, a review of relevant literature, ad a discussion of outcome measures. The student attends a workshop at the summer instruction on campus that describes the proposal – writing process. During this course, the student works closely with a faculty adviser who guides and assists in the proposal writing process.

PRAR 691 The Practicum Report (4 Cr)
This course follows from the work completed during PRAR 689, the Practicum Proposal course. During this course, the student implements the problem-solving project proposed in PRAR 689, evaluates the problem-solving strategy used, and submits a final report in which the practicum project is described.

OCEE 550 Reason for Hope- Being "At Home" with Nature (3 Cr)
This course will provide for the sharing of multicultural understanding and linkages with regard to environmental education and provide positive case studies - "Reasons for Hope" - such as Roots & Shoots, an international, hands-on environmental and humanitarian education program for young people from kindergarten to college, developed by the Jane Goodall Institute.

RED 500 Techniques of Corrective and Remedial Reading (3 Cr)
This course includes the development and use of informal diagnostic procedures, organization of small-group and individualized reading instruction, and evaluation of remedial reading techniques and materials. This course has infused TSOL Standards. **Prerequisite/s: RED 0557.**

RED 554 Assessment in Reading (3 Cr)
This course familiarizes the students with a variety of techniques, both formal and informal, for assessing reading level, diagnosing reading difficulty, and measuring achievement. Techniques for assessing readability are explored. This course has infused TSOL Standards. **Prerequisite/s: RED 0570.**

RED 560 Literature for Children and Adolescents (3 Cr)
Students will become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants will analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants will also develop skills of broadening children's understanding of literature in specific content areas. This course has infused TSOL standards and satisfies the MS in TESOL requirement for TSOL 560.

RED 565 Teaching Language Arts in the Secondary School (3 Cr)
The focus in this course will be upon the development of instructional methods and techniques for reading, writing, and speaking in grades 6 through 12. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

RED 570 The Reading Process (3 Cr)
The Reading Process: 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.

RED 575 Contemporary Foundations of Reading (3 Cr)
This course familiarizes students with current theories and research in reading at the elementary and secondary level, with an emphasis on learning styles, cognitive development models, and computer-based learning experiences in reading. Practical application of theories will be addressed. Adaptive instruction as it applies to meeting individual needs will be explored.

RED 580 Educational Measurement (3 Cr)
This course explores a variety of assessment tools or the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct and select tests that would provide valid measures of instructional objectives.

RED 585 Reading in the Content Areas (3 Cr)
The focus of this course is to provide classroom instructional strategies for reading across the curriculum with emphasis on content areas such as social studies, science, language arts, and mathematics. Students will explore strategies for reconciling text difficulties, identify skills that can be applied for maximizing information from text, identify strategies for improving study skills, and identify strategies for determining suitability of content area text for individual students. This course has infused ESOL Standards.

RED 588 Supervised Reading Practicum (3 Cr)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product. **Prerequisite/s: Degree candidacy**

RED 590 Administration and Interpretation of Instructional Assessments in Reading (3 Cr)
This course focuses on the administration and interpretation of instructional assessments and research-based classroom teaching strategies in reading for grades K-12. **Prerequisite/s: RED 0570.**

RED 5271 Reading Supervision and Curriculum Development—Theory and Practice (3 Cr)
This coursefocuses on the administration and supervision of reading progams in grades PreK – 12. The role of the reading specialist in supervising and improving reading insturction will be researched. **Prerequisite/s: RED 0570.**

SCI 523 Methods for Teaching Secondary School Science
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Middle and High School Science.

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 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.

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. 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, technology, and ideas drawn from the student's experience will be discussed. There will be a clinical field experience in a local school. This is a specialty course in the M.S. Degree in Science Education program.

SCI 602 Teaching Comprehensive Ocean Studies (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 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.

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 Standards. 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.

SCI 604 Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 Cr)
This course examines content and methods for teaching chemistry in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. 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.

SCI 605 Interdisciplinary Earth Science for Teachers (3 Cr)
This course examines content and methods for teaching interdisciplinary earth science in the PreK – 12 classroom, in accordance with National Science Teacher Association (NSTA) Science Standards. 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.

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

SCI 652 Cognitive Science and Science Education (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 653 Innovative Solutions in Science Education (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 661 Modern Cosmology and Physics for Science Teachers (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SCI 662 The History and Philosophy of Science and Technology (3 Cr)

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

SCI 663 The Professional Science Educator (3 Cr)
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

SLP 5001 Anatomy and Physiology of Vocal and Hearing Mechanisms (3 Cr)
Introduction to the anatomy and physiology of the auditory and vocal mechanisms.

SLP 5002 Phonetics (3 Cr)
History, theory, and application of phonetics, including sampling and transcription techniques.

SLP 5003 Neuroanatomy and Physiology (3 Cr)
Introduction to the anatomy and physiology of the developing and mature human nervous system.

SLP 5004 Hearing and Speech Science (3 Cr)
Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.

SLP 5005 Speech and Language Development (3 Cr)
Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.

SLP 5007 Directed Observation (1 Cr)
Students must observe 25 clinical clock hours of evaluation and treatment. Observation hours must precede clinical assignments.

SLP 5008 Evaluation of Speech-Language Disorders (3 Cr)
Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments. **Prerequisite/s: SLP 5002, 5005, and 5007.**

SLP 5010 Treatment of Speech and Language Disorders (3 Cr)
Overview of treatment strategies used in management of communication disorders. **Prerequisite/s: SLP 5002 and 5005.**

SLP 5300 Audiology (3 Cr)
Instruction in test administration and interpretation of standard and specialized tests of auditory function

SLP 6000 Differential Diagnosis of Language and Speech Disorders (3 Cr)
Procedures, techniques, and instrumentation to assess speech and language status. NOTE: A noncredit lab is required. **Prerequisite/s: SLP 5002, 5005, and 5008.**

SLP 6005 Diagnostics Lab (1 Cr)
Emphasis on analysis and interpretation of data and the impact on differential diagnosis. **Prerequisite/s: SLP 6000, 6010, or 6020 and 6060.**

SLP 6006 Advanced Diagnostics (1 Cr)
Seminar and practicum in the diagnosis and evaluation of difficult-to-test clients, or clients presenting with complex communication disorders requiring transdisciplinary case management. **Prerequisite/s: SLP 6005.**

SLP 6010 Language Disorders in Children (3 Cr)
Evaluation and treatment of disorders of language from infancy through adolescence, including developmental and acquired problems. **Prerequisite/s: SLP 5005, 5008, and 5010.**

SLP 6011 Language and Learning Disabilities in School-age Children and Adolescents (3 Cr)
Emphasis on a communication process model of evaluation and intervention, and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model, to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions. **Prerequisite/s: SLP 6010.**

SLP 6012 Communication Disorders in Infancy through Preschool Age (3 Cr)
Identification, assessment, and intervention principles and procedures for young children who display or are at-risk for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships. **Prerequisite/s: SLP 6010.**

SLP 6014 Autism Spectrum Disorders (3 Cr)
Provide information and discussions about the critical issues in teaching communication and language to children and adults with autism spectrum disorders.

SLP 6015 Clinical Processes (3 Cr)
Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEPs, treatment

summaries, S-O-A-P notes, etc. A lab fee is required. Students participate in a clinical assignment involving observation and some direct patient, client contact. **Prerequisite/s: SLP 6010, and one of the following: 6020, 6030, 6040, or 6060.**

SLP 6020 Language Disorders in Adults (3 Cr)
Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia. **Prerequisite/s: SLP 5003, 5008, and 5010.**

SLP 6021 Cognitive Communication Disorders (3 Cr)
A neurologic process approach to define, differentially diagnose, manage, and treat cognitive communication disorders present in cases of acquired cognitive deficits. **Prerequisite/s: SLP 6020.**

SLP 6022 Program Development for Individuals with AAC Needs (1 Cr)
This course covers current trends and stare-of-the-art practices for developing programs to endure that AAC users develop communication skills that will lead to a strong quality of like. Topics to be discussed include self-determination, family-centered, and long range planning. A variety of tools and approaches will be discussed.

SLP 6023 Advanced AAC Technology (1 Cr)
This course will explore the characteristics of computer-based voice-output communication software, computer-based self authoring software, and devices that enhance the use of this software. An overview of augmentative communication assessment for the selection of the appropriate software and intervention principles will be presented. Through hands-on experience, participants will be able to make appropriate software selection for clients considering the features of each software program.

SLP 6024 Promoting Literacy in Individuals with Significant Communication Difficulties (1 Cr)
This course provides an overview of the literacy learning process and addresses the unique needs of individuals with severe communication impairments who are at risk for reading and writing difficulties. Topics include discussion of various tools for evaluation literacy, and specific strategies and intervention techniques appropriate for individuals with severe apraxia of speech, autism, cerebral palsy, and other developmental disabilities. Participants will also learn about appropriate pieces of assistive technology to facilitate literacy learning.

SLP 6025 Augmentative and Alternative Communication (3 Cr)
Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span. **Prerequisite/s: SLP 6010 or 6020.**

SLP 6026 AAC Assessment (1 Cr)
This course will provide information about evaluation procedures for the individual with sever communication disorders. This course will focus on the in-depth study of AAC assessment strategies across multiple domains. Direct assessment procedures and observational assessment strategies will be presented. Lectures, videos, and hands-on learning activities will be utilized during the course.

SLP 6027 AAC Strategies for the Beginning Communicator (1 Cr)
This course provides review of issues and procedures involved in evaluating individuals who communicate at pre-intentional, pre-symbolic and emerging symbolic levels. Includes discussions of environmental assessment, communication sampling, and structured protocols to assess communication modes, pragmatic and discourse functions. Review of intervention techniques, include movement-based approaches and the use of graphic and object symbols. Emphasis will be places on planning for meaningful communication that generalized to daily living situations.

SLP 6028 Low-Tech Communication Aids (1 Cr)
This course reviews issues and procedures in selecting and developing no-tech and low-technology communication aids. Includes review of the cognitive, linguistic, visual, and physical factors that influence vocabulary/message selection and organization, format, and symbol selection. Discussion of intervention techniques to facilitate independent use of these communication aids through direct intervention and consultation with parents and teachers. Strategies will be presented for maximizing and measuring functional treatment outcomes.

SLP 6029 AAC in the Curriculum (1 Cr)
This course reviews intervention principles, issues and strategies for school-aged children using augmentative and alternative communication. Participants will gain experience developing goals and intervention programs that foster the development of social and academic skills along with expressive communication. Strategies for specific areas of AAC learning will be reviewed, including vocabulary development, symbol learning, access skills, and (direct selection and scanning). Issues relevant to students in the primary grades, in later elementary school, in middle school and in high school will be discussed.

SLP 6030 Voice Disorders (3 Cr)
Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance. **Prerequisite/s: SLP 5001, 5003, 5004, 5008, and 5010.**

SLP 6031 AAC Application Following Stroke (1 Cr)
This course provides assessment and intervention for individuals with severe communication impairment following stroke. Participants will gain experience with assessment and therapeutic activities leading to the development of functional communication. Strategies presented will be appropriate for individuals severely affected by apraxia of speech and aphasia. Emphasis will be placed on restoring functional conversation skills. AAC devices and computer software will also be addressed.

SLP 6035 Seminar in Voice Disorders (2 Cr)
This course will address procedures for advanced principles of diagnosis and treatment of voice disorders utilizing state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance. **Prerequisite/s: SLP 6030. Corequisite: SLP 6101 and 6102.**

SLP 6037 Craniofacial Anomalies (3 Cr)
Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence. **Prerequisite/s: SLP 6030.**

SLP 6040 Fluency (2 Cr)
Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions. **Prerequisite/s: SLP 5010.**

SLP 6050 Motor Speech Disorders (3 Cr)
Nature, etiology, diagnosis, and management of motor speech disorders. Information and training in the assessment and management of oral motor, feeding, and swallowing disorders. Discussion of the nature, etiology, diagnosis, and management of motor speech disorders with emphasis on differential diagnosis. Covers the symptomology, procedures, and remediation of developmental apraxia of speech. **Prerequisite/s: SLP 5003, 5010.**

SLP 6055 Dysphagia (3 Cr)
Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing and current issues; provides hands-on experience with videoflouroscopic evaluation. **Prerequisite/s: SLP 6050.**

SLP 6057 Medical Aspects of Communication Disorders (3 Cr)
The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines, and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas and report writing for the medical model of treatment will be a significant focus of the course. **Corequisite: Clinical Lab Course.**

SLP 6060 Phonological Disorders (3 Cr)
An analysis and comparison of systematic distinctive features and phonologic processing theory and application. **Prerequisite/s: SLP 5002, 5005.**

SLP 6070 Research Methods in Speech-Language Pathology (3 Cr)
Exposure to critical analysis of the field's literature with respect to research design and statistical application.

SLP 6075 Seminar in Professional Issues (3 Cr)
History and current professional issues of trends in the field; management and operations of clinics in a variety of settings; ethical and legislative concerns.

SLP 6077 Principles in Supervision (3 Cr)
The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

SLP 6078 Technological Application in CSD (3 Cr)
This course provides an overview of technological applications in the profession of communication sciences and disorders with emphasis on computer applications in the field. This is a required selection for all online students, but an elective course for on-site students.

SLP 6080 Directed Research (1-6 Cr)
Independent research directed by faculty member; applied research culminating in written documentation of a project. **Prerequisite/s: SLP 6070.**

SLP 6091 Multicultural and Counseling Issues (3 Cr)
This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be explored. **Corequisite: Clinical Lab Course.**

SLP 6101 Clinical Lab 1 (1 Cr)
Supervised clinical practice in the treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Bi-weekly class meetings are required. **Prerequisite/s: SLP 6000, 6010, 6015, 6020, and 6060**.

SLP 6102 Clinical Lab 2 (1 Cr)
In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Bi-weekly class meetings are required. **Prerequisite/s: SLP 6101.**

SLP 6110 Externship (1 Cr)
Off-campus placements in an adult placement (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically. **Prerequisite/s: SLP 6101, 6102.**

SLP 6120 School Externship, K-12 (1 Cr)
Must be taken by students seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings. **Prerequisite/s: SLP 6101, 6102.**

SLP 6130 Externship (2 Cr)

Off-campus placement in a nonschool setting with a pediatric population. Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. **Prerequisite/s 6102, 6102.**

SLP 6200 Capstone
Capstone is an online course designed to assist students as they review the major SLP content areas in preparation for the Praxis national examination. It addresses approximately 15 major topic areas covering normal and disordered processes, professional issues, research methodologies, and other content important to the profession.

SLP 6201, 6202 Special Topics (1-3 Cr)
Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective may be taken for credit, CEU, or recertification). *Nine credits must be selected, three of them must be in a motor speech disorders course.

SLP 6203 Organization and Management of School-Based Speech-Language Pathology Programs (1–3 Cr)
This course will address the challenges facing school-based speech-language pathologists. Topics will include: legislative mandates; current issues in education and the impact of these issues of the traditional roles of school-based speech-language pathologists; organization and management of school speech-language programs; active participation on the educational team; service delivery models for diverse population; use of technology in schools; treatment outcomes and accountability measure; marketing services in the chills and the community; creative program ideas.

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

SST 614 Geography in the Secondary Curriculum (3 Cr)
This course provides an overview of the broad field of geography and current curriculum materials and practices for integrating instruction in geography into the secondary school curriculum.

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

SST 622 Consent of the Governed: American Government Adapted in the Curriculum (3 Cr)
This course studies the philosophical foundations and structure of state and federal government. Emphasis is on instructional techniques that encourage the secondary students to identify government in their daily lives and encourage them to become involved in the process of "participatory citizenship."

SST 623 American History I (Pre-Colonial-Reconstruction) in the Adapted Secondary Curriculum (3 Cr)
This course includes American History from Pre Colonial time through Reconstruction. Studied through the lenses of the five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrated the lates curricular practices and teaching strategies using Florida Sunshine State standards.

SST 625 American History (Reconstruction-Present) in the Adapted Secondary School (3 Cr)
This course covers American history from the Reconstruction through the present. Studied through the lenses of the five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrating the latest curricular practices and teaching stategies using the Florida Sunshine State Standards.

SST 627 World History 1 (Beginning-Renaissance) in the New Secondary Curriculum (3 Cr)
This course explores the world from its beginnings to the time of the Renaissance by studing the significant physical, cultural, economic, religious, and political features. Curriculum activities will be aligned with the social studies standards for grades 6-8 and 9-12.

SST 629 World History II (Renaissance-Present) in the New Secondary Curriculum (3 Cr)
This course provides an in-depth study of major events during this time period. The course will include significant interactions among the peoples of Africa Europe, Asia, and the Americans up to the present. Curriculum strategies and activities will be structured so secondary students will become more global in their thinking and see themselves as concerned citizens of the world.

SYSF 575 Family Systems (3 Cr)
This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

SYSF 576 Programs Models (3 Cr)
This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 577 Parent Support and Education (3 Cr)
This course examines the acquisition of knowledge and technical skills for practitioners working the families.

THER 501 Developmental Foundations for Child and Youth Care Practice (3 Cr)
This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.

THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youths (3 Cr)
This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

THER 503 The Design and Management of Therapeutic Environments for Children and Youths (3 Cr)
This course examines the various design element and program issues that have a qualitative impact on the management of therapeutic programs for children and youths.

TMA 701 Educational Technology Trends and Issues (3 Cr)
This course provides students with the opportunity to explore and investigate current practices and emerging trends and issues in the field of educational technology. It includes historical foundations, best practices currently in use, and future directions while providing students with an overview educational technology and technology management issues.

TMA 711 Education Technology Project Management (3 Cr)
This course provides students with the skills and knowledge required to manage complex educational technology projects. Students will gain project management skills that include planning, designing, implementing, and supporting both small and large scale technology projects within a school or district. Students will learn strategies for involving all stakeholders and communicating with them effectively.

TMA 716 New Technologies: Selection and Evaluation (3 Cr)
This course provides students with the skills and knowledge required to evaluate, select, and integrate technology learning systems that support curriculum goals and meet diverse student needs. Students will define an educational problem and apply appropriate instructional strategies and technologies based on instructional objectives and research of curricular technologies.

TMA 721 Distance Learning: Systems and Methods (3 Cr)
This course provides students the opportunity to research current practices in distance learning with the educational environment and the skills and knowledge to assess relevant products. Students will consider the impact of distance education on the educational community and distance learning roles and techniques in the K-12 educational environment.

TSOL 500 Foundations in Bilingual Education (3 Cr)
This course provides a survey of the history, rationale, and organization of bilingual education in the United States. The course includes the study of various bilingual and multicultural education programs found in the past and today in the United States. This course is required for the M.S. in TESOL degree program.

TSOL 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 LEP student in all classroom settings. It surveys the Office of Multicultural Student Language Education's twenty-five performance standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field. This course is required of all approved program 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.

TSOL 515 Curriculum Development for TESOL (3 Cr)
This 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 LEP students, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs will be studied. Students will also learn how to evaluate and adapt materials for LEP students. This is a required course for the M.S. degree in TESOL and for the Nevada and Florida add-on ESOL Endorsement.

TSOL 520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
TSOL 520 is required by all ICP candidates enrolled in an ESOL infused program. It focuses on second language development, covering language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The SIOP lesson model is thoroughly explained and used. The student is expected to be able to locate and use research and resources in ESOL methods and assessment.

TSOL 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.

TSOL 547 Testing and Evaluation of ESOL (3 Cr)
This course investigates traditional and alternative forms of assessment as they may apply in the ESOL classroom. It emphasizes the use of portfolio assessment to document children's learning experiences, meet standards, and connect assessment to instruction. It looks critically at the role computers may play in testing and evaluation of LEP students. This is a requirement for the M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSOL 562 Cultural and Cross-Cultural Studies (3 Cr)
The course, cross-cultural studies, examines cultural factors that may influence learning. The course focuses on concepts of culture and cultural issues. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom that will facilitate better learning. This course is required for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 567 Applied Linguistics (3 Cr)
An introduction to the linguistic principles and terminology that inform ESOL methodology. Students will learn to carry out phonetic, morphologic and syntactic analysis. Emphasis will be on first and second language acquisition. Students will learn to diagnose possible problems encountered by students learning English as a second language. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 569 Methods of Teaching English to Speakers of Other Languages (3 Cr)
An introduction to the linguistic principles and terminology that inform ESOL methodology. Students will learn to carry out phonetic, morphologic and syntactic analysis. Emphasis will be on first and second language acquisition. Students will learn to diagnose possible problems encountered by students learning English as a second language. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

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.

TSOL 699 Applied Professional Experience in TESOL (3 Cr)
Applied Professional Experience in TESOL: This course requires graduate students to document applied professional experience with students whose first language is not English within a K-14 educational setting. Graduate students will review second language theory, document hours working with ESL students, maintain a reflective journal, create a portfolio of their students' work and the assessment instruments used, in order to demonstrate achievement of state professional and content area standards in ESOL.

URBE 500 Public Education in an Urban Setting (3 Cr)
This course provides an overview of urban education trends. Emphasis is placed on the investigation of historical, social, and cultural perspectives and their influence in the urban education setting. Throughout the course teachers are engaged in identifying community resources and developing effective classroom-based strategies and interventions for assisting urban students.

URBE 501 Classroom Management in Urban Schools (3 Cr)
This course provides an examination of causal factors that frequently influence the academic and behavioral performance of urban students. In addition, classroom interventions to minimize these challenges are identified. Effective teaching practices, addressing individual needs within the urban education classroom, are emphasized throughout the course.

URBE 502 Instructional Methods in Mathematics in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching mathematics in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course.

URBE 503 Instructional Methods in Elementary School Science in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching science in the urban school setting. The identification of appropriate course content, instructional delivery, and assessment techniques for use with diverse students in the regular classroom setting is emphasized throughout the course.

URBE 504 Instructional Methods in Literacy in Urban Schools (3 Cr)
This course provides topics in literacy designed to explore and support the findings of the National Reading Panel Report to guide and improve literacy instruction in the urban school setting. The identification of instructional strategies, based upon a balanced literacy framework and intended for use with diverse students in the regular classroom setting, is emphasized throughout the course.

URBE 505 Parental and Community Involvement in Urban Schools (3 Cr)
This course provides opportunities for educators to examine the distinctive role of parents and guardians within the educational process. An understanding of the need for strong home-school-community connections and committed parental involvement for the benefit of diverse urban students is promoted throughout the course.

URBE 506 Standards, Curriculum, and Assessment in Urban Schools (3 Cr)
This course provides an overview of national, state, and local performance standards, curriculum, and assessment practices. The course is designed to help teachers gain knowledge and skills concerning the relationships between performance standards, curriculum, and assessment for the benefit of diverse urban students.

URBE 507 Integration of Technology in Urban Schools (3 Cr)
This course provides an overview of the use of technology, including software and electronic media, as an integral component of educational practice. The course is designed to help teachers gain knowledge and skills concerning the methods, materials, techniques, and strategies of incorporating technology as an instructional tool for the benefit of diverse urban students.

URBE 699 Applied Professional Experience in Urban Education (3 Cr)
This course will require graduate students to complete applied professional experiences in K-12 urban school settings. Graduate students will maintain a reflective journal and create a folder that includes samples of the pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards.
Prerequisite/s: 24 credits, including CUR 526.

Doctoral Course Descriptions
ARC 8912 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will investigate concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background for doctoral level research. The application of statistics will be emphasized. Areas of study will include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation.

ARC 8913 Program Evaluation and Policy analysis (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course.

ARC 8914 Measurement, Testing, and Assessment (3 Cr)
The purpose of the Measurement, Testing, and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical

and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners.

ARC 8915 Survey Research (3 Cr)
The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research

ARC 8916 Qualitative Research (3 Cr)
The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate

ARC 8917 Advanced Program Evaluation (3 Cr)
This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data collection procedures, including conventional (e.g., systematic surveys) and non-conventional (e.g., trained observer ratings), will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data and will provide guidance on the application of cost-effectiveness and cost-benefit techniques in program evaluation.

ARC 8918 Advanced Statistical Methods (3 Cr)
This course is designed to build on material reviewed in the Statistical Methods course and is developed to acquaint students with advanced statistical procedures. Areas that will be covered will include factorial analysis of variance (ANOVA), univariate ANOVA post hoc tests, analysis of covariance (ANCOVA), repeated measures analysis, multiple regression, and power analysis. In addition, the course will encompass a review of select multivariate statistical techniques. This course will emphasize the application of these statistical procedures to real world challenges that students may encounter in their research or work setting.

ARC 8919 Single Subject Research (3 Cr)
This course covers basic concepts and methods employed in single subject research. Participants will learn about single subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment designs. 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.

ARC 8920 Mixed Methods (3 Cr)
This course is designed to provide students with an understanding of mixed methods approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using mixed methodologies will be addressed in detail. The conflict between positivism and constructivism will be investigated, as will various examples of mixed model designs applicable to education and human services

ARC 8966 Applied Dissertation Seminar 1: Concept Paper (2 Cr)
The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARC 8967 Applied Dissertation Seminar 2: Proposal (5 Cr)
The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the roles of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARC 8968 Applied Dissertation Seminar 3: Report (5 Cr)
Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report) and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credits for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8711 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base. This course is delivered exclusively online.

ARO 8712 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will investigate concepts, and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background for doctoral level research. The application of statistics will be emphasized. Areas of study will include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. This course is delivered exclusively online.

ARO 8713 Program Evaluation and Policy Analysis (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. This course is delivered exclusively online.

ARO 8714 Measurement, Testing and Assessment (3 Cr)
The purpose of the Measurement, Testing and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners. This course is delivered exclusively online.

ARO 8766 Applied Dissertation Seminar 1- Concept Paper (2 Cr)
The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARO 8767 Applied Dissertation Seminar 2 – Proposal (5 Cr)
The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARO 8768 Applied Dissertation Seminar 3 – Dissertation (5 Cr)
Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report) and the final approval process. Content and format issues as well as recommendations for further research are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8769 Continuing Dissertation Services (0 Cr)

CSD 7000 Technology and Instrumentation in Communication Sciences (1 Cr)
This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

CSD 7030 Gerontology (2 Cr)
This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multicultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, and socioeconomic and psychosocial consequences of aging and illness.

CSD 7040 Supervision (3 Cr)
The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

CSD 7060 Genetics (2 Cr)
Doctoral candidates will be exposed to a general overview of genetics and will investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on normal and abnormal or interrupted development at various stages and outcomes.

CSD 7070 Pharmacology (2 Cr)
Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech-language pathology and audiology will be presented.

CSD 7075 Counseling (2 Cr)
Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Doctoral candidates will experiment with different approaches to interacting with clients and their families individually and in groups. Cultural impact on the counseling process will be addressed. Doctoral candidates will be exposed to role-play situations for use with clients demonstrating a variety of audiologic and/or speech-language problems.

CSD 7080 Business Management and Leadership (2 Cr)
Doctoral candidates will learn basic management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions.

EDD 6000 Portfolio in Instructional Technology and Distance Education (3 Cr)
Portfolio of artifacts from ITDE MS program; Reflection and reaction to ITDE MS program learning outcomes; Collection of course materials, Development of a personal philosophy

EDD 7005 Instructional Media (3 Cr)
An introduction to the effective use of instructional media. 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.

EDD 7007 Principles of Distance Education (3 Cr)
An introduction to distance education. Topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

EDD 7040 Clinical Supervision (3 Cr)
The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics include planning and executing the supervisory conference, collecting data, and evaluating the supervisee. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

EDD 7041 Administration and Supervision of Personnel (3 Cr)
This course will present resource management principles and techniques in the following areas: job performance, employee development, career management, discipline, employment law, sexual harassment, health issues in the workplace, management of a diverse workforce, and governmental regulations. Topics include skills needed for planning, organizing, staffing, directing, communicating, motivating, and decision-making.

EDD 7042 Advanced Applications in Technology in Communication Sciences and Disorders (3 Cr)
This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, and application of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

EDD 7043 Regulatory, Legislative, and Educational Trends in CSD (3 Cr)
This course will discuss the historical, ethical, and legal issues and trends in speech-language pathology. This course will increase students' understanding of current professional issues pertaining to such matters as standards of practice, ethics, scope of practice, legislative mandates affecting the professions, professional service delivery systems, healthcare reimbursement issues, licensure and certification, participation in professional organizations, and professional advocacy.

EDD 7607 Concepts and Controversies in Aging (3 Cr)
This course will provide a focus on the major concepts and controversies currently being debated in the field of gerontology. We will explore concepts of aging, health care, and society; some of the social and economic outlooks for our aging society; and the life course perspective. Some of the controversies will include such topics as health care rationing, elder abuse and neglect, the right to die, changing notions of retirement, creativity and aging, old age and the quest for meaning.

EDD 7608 Humanities and Aging: An Exploration of Human Potential for Late Life Development (3 Cr)
This course will develop a greater sensitivity to and understanding of aging through a sampling of Humanities subjects, i.e. literature, history, and world religion, that pertains to the process of aging. From this perspective, the student will gain the special perspective on being human that study of the humanities develops. In addition to readings in the humanities, we will make use of autobiography and narrative descriptions of famous and ordinary older adults, as well as explore the growing use of reminiscence and life review in research and practice with the elderly. The course will also call upon each participant to do some narrative and autobiographical writing of his/her own.

EDD 7609 The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory (3 Cr)
This course will focus on the human development theories that provide the underpinning for a humanistic approach to aging. The humanistic approach is closely associated with the term 'conscious aging', which implies that in addition to the nature of aging as a biological and sociological phenomenon, there is a developmental path that includes the psychological and the spiritual. Students will engage in exploring this holistic perspective that includes learning the theoretical frameworks associated with Abraham Maslow, Carl Rogers, Roberto Assagioli, Harry Moody, and Ken Wilber, as well as life-span theory.

EDD 7610 Social Gerontology: The Sociology of Aging (3 Cr)
This course will provide a sociological perspective on the aging process. We will examine the impact of social and cultural conditions on older adults as individuals and as groups (cohorts). We will focus particularly on social policy through the lens of race, gender, and class. This course will seek to provide the learner with an ability to critically analyze the institutions that provide care and services to older adults, i.e. long term care facilities, hospitals, senior centers, etc. In addition, learners will gain insight and analysis of the major social policies affecting older adults, with emphasis on social security.

EDD 7611 Aging and Ethnicity (3 Cr)
While all human beings age, human beings age differently. The field of ethno-gerontology further illuminates the diversity in the aging process by developing cultural competence through cultural knowledge in providing services to older adults. Cultural beliefs and values impact how older adults learn and have access to and/or process information. The quality of service may be greatly influenced by understanding or misunderstanding the ethnic beliefs and values of older adults. This course will teach learners how aging and ethnicity affects how we serve older adults. The course will also help learners become better acquainted with their own cultural beliefs and values, as they learn about the cultural beliefs and values of a wide variety of ethnicities.

EDD 7612 Biology of Human Aging (3 Cr)
This course will provide fundamental knowledge about the biology of human aging for those with little or no background in biology. While aging is a fact present in all human lives, there are common misconceptions as to what aging is, how we age, and why we age. There are also controversial and ethical issues associated with scientific explorations into extending our life spans. We will therefore be examining the impact of the science of aging on human life; the use of medical technology and its impact on mitigating aging. We will learn about the many theories of aging; examine healthy aging, and the diseases that most commonly affect us as we grow older. We will also look at the effects of aging on several body systems, and the effect of environment on aging.

EDD 7710 Principles and Theories of Adult Education (3 Cr)
This course examines the range of theoretical and practical approaches to the education of adults. Topics include adult motivation for learning; innovative instructional approaches for adults; the practice of andragogy and andragogical roots of the contemporary adult education movement; evolving opportunities in workplace learning, for-credit and non-credit learning options in universities and community colleges; and informal learning in adulthood.

EDD 7711 History and Philosophy of Adult Education (3 Cr)
This course provides a broad foundation for the study of adult education based on the historical context and philosophical constructs that have influenced the practices of adult educators and the adult education movement in the past and continuing into the 21st century. The course examines adult education as a social movement in a historical context and explores the philosophical perspectives that have influenced and continue to develop current approaches to the education of adults.

EDD 7712 Contextual Issues Affecting Adult and Continuing Education (3 Cr)
This course presents a comprehensive view of lifelong learning and its critical implications for learners and leaders in the field of adult and continuing education. The course addresses current contexts, emerging challenges, and evolving opportunities in the field of adult and continuing education from a practitioner-oriented perspective. Course participants will examine a variety of adult learning contexts including community-based programs, prison education, and innovative higher education applications. In addition, participants will analyze emerging challenges including demographic, economic, political, ethical, and socio-cultural changes influencing the practice of adult education.

EDD 7713 Adult Development and Learning Styles (3 Cr)
This course will examine the developmental nuances of adult learning, with specific emphasis on the relationship between life stages and challenges and their influence on adult learning. Additional topics include current and evolving theories of adult cognition and learning, including learning styles; learning modalities and multiple intelligences; adult learners with physical and/or mental disabilities; and practical approaches to integrating technology into the instruction of adults.

EDD 7714 Adult and Continuing Education Program Planning (3 Cr)
This course examines adult education program planning, curricular and administrative opportunities and challenges, and innovative instructional techniques designed to promote access to adult learning. Topics include participation research, innovative approaches, and techniques to marketing adult educational programs, and distance learning technologies as well as program planning for adults in a variety of settings.

EDD 7810 The Nature of Conflict in Society (3 Cr)
This course identifies the origins and nature of various conflicts that exist in today's society. The course focuses on the human and emotional aspects of conflict, and includes the influence of gender and culture. Various categories of conflict ranging from political terrorism to family conflict will be explored through pragmatic as well as theoretical paradigms that focus on the process of conflict, its stages, analysis, and conflict management.

EDD 7811 Theories and Principles of Conflict Resolution (3 Cr)
This course presents the major theories and contexts of conflict resolution. Students will examine levels of interventions and processes in the field of conflict resolution. This course is designed to present a variety of theories used to mediate conflict at various social and psychological levels. Students will learn basic conflict management techniques and ways to assess conflict situations from a cross-cultural perspective.

EDD 7812 Strategies and Models of Mediation and Negotiation (3 Cr)
This course examines conflict intervention from the perspective of the disputant/negotiator. The major theme of study includes the overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching settlement. Students will explore negotiation tactics that focus on people, interests, opinions, and criteria. The course develops negotiator skills and knowledge leading to collaborative based actions and solutions.

EDD 7813 Managing Organizational Conflict (3 Cr)
This course examines the nature and varieties of organizational conflict. The causes, manifestations of organizational conflict, and intervention techniques will be presented. Students will learn to apply mediation and conflict resolution techniques and theories at the organizational level as facilitative leaders. Issues such as the facilitator's role in helping groups resolve issues and meet organizational as well as effective group intervention skills will be practiced.

EDD 7814 Special Topics in Conflict Resolution (3 Cr)
This course proved the students with an opportunity to study in depth an area of conflict or violence. Included in the range of study topics are violence in the schools, family violence, violence in the work place, divorce and custody conflicts, cultural terrorism, victim-offender conflicts, etc. Violence intervention and prevention strategies developed for interpersonal, group and societal levels will be examined.

EDD 7912 Curriculum Articulation (3 Cr)
This course will introduce students to collaboratively and systematically weigh key factors, such as: the mandates of national, state and local educational standards, professional licensing requirements, educational benchmarks, grade-level expectations, and course content when making decisions about curriculum and instruction across grade-level progression. The relationships between these factors will be discussed in order to demonstrate the significance of a well-designed articulation process that educational institutions must implement in order to assure the successful progression of students across their academic coursework. The course will focus on developing a practical approach to policy development in curriculum and instruction based on an integrated system that aligns curriculum, instruction, standards, assessment, content, and accountability across time. Topics such as grade-level content specifications, promotion requirements, and interdisciplinary approaches will be discussed.

EDD 7913 Curriculum Renewal (3 Cr)
The course will provide the foundation for decisions regarding curriculum renewal and student achievement. Various sources of input will be stressed as the basis for curricular decision making, the need to renew various aspects of the curriculum based upon student achievement of the goals and objectives of the curriculum, the articulation of the curriculum, and the instruction strategies employed, and the stakeholders in the curriculum development process. A practical approach will emphasize drawing accurate inferences about what students know and are able to do as the basis for curriculum renewal and the scope and sequence of the curriculum in an educational program.

EDD 7914 Curriculum Teaching and Technology (3 Cr)
This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with instructional technology; instructional design; distance education; course design and online teaching; lesson planning using media; production of media for teaching.

EDD 8001 Instructional Design (3 Cr)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

EDD 8002 Surviving Change: Politics, Power, Money, and the Law (3 Cr)
This course investigates the relationship between leadership roles and decision-making in the current and emerging contexts of politics, power, legal, and economic factors, and the results of creating change through effective policy development in education. The student will

learn to apply techniques and theories of policy development and will engage in educational policy analysis. Local, state, and federal political systems are examined to determine the influence these systems have on current and future policies in education.

EDD 8003 Curriculum and Program Planning (3 Cr)
This course is designed to familiarize the student with the various theories, principles, and practices related to curriculum. It includes the study of curricular and instructional design foundations; instructional design models; learning theory; the implementation, management, and evaluation of instruction; and a consideration of significant issues and trends with an emphasis on technology. This study presents both the historical and current literature in the field so that the student has grounding in the discipline of curriculum and a basic understanding of the development of programs of study.

EDD 8006 System Analysis and Design (3 Cr)
An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

EDD 8007 Governance and Management in Higher Education (3 Cr)
This course emphasizes the common and unique characteristics of organizations, various approaches and practices of governing and managing, and the theories and research relevant to organizational management and development. The learner will explore organizational missions, values, and purposes; governance structures; management styles and organizational processes; and current issues and trends in the field, including strategic planning, quality control and institutional effectiveness, and organizational change.

EDD 8008 Principles of Instructional Technology (3 Cr)
An introduction to instructional technology. Topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

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 curricula will be emphasized.

EDD 8012 Managing and Evaluation Instructional Technology and Distance Education (3 Cr)
Theories and methods of planning, operating, and evaluating instructional technology and distance education; managing in educational and corporate settings, and principles of staff training, proposal development, and legal issues.

EDD 8020 Continuing Education for the Health Care Professions (3 Cr)
This course is based on the belief that an educated, trained, and motivated staff is the most important asset of a health care organization. To that end, the course will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Fundamental principles of teaching and learning are covered, so that the health educator can learn to be effective while teaching colleagues in a continuing education setting, students in the classroom, and patients in clinical settings. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The purpose, benefits, and goals of health care education; the nature of the educational process; and the role of the health care practitioner as educator are examined.

EDD 8021 Contemporary Theories in Healthcare Education and Promotion (3 Cr)
The course will link current theories of health education and promotion to current and evolving challenges in the field of health care education. It examines current issues and practices influencing leaders in the field of health care education. Topics include demographic, economic, ethical, and political factors influencing health care delivery and the practice of health education; the changing nature of health care delivery in the United States; leadership perspectives on health care education; evolving models and practices in health promotion and education; and health education for special populations. This course addresses internal and external forces currently shaping the profession and practice of health education and promotion, and focuses on the creative application of health education theory and practice to specific health related problems identified by learners in their own communities or workplaces.

EDD 8022 Trends in Health Care Policy (3 Cr)
This course explores contemporary issues of health care organizations and institutions. The course will examine current trends and issues in health care and health care education. Students will be responsible for researching and presenting contemporary issues affecting today's health care and health care organizations. The course examines major trends in health care education and policy that determine the role and future of health care as well as health care educators. Topics include challenges in provision of health services, health care reform, managed health care systems, mortality trends, public health, political aspects of health care, elderly health care, long term health care, disease trends, mental health concerns, health behavior, economics of health care, reproductive health, health and the media, alternative medical therapies, and complementary medical approaches. Disease trends and determinants of health and illness will also be examined.

EDD 8023 Ethics and Professionalism in Healthcare (3 Cr)
This course is designed to provide an understanding of essential ethical considerations in health care occupations and will examine prominent bioethical issues that confront today's health care professionals. The course has an applied focus for health care educators and providers as well as a focus on organizational ethics in health care settings. This course focuses on social and ethical developments in health care. Topics include professional relationships among health professionals and patients, critical thinking and ethical decision making skills, basic principles of health care ethics, relevant information on social developments and ethical issues in health care, developments in standards of care and related emerging social and ethical trends in health care, legal and ethical issues affecting educators and students, professional ethics, organization ethics, and ethical climate in the health care organizations.

EDD 8024 Health Care Communications (3 Cr)
This course examines health communication, while identifying current issues and challenges facing health care. Learners will be exposed to multiculturalism in terms of thinking about health care education and how age, gender, race, and language influence health communication. The course addresses patient-caregiver communication, communication within health organizations, communication of risks, diagnoses, prognoses, and therapies, and how cultural factors influence health communication. Learners will also examine the Internet, telemedicine,

health economics, and other factors that are changing the way health care educators and professionals are communicating, as well as health images in the media.

EDD 8025 Legal Aspects of Health Care Education (3 Cr)
This course investigates the legal aspects in health care that may affect the delivery of health care education. Practitioners of health care are legally obligated to perform their duties according to professional standards and to adhere to conditions of confidentiality, privacy, and ethical conduct. This course reviews the extent of such legal implications of working in health care settings, including such aspects as liability, negligence, malpractice, malfeasance, and others. Included will be legal issues of medical information management, health financing, and health care reform. This course provides an emphasis on teaching students and staff about the legal aspects in health care which are fundamental to practice.

EDD 8030 Moving Toward the Future: Successful Strategic Action Plans (3 Cr)
This course studies strategic planning models, forecasting methods, trend analysis, and futuring. Participants will learn to understand how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, general systems thinking, and change strategies will be presented through case studies and projects that utilize problem-based learning. Students will have the opportunity to design a mock strategic plan from inception to evaluation by applying principles learned through this course.

EDD 8031 Financing Institutions of Higher Learning (3 Cr)
This course is an introduction to institutional finance for academic administrators, health care professionals, military personnel, and/or college or university faculty members. Students participating in the course are introduced to the budget process as an outcome to their institutions' strategic plans. Budget development at the student's respective institution plays a primary role in this course. Learners will analyze various income and expense parameters. Additional topics include allocation for services at cost centers within institutions, the development of "off-campus" budgets, facility and enrollment management, marketing, and financial reporting systems. Using problem-based learning, the students will develop a budget reduction plan that will maintain institutional quality while reducing income and expenses.

EDD 8032 Human Resources Development (3 Cr)
This HRD course discusses the role of human resources within organizations. The course examines ways in which HRD can be used to develop the most valuable asset possessed by any organization: the highly skilled and educated worker. Theory, research, and practice are combined within the course so that students can gain an understanding of how HRD can be used to improve organizational performance. Students will be introduced to the key tools used by HRD practitioners such as needs assessment, design of HRD interventions, implementation of action plans, and the evaluation of HRD programs.

EDD 8033 Ethical Perspectives and Challenges in Higher Education (3 Cr)
This course examines contemporary perspectives relating to ethical issues from the perspective of leadership in postsecondary educational institutions. Students will explore how ethical concerns impact academic and administrative decisions. A variety of topics including institutional values and ethical decision-making processes, academic freedom, ethics in research involving human subjects, student grievance procedures, affirmative action, and governmental issues will be explored. Students will identify current and emerging ethical challenges impacting higher education and develop a personal philosophy of ethical practice based upon leadership principles.

EDD 8034 Foundations, Sponsored Research, and Collaborations in Institutional Development (3 Cr)
This course examines the history, development, and current status of institutional advancement programming in organizations. Current issues, challenges, and practices will be reviewed. Learners will be introduced to the varying areas of institutional advancement, such as alumni affairs, foundations, capital campaigns, and planned giving as well as the functions contained within each area. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that will be reviewed in their studies. The interdependence of institutional advancement and internal organizational functions will be analyzed and evaluated.

EDD 8060 The Design and Development of Alumni Affairs Program (3 Cr)
Alumni Affairs programs have become an important part of nearly every college's strategic plan. As a result, the alumni affairs office is expected to promote interaction among the faculty, student body, and alumni. The alumni office is also charged with maintaining and enriching alumni relations and fund-raising programs. The course examines the basic tasks needed to run a successful alumni program: maintaining communications with the alumni, sponsoring special events for the alumni, sponsoring career development programs, protecting and enhancing the university image (branding), actively pursuing endowments and gifts, establishing and promoting the alumni association, and collaborating with the faculty and administration to promote student engagement efforts.

EDD 8061 Targeting Our Students: The Dynamics of Student Services (3 Cr)
This course will introduce student affairs components and how it operates within postsecondary institutions. Student affairs can be comprised of the offices of 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.

EDD 8110 Assessment Literacy (3 Cr)
In this course the candidate will develop expertise in assessment design, implementation, and evaluation using technology that is useful at the classroom level. Reeves (2002) in The Leader's Guide to Standards notes that equity and excellence are keys to achieving high standards. Equity or fairness for all students is a key to the moral leadership for today's schools. Understanding assessment is a critical skill that all leaders need, and this course prepares leaders' assessment literacy.

EDD 8111 Communities of Practice (3 Cr)
The purpose of this course will be to prepare leaders to design and develop communities of practice. In this setting, candidates will learn the keys to collaborative cultures. They will also experience tools for dialogue, assessment protocols, and open space technology. As a result of the experiences, the candidate will be expected to design a plan to build a community of practice.

EDD 8112 Curriculum and Technological Applications in Instruction (3 Cr)
The purpose of this course is to prepare leaders to design, implement, and evaluate the curriculum. Candidates will be expected to demonstrate leadership by designing a standards based curriculum. They also will be expected to demonstrate that they can develop a plan to align that curriculum with state and federal standards, to assure equal opportunity for all students to master the established standards. Emphasis will also be placed on the Schlechty model of Quality Work and Designing Quality Work for all students.

EDD 8113 Instructional Leadership (3 Cr)

The purpose of this course is to prepare the candidate to identify high quality instruction, to diagnose instructional problems, and to prescribe appropriate strategies to improve instructional performance. Candidates will be expected to evaluate instructional practices to determine the effectiveness of the teaching. Candidates also will be expected to develop appropriate prescriptions for ineffective teaching. In essence, each candidate will know quality instruction, will be able to distinguish between highly effective instruction and less than effective instruction, and will be able to prescribe strategies for improving instruction using the latest technology applications. Candidates will be expected to value high quality instruction for all students.

EDD 8114 Professional Development (3 Cr)
The purpose of this course is to prepare leaders to lead professional development. Candidates will experience quality professional development and will utilize the knowledge of adult learning, constructivism, and personalized learning to design and evaluate professional development. Candidates will be expected to demonstrate understanding of ages/stages literature by constructing professional development for entry- level professionals, mid-career professionals, and seasoned veterans as they prepare to exit the profession. Candidates will be expected to also design an assessment plan that assures quality professional development programs.

EDD 8115 Understanding Change (3 Cr)
The purpose of this course is to equip the candidate with an understanding of the change process. This process will be examined from the individual and the organizational perspectives. Candidates will be expected to demonstrate that they can help individuals to change and lead the organization from initiation, implementation, and institutional phases of meaningful change. The work of Michael Fullan, particularly The New Meaning of Educational Change (2001) and Robert Quinn, particularly Building the Bridge as You Walk on it (2004) will be utilized.

EDD 8119 Contemporary Topics in ITDE (3 Cr)
Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing.

EDD 8120 Perspectives in ITDE (3 Cr)
Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator; future trends in the field; strategic planning for the professional; and refining the roles and responsibilities of the leader in the field.

EDD 8121 Advanced Instructional Design (3 Cr)
An introduction to instructional technology. Topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

EDD 8122 Professional Practice in ITDE (3 Cr)
This course builds upon the concepts introduced in Foundations of Leadership. Topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision-making, and a synthesis of leadership development.

EDD 8123 Advanced Applications in ITDE (3 Cr)
Major topics include an in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audio conferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment.

EDD 8124 Theories of Learning (3 Cr)
An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include the critical elements in the structure of distance education delivery systems, the analysis of educational systems and instructional systems, the relationship of subsystems within an educational system, the design of an educational system, the design of instructional systems, and the evaluation and continuous improvement of a system.

EDD 8125 Leadership Development through Theory and Practice (3 Cr)
This course examines the significant research and theory that provide the conceptual framework for organizational development from the leader's perspective. Strengths and weaknesses of various leadership models will be presented. Case studies related to both leadership and organizational cultures will be examined. Learners will reflect on the particular challenges and responsibilities encountered in shaping and creating successful organizations of the 21st century. Application of theory to practice will be stressed.

EDD 8401 Special Education Law and Policy (3 Cr)
This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation, with particular emphasis on school practices in special education.

EDD 8402 Families, the Law, and Exceptionalities (3 Cr)
This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. 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.

EDD 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Cr)
The purpose of this course is to provide students with the theoretical foundations and applied skills requisite for fostering collaborative partnerships with and among families, individuals with disabilities, professionals, and other stakeholders that will lead to outcomes of individual and mutual empowerment. Students will engage in study, simulations, and actual practice across a variety of conference formats and counseling situations.

EDD 8404 Organization and Administration of Special Education Programs (3 Cr)

This course will address the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services. Particular emphasis will be placed on the development, implementation, and evaluation of effective program designs, and will include the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of recent and proposed legislation, including regulatory policies and procedures, on program development and implementation will be addressed.

EDD 8405 Collaboration and Consultation (3 Cr)
This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories and methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through course 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.

EDD 8406 Transition, Career Developmnet and Independent Living (3 Cr)
The course will focus on the strategies 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.

EDD 8407 Assessment and Evaluation of Special Needs: Cognitive Domains (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.

EDD 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 professional 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.

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. 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.

EDD 8410 Technological Literacy for Leaders (3 Cr)
In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy. Technological literacy is instrumental. The content includes Internet skills, resources, and communication strategies within the context of shaping, evaluating, and utilizing appropriate policies related to instructional technology.

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 educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help students succeed in their schools.

EDD 8431 School Finance (3 Cr)
This course is devoted to the many financial aspects of the educational environment. A conceptual framework for understanding key concepts of revenue generation and distribution in school districts will be developed, and district and site-based budgeting will be practiced. Educational leaders must provide leadership in the debate about fiscal policies for education if American schools are to garner the financial support necessary to accomplish their stated missions. To succeed in offering the needed leadership, policymakers must possess sophisticated knowledge of the field and the capabilities to use this knowledge in shaping economic decisions in the public sector. The content in this course will include historical foundations of school finance; changes in policy and practices; major influential court decisions and current legal challenges; federal, state, and local funding practices; site-based budgeting; responsibilities of administrators in the funding and finance arena; budgeting cycles and influences; generation, distribution, and accountability issues, and other areas of current interest.

EDD 8432 School Policy (3 Cr)
This course provides a framework for understanding the political and policy issues involved in socio-cultural changes in American schools and society. Also considered are historical and legal aspects of contemporary educational issues and relationships of school to society. This course is oriented toward educational policy and the political realities of contemporary education. It focuses on implications and challenges in gathering information, integrating various research methodologies (qualitative, quantitative, documentary, and historical), using new technology and learning for the purpose of managing information sources toward a greater understanding of educational policy. The course is designed as a learning environment within which students undertake ongoing projects. To that end, candidates use a variety of sources, including other candidates. Through teaching and learning, candidates move toward a greater understanding of their roles as educational leaders in the American political and policy arenas.

EDD 8434 School Law (3 Cr)
The field of school law is a rapidly expanding area. In the last twenty years, litigation has become the fuel of choice driving many policy decisions of the school. The landscape of education has changed dramatically, often leaving school personnel afraid to conduct the most mundane of daily school tasks. Major areas of litigation (such as sexual harassment, IDEA, 504, and discrimination) often do not bring resolution to the issues before the court, but rather result in decisions impossible for some schools to carry out, and other schools unwilling to conform to because results are not in the best interest of the education of children. In addition, it may be months before a school district informs leaders, let alone teachers, of the court's decisions and the resultant changes in policy affecting the school environment. With this in mind, it is imperative that school leaders have the requisite knowledge and skills to stay informed of school related law and policy issues on a daily basis, and equipped with substantial knowledge of the laws that affect the lives of the personnel for whom they are responsible. Leaders must know the current state and federal laws as they apply to the school district, school setting, personnel, and other entities. They must know how to react to situations and not be afraid to act within the confines of their positions.

EDD 8442 Ethics and Social Responsibility (3 Cr)
This course will focus on the role and responsibilities of an educational leader as an ethical role model, decision-maker, and teacher. Students will be exposed to an overview of current ethical issues for learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course will use multimedia materials and will be interactive and mediated by facilitators on the World Wide Web.

EDD 8443 Leadership Communication (3 Cr)
Leadership and effective communication are more than directly correlated; they are inseparable. Using the advantages of Web-based instruction, students will be expected to participate in a virtual learning community, where they can interact with course materials in flexible ways, share questions and discoveries with others, and contribute to the community's learning through interactive sessions and posting case study materials.

EDD 8460 The Principalship (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 as leaders in 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. Students will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDD 8461 The Superintendent of Schools (3 Cr)
This course will focus on individuals who are planning to enter the field of school administration at the central office of a district. The perspective of superintendents as leaders in developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout a 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. Students will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDD 8472 Human Resource Development (3 Cr)
Human Resources Development (HRD) is a fairly recent term in the lexicon of education and the message that it sends is an important one—to consider personnel in education as a resource and a most valuable one at that. Even a brief review of the No Child Left Behind (NCLB) Act brings to the fore the focus on quality teachers and leaders in education, as well as the certification expectations for attaining this level of proficiency in schools and classrooms across the nation. Hence, a sound HRD program encompasses many areas of personnel management including staffing, licensure, professional development, retention, evaluation, and dismissal. In other words, an effective HRD program does everything from hiring; to ensuring effective personnel are in place at the district, school, and classroom levels; to the dismissal of ineffective personnel for the advancement of student learning.

EDD 8490 Culture of Urban Schools (3 Cr)
This course would analyze group relations, acculturation, and educational policy from different theoretical perspectives as they relate to the transmission of culture in educational settings especially in terms of values, roles, and the implication for equality of education opportunities and social status. The impact of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs and the evolving patterns of intergovernmental cooperation and conflict within metropolitan regions would be analyzed. Students would study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education.

EDD 8491 Economics of Urban Education (3 Cr)
This course will focus on the theories and principles of the economics of education; the economy in urban settings; and models, practices, and theories for developing partnerships between schools, universities, community based groups and agencies, and neighborhoods. The focus will be upon the analysis and underpinnings of the community and regional economic structure and development. Students would study administrative policies and planning related to the economics of urban education.

EDD 8492 Educational Policy and the Politics of Urban Education (3 Cr)
This course would focus on theories and empirical research about the social structure and political dynamics of urban areas. Students would study educational policies and politics and subsequent implementation as the intended and unintended consequences of many processes: ideological, social, judicial, scientific, economic, and ethical. Within the context of each issue, potential policy alternatives would be identified and actual policy and implementation decisions studied.

EDD 8493 Historical Context of Contemporary Urban Schools (3 Cr)
This course would utilize the leading thinkers and milestones as the basis for an analysis of urban development and urban life. Students would explore the emergence and transformation of urban educational institutions—public and private, inclusive and selective, fee-paying and free, religious and secular—out of the dynamic interplay of individual, group, and larger scale intellectual, social, political, and economic factors. The history of the impact of federal, state, local government policies, changing economic conditions, and judicial decisions that have shaped urban education in the post-Brown era in America on these relationships will be discussed.

EDD 8494 Teaching, Learning, and Curriculum in Urban Contexts (3 Cr)

This course would examine the relationships through which knowledge is constructed and communicated in urban schools. It would focus on pedagogy as a set of relationships among teachers and students mediated by culture, history, learning theories, assumptions bout childhood and adulthood, and assumptions about knowledge and ignorance as they relate to urban education.

EDD 8510 Leading a Learning Organization (3 Cr)
This course will explore characteristics of learning organizations and their organizational cultures. Participants will learn that learning organizations are very different from other enterprises. They are forward looking, nurturing, flexible, and safe. Leaders of such organizations have special traits and are usually servant leaders or transitional leaders. Creating a learning organization takes great effort on the part of all constituencies. It also takes a special kind of commitment, much energy, and various resources. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. A learning culture is one of the most desirable organizational environments. Creating it takes tolerance, understanding, and the support of everyone in the organization.

EDD 8511 Leading for Change (3 Cr)
This course emphasizes the need for leaders to understand that organizations are always changing. Participants will learn that the ability to manage change effectively is critical to the success of any leader. Specific strategies for managing change will include: decision making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management and negotiation, empowerment and coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress.

EDD 8567 Theory and Practices: Management and Planning, Funding and Budget (3 Cr)
This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organizational behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

EDD 8570 Principles and Theories of Organizational Development (3 Cr)
This course examines current and emerging philosophies and practices of organizational development (OD). Course participants will analyze, compare, and contrast specific quantitative, qualitative, and process-based approaches to OD in organizations. Further, participants will examine strategies and practical techniques related to consulting opportunities and challenges. Participants will then create an OD intervention proposal which describes the OD problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the OD intervention, and specific evaluative measures to assess the effectiveness of the OD intervention.

EDD 8571 Principles and Theories of Training and Development (3 Cr)
This course addresses the training theories and models necessary to develop an effective organizational the workforce of the 21st century. Participants will examine principles and techniques needed to create effective employee training and development practices. Topics include analysis of performance deficiencies, approaches to employee performance enhancement, and approaches to evaluation of training and development strategies.

EDD 8572 Principles of Organizational Synergy in Human Resource Development (3 Cr)
This course examines the role of organizational leaders in promoting strategic human resource development based on organizational mission, vision, and values. Course participants will examine linkages between organizational mission strategies and organizational practices in employee training and organizational development and recommend strategic improvements to strengthen and enhance organizational synergy. Participants will conduct a leadership audit of HRD practices in a specific organization and recommend improvements based on current and emerging leadership practices in HRD.

EDD 8573 Special Topics in Human Resource Development (3 Cr)
This seminar course includes a menu of topics and issues in HRD that participants will select for further study, contingent upon faculty approval. Participants are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration include, but are not limited to, the following: HRD and OD strategies related to workforce diversity; training and development in unionized and other regulated environments, on-demand training and emerging technologies for delivery of such training; appreciative inquiry and its role in OD enhancement; career development strategies and practices; and the effects of out-sourcing and off-shoring on organizational productivity and performance.

EDD 8574 Strategies and Practices for Organization Outcomes Evaluation (3 Cr)
This course provides an in-depth examination of organizational return on investment in employee training and development. Participants will evaluate organizational training practices and calculate the extent to which HRD practices used by the organization have been effective in enhancing organizational performance. Participants will also create enhanced training plans based on determination and analysis of objective criteria related to organizational return on the training investment. Participants will design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development.

EDD 8601 Human Services Leadership: Administration, Management and 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 both at the community, state, national and international level with a view to assess just how well they support consumer (i.e. patient) and family participation. Study will include an overview of selected management systems and styles, models for leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community setting 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.

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 place 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. Incorporating community members as human resources and community partnerships will be analyzed.

EDD 8603 Human Resource Issues and Challenges (3 Cr)

This course focuses on examining qualities that foster positive relationships within the work setting. Strategies and legal parameters for recruiting, hiring, training, evaluating and conflict resolution are mandatory skills for a successful leader in human services and comprise the first portion of this course. The second half targets budgets, funding sources, fund-raising and good stewardship as well as effective grant-writing skills. Capital campaigns, donations, events and endowments are discussed.

EDD 8604 Human Services and the Law (3 Cr)
A review of human resource laws, policies and practices is essential to effective leadership both within the human service organization as well as to those being served. Students will explore such legal topics as equal opportunity, sexual harassment, constitutional rights, fair labor practices, grievance, misrepresentation and violence in the workplace. Developing a positive work environment for employees and volunteers is critical to success. Strategic implications of effectively managing, recruiting, compensation, performance appraisal, training and development, and disciplinary action will be explored. Also discussed will be such topics as the influence of the internet and online services on human services work, diversity in the workplace, and social justice.

EDD 8605 Human Services Organizational Theory and Behavior (3 Cr)
To be a successful leader, a sound understanding and mastery of organizational systems, organizational behavior and management must be mastered. This course delves into theories, concepts and models of organizational behavior. From developing an effective mission statement to practical implementation of a new program or service, knowing how and why people behave and respond is critical to success. Knowledge and theory, functional attitudes, and applicable mindsets, as well as best practices, will be synthesized while the student practices strategic leadership positioning as well as learning when to adapt and when to change.

EDD 8606 Special Topics in Human Services (3 Cr)
This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging 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.

EDD 8615 Child Advocacy: Social Concerns in the Global Context (3 Cr)
This course will examine the role of child advocacy from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children.

EDD 8801 Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders (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.

EDD 8802 Seminar in the Nature of Students with Autism Spectrum Disorders (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 that 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.

EDD 8803 Advanced Topics in Assessment of Students with Autism Spectrum Disorders (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.

EDD 8804 Advanced Topics in Interventions for Students with Autism Spectrum Disorders (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.

EDD 8805 Seminar in Professional Issues in Leading Programs for Students with Autism (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 students with autism, dealing with resistant staff, and resolving conflicts with parents.

EDD 8806 Special Topics Across the Life Span for Individuals with Autism (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.

EDD 9100 Leadership (6 Cr)
This course focuses on strategic leadership and its influence for organizational effectiveness which occurs in the context of modern society by creating change and reaction 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. The course results in the creation action plans for restructuring organizations.

EDD 9200 Trends and Issues (6 Cr)
This course provides a study of the significant current trends and issues that provide paradigms of functionalism, conflict, and symbolic interaction. Emphasis is placed on critical review of issues of recent trends and developments affecting the interpretation of the (a) social process: culture socialization, and change, (b) institutions: political, economic, educational and religious, and (c) social structures: social stratification, ethnic race, relations, and environment. Students examine issues through research findings and case study analysis/results provide knowledge through a learner-designated development action plan leading toward a vision and mission of achieving success.

EDD 9300 Methods of Inquiry (6 Cr)
The purpose of this core course is for doctoral students to demonstrate an understanding of the use of the scientific approach in educational and human service practices to ensure informed decision making grounded in empirical research. Research design and methods, and program evaluation will constitute the major focal points. A theory-to-practice model will be utilized with an emphasis on applied research. A diversity of research designs and methodologies as well as program evaluation models will be examined. Upon completion, students will be expected to demonstrate the ability to analyze, synthesize, and evaluate research in preparation for dissertation studies.

EDD 9310 Technological Literacy for Leaders (3 Cr)
In this course, students will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy. Technological literacy is instrumental. The content includes Internet skills, resources, and communication strategies within the context of shaping, evaluating, and utilizing appropriate policies related to instructional technology.

EDD 9810 Contemporary Challenges in Higher Eduction Leadership (3 Cr)
This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty members, and the challenges and opportunities of distance education.

SLPD 7200 Neuroscience/Neuropsychology and Communication Disorders (3 Cr)
Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of the neuroscience and neuropsychological bases for neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 Advanced Seminar in Pediatric Development (3 Cr)
Theories of cognitive, social, linguistic, cultural, and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

SLPD 7220 Advanced Seminar in Voice and Swallowing (3 Cr)
This course will explore current issues pertaining to voice and swallowing, and their disorders. Principles and application of clinical instrumentation and intervention strategies will be investigated. Case studies and practice with state-of-the-art equipment will be utilized to enhance learning.

SLPD 7250 Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 Cr)
This study area provides a discussion of the critical issues in augmentative communication and assistive technology with a focus on planning, implementing, and evaluating augmentative communication assessment and intervention programs. Hands-on experience with non-electronic communication displays, various input devices, and low-tech communication devices, as well as high-technology voice-output communication aids (VOCAs) will be presented. A discussion of recent trends and future needs, as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

Fischler School of Education and Human Services

Faculty Roster

Full-time and Lead Faculty

Beck, Vesna
Ed.D., Nova Southeastern University
M.S., Ball State University

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M.S., University of Akron

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M.A., University of Alabama

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M.Ed, Wayne State University

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M.S., University of Wisconsin

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