2010 / 2011

CATALOG AND STUDENT HANDBOOK

ADDENDUM

This addendum is made to the Fischler School of Education and Human Services (FSEHS) 2010-2011 Catalog and Student Handbook, published July 1, 2010, as Volume 500. FSEHS wishes to amend the FSEHS 2010-2011 Catalog and Student Handbook for the purpose of adding the Compact between Faculty and Students, new programs to existing FSEHS specializations and concentrations, as well as updates to some existing programs during the life to of this publication.

CAUSE AN EFFECT.

NOVA SOUTHEASTERN UNIVERSITY

FISCHLER SCHOOL
OF EDUCATION & HUMAN SERVICES

<u>List of Changes or Additions – Addendum 2010-2011 Catalog</u>

p 8	Compact between faculty and students of FSEHS
p 13	Add Academic Evaluation Services, Inc to list of transcript evaluation companies
p 20-21	Add MATL mission statement; Changed Program Learning Outcomes to Program Framework; and added new Program Learning Outcomes for MATL
p 36	Add (School Administrator) to Nevada State Approved Educational Leadership title, 3 years teaching experience, and Praxis II score of 141for exit requirements
p 37	Add MS degree admission requirement to EDL modified core
p 40	Update MS in Elementary Education Noncertification Track – Nevada
p 40	Update MS in Elementary Education Nevada Initial Licensure Plan
p 41	Added MS in Elementary Education Nevada Add-on endorsement
p 42	Update MS in Elementary Education Noncertification Track – Florida
p 42	Update MS in Elementary Education with ESOL Endorsement Florida Approved Initial Certification Plan (ICP)
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p. 46	Add title (Special Education Generalist) to Exceptional Student Education State Approved Nevada Initial Licensure Plan
p 46	Update Nevada Exceptional Student Education Initial Licensure Plan test score graduation requirements
p 57-58	Update Nevada Reading Add-On Endorsement test score graduation requirements
p 58-59	Add both Science Education Initial Certification and Florida State Approved Certification Program outlines
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p 64-65	Add Special Education and Reading Master of Science Noncertification program outline
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FISCHLER SCHOOL
OF EDUCATION & HUMAN SERVICES

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FSEHS Catalog and Student Handbook
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Catalog and Student Handbook 2010–2011

The *FSEHS Catalog* and *FSEHS Student Handbook* are presented in one document. Policies and programs set forth in this catalog and student handbook are effective from July 1, 2010, through June 30, 2011. 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 publication. Updates and addendums will be made available as appropriate. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents.

Accreditation
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., ADA, Rehabilitation Act, Title III, Title VI, Title VII, 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.

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

Fischler School of School of Education and Human Services
North Miami Beach Campus
1750 N.E. 167th Street
North Miami Beach, FL 33162
http://www.fischlerschool.nova.edu

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

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) 232-1320.

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

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

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

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.

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

Hilton Alexandria
Mark Center
5000 Seminary Road
Alexandria, VA 22311

Stratford Inn & Conference Center
2500 Riverside Drive
Danville, VA 24540

Roanoke Higher Educational Center
108 North Jefferson Street, Suite 208
Roanoke, VA 24016

Norfolk Waterside Marriott Hotel
235 E Main Street
Norfolk, VA 23610

Washington
Nova Southeastern University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 31, 2011, and authorizes Nova Southeastern University to offer the following program: Doctor of Education with specializations in: Educational Leadership; Health Care Education; Human Services Administration; Instructional Leadership; Instructional Technology and Distance Learning; Organizational Leadership; Special Education; and Speech-Language Pathology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98505-3430.

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

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

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

Meeting Facilities

Nova Southeastern University leases classroom facilities in accordance with local health, fire, and safety standards. All facilities are selected on the basis of their conduciveness to learning.

Professional Memberships

Nova Southeastern University holds memberships in the following organizations:

American Association for Higher Education (AAHE)

American Association of Colleges for Teacher Education (AACTE)

American Council on Education (ACE)

Association for Institutional Research (AIR)

Association of American Colleges and Universities (AAC&U)

Association of Independent Schools of Florida (AISF)

Association of Governing Boards of Universities and Colleges (AGB)

Coalition of Essential Schools (CES)

College Board

Commission for Independent Education

Conference of Southern Graduate Schools (CSGS)

Council of Graduate Schools (CGS)

Council of Independent Colleges (CIC)

Educational Records Bureau (ERB)

Florida Association of Colleges and Universities (FACU)

Florida Association of Collegiate Registrars and Admissions Officers (FACRAO)

Florida Council of Independent Schools (FCIS)

Foundation for Independent Higher Education (FIHE)

Hispanic Association of Colleges and Universities (HACU)

Independent Colleges and Universities of Florida (ICUF)

NAFSA: Association of International Educators

National Association of College and University Attorneys (NACUA)

National Association of College and University Business Officers (NACUBO)

National Association of Independent Colleges and Universities (NAICU)

National Association of Independent Schools (NAIS)

Society for College and University Planning (SCUP)

Southeast Florida Career Consortium of Private Universities (SFCC)

Southern Association of Colleges and Schools (SACS)

Southern Association of Colleges and University Business Officers (SACUBO)

University Continuing Education Association (UCES)

Approved Programs in Teacher Education

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

Specialization Areas	Level	NSU Program Location	Florida State Approved			Nevada State Approved	
			Initial Certification	Add –On Certification	Endorsement	Initial Licensure	Endorsement
Computer Science Education	M.S.	FSEHS	X	X			X
Educational Leadership (PK – 12)	M.S. Ed.S. Ed.D. (NV & PA)	FSEHS		X X -			X X X
Educational Media (PK – 12)	M.S.	FSEHS	X	X			X
Elementary Education/(ESOL-FL) (K – 6)	B.S. M.S.	FSEHS	X X	- X		X X	
English Education/ (ESOL-FL) (5 – 9 or 6 – 12)	B.S. M.S.	FSEHS	X X	- X			
Exceptional Student Education / ESOL (K – 12)	B.S. M.S.	FSEHS	X X	- X		X X	
Middle-Grades General Science (5 – 9)	B.S. M.S.	FSEHS	X -				
Gifted Education	M.S.	FSEHS			X		X
Mathematics (6 – 12)	M.S.	FSEHS	X	X			
Prekindergarten - Primary Education/ (ESOL-FL) (Age 3 – Grade 3)	B.S. M.S.	FSEHS	X X	- X		X X	- X
Prekindergarten Disabilities	M.S.	FSEHS			X		
Reading Education (K – 12)	M.S. Ed.S.	FSEHS		X -	X -		X X
School Counseling	M.S.	CPS*	X				
Social Studies (5 – 9 or 6 – 12)	B.S. M.S.	FSEHS	X X	- X			
School Psychology (PK – 12)	Psy.S.	CPS*	X				
Secondary Education (6 – 12) English Mathematics General Science Secondary Education Social Studies	B.S. B.S. M.S.	FSEHS	X X X			- - -	
Spanish Language Education	M.S.	FSEHS	X				X
Speech-Language and Communication Disorders (K – 12)	M.S.	FSEHS	X			X	
TESOL	M.S.	FSEHS			X		X

* CPS = Center for Psychological Studies – Call (954-262-5700 or 800-541-6682 ext. 25700), or Email (cpsinfo@nova.edu) or link (http://cps.nova.edu/) for more information on the School Guidance and Counseling or School Psychology programs.

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NSU Mission Statement

Nova Southeastern University, a private, not-for-profit institution, offers a diverse array of innovative academic programs at the undergraduate, graduate, and professional levels, complementing on-campus educational opportunities and resources with accessible distance learning programs, and fostering intellectual inquiry, leadership, and commitment to community through engagement of students and faculty in a dynamic, life-long learning environment.

Chancellor'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. What you learn will have a direct impact on student outcomes in the classroom. 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 Chancellor 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.

FSEHS Mission Statement

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

Because of its commitment to the working professional, the Fischler 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.

Education Provost's Message

On behalf of the many members of the Fischler School of Education and Human Services learning community, I offer you warm regards and a sincere pledge to provide you with quality instruction and outstanding service.

At Fischler, we are committed to the successful enhancement of your professional career. To that end, our school offers excellent instruction, cutting-edge technology, and supportive infrastructure to enhance your efforts. We maintain one of the largest library databases available online, and we employ a host of new initiatives designed to create new approaches to teaching and learning.

We consider our students to be very talented and we make every effort to engage them fully in the acquisition of new knowledge. As a result the vast majority of our students find the academic journey to be productive, rewarding, and insightful. We wish the same for you and welcome you to the journey of a lifetime.

H. Wells Singleton, Ph.D.

The Compact between Faculty and Students of FSEHS

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

Commitments of Faculty

We pledge our utmost efforts to ensure that we will:

1. Promote students' intellectual and professional growth.

2. Respond to student inquiries in a timely manner.

3. Provide substantive feedback to posts and assignments in a timely manner.

4. Provide support to students and be willing to work with students when obstacles arise in their academic and/or personal lives.

5. Be receptive to student feedback.

6. Endeavor to make learning an engaging and interactive experience in all delivery models.

Commitments of Students

We pledge our utmost efforts to ensure that we will:

1. Take responsibility for being an active participant in the learning process.

2. Submit original and quality work in a timely manner.

3. Respond to faculty in a timely manner.

4. Exhibit professional behavior.

5. Be considerate of times when faculty may be less available.

Fischler School of Education and Human Services

General Student Information

2010 – 2011 Academic Calendar

Fall 2010 (201120)	August 23, 2010 to December 11, 2010 (16 Weeks)	Registration Opens	Registration Closes
1st Session	August 23, 2010 to October 16, 2010	June 21, 2010	August 16, 2010
2nd Session	October 18, 2010 to *December 11, 2010*	June 21, 2010	October 11, 2010
Winter 2011 (201130)	**January 3, 2011 to April 30, 2011 (16 Weeks)**	**Registration Opens**	**Registration Closes**
1st Session	January 3, 2011 to February 26, 2011	October 1, 2010	December 27, 2010
2nd Session	March 7, 2011 to April 30, 2011	October 1, 2010	February 28, 2011
Summer 2011 (201150)	**May 16, 2011 to August 20, 2011 (14 Weeks)**	**Registration Opens**	**Registration Closes**
1st Session	May 16, 2011 to July 2, 2011	March 14, 2011	May 9, 2011
2nd Session	July 5, 2011 to August 20, 2011	March 14, 2011	June 27, 2011

Spring Break February 27, 2011 to March 5, 2011

Summer Break May 3, 2011 to May 15, 2011

NSU Holiday Calendar July 2010 – May 2011

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

Holiday	NSU Observed Date
Independence Day	Sunday, July 4, 2010
Day after Independence Day	Monday, July 5, 2010
Labor Day	Monday, September 6, 2010
Thanksgiving Day	Thursday, November 25, 2010
Day after Thanksgiving Day	Friday, November 26, 2010
Winter Closure	Friday, December 24, 2010 through Sunday January 2, 2011
Martin Luther King Day	Monday, January 17, 2011
Memorial Day	Monday, May 30, 2011

Tuition Refund Schedule

<table>
<tr><td colspan="3">Fall 2010
August 23, 2010 – December 11, 2010</td></tr>
<tr><td></td><td>Session 1
[August 23 to October 16]</td><td>Session 2
[October 18 to December 11]</td></tr>
<tr><td>100%</td><td>On/Before August 23, 2010</td><td>On/Before October 18, 2010</td></tr>
<tr><td>50%</td><td>On/Before September 10, 2010</td><td>On/Before November 5, 2010</td></tr>
<tr><td>25%</td><td>On/Before September 17, 2010</td><td>On/Before November 12, 2010</td></tr>
<tr><td>Last Day to Withdraw</td><td>October 15, 2010</td><td>December 10, 2010</td></tr>
<tr><td></td><td>No Refunds after
September 17, 2010</td><td>No Refunds after
November 12, 2010</td></tr>
<tr><td></td><td colspan="2">Full Term/Semester</td></tr>
<tr><td>100%</td><td>On/Before August 23, 2010</td><td></td></tr>
<tr><td>50%</td><td>On/Before October 1, 2010</td><td></td></tr>
<tr><td>25%</td><td>On/Before October 15, 2010</td><td></td></tr>
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<tr><td></td><td>No Refunds after October 15, 2010</td><td></td></tr>
<tr><td colspan="3">Winter 2011
January 3, 2011 – April 30, 2011</td></tr>
<tr><td></td><td>Session 1
[January 3 to February 26]</td><td>Session 2
[March 7, to April 30]</td></tr>
<tr><td>100%</td><td>On/Before January 3, 2011</td><td>On/Before March 7, 2011</td></tr>
<tr><td>50%</td><td>On/Before January 21, 2011</td><td>On/Before March 25, 2011</td></tr>
<tr><td>25%</td><td>On/Before January 28, 2011</td><td>On/Before April 1, 2011</td></tr>
<tr><td>Last Day to Withdraw</td><td>February 25, 2011</td><td>April 29, 2011</td></tr>
<tr><td></td><td>No Refunds after January 28, 2011</td><td>No Refunds after April 1, 2011</td></tr>
<tr><td></td><td colspan="2">Full Term/Semester</td></tr>
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<tr><td colspan="3">Summer 2011
May 16, 2011 – August 20, 2011</td></tr>
<tr><td></td><td>Session 1
[May 16 to July 2]</td><td>Session 2
[July 5, to August 20]</td></tr>
<tr><td>100%</td><td>On/Before May 16, 2011</td><td>On/Before July 5, 2011</td></tr>
<tr><td>50%</td><td>On/Before June 3, 2011</td><td>On/Before July 22, 2011</td></tr>
<tr><td>25%</td><td>On/Before June 10, 2011</td><td>On/Before July 29, 2011</td></tr>
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<tr><td></td><td colspan="2">Full Term/Semester</td></tr>
<tr><td>100%</td><td>On/Before May 16, 2011</td><td></td></tr>
<tr><td>50%</td><td>On/Before June 24, 2011</td><td></td></tr>
<tr><td>25%</td><td>On/Before July 8, 2011</td><td></td></tr>
<tr><td>Last Day to Withdraw</td><td>August 19, 2011</td><td></td></tr>
<tr><td></td><td>No Refunds after July 8, 2011</td><td></td></tr>
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General Admission Requirements

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

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

Admission Application Deadlines

Applications for admission are accepted on a rolling basis for all graduate programs throughout the calendar year.
Applications for admission to the Master of Science in Speech-Language and Communication Disorders program (SLCD) are reviewed by an Admissions Committee. Applicants who meet the admission requirements will be accepted. Enrollment will be determined based on seat availability for an upcoming term. Applications for admission to the Doctoral Program in Speech-Language Pathology (SLP.D.) are reviewed by an Admissions Committee. Applicants who meet the admission requirements will be accepted. Enrollment is available one term per academic year.

All application documents and materials must be mailed to:

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

Non-Native English Speakers

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

- TOEFL score of 79
- Academa 2 certificate from NSU's Language Institute
- IELTS score: 6.0
- College Level Freshman English course passed with a grade of C or better
- GMAT score of 450
- GRE scores of 1000 (combined Verbal and Quantitative scales only)

Transcript Evaluation

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

For information, contact one of the following:

Academic Evaluation Services, Inc.	Educational Credential Evaluators	Josef Silney & Associates, Inc.	World Education Services
11700 N 58 St. G & H	P.O. Box 514070	7101 SW 102nd Ave	Bowling Green Station
Tampa, FL 33617	Milwaukee, WI 53203-3470	P.O. Box 5087	New York, NY 10274-5087
Telephone:	Telephone:	Miami, FL 33173	Telephone:
(813) 374-2020	(414) 289-3400	Telephone:	(212) 966-6311
Fax: (813) 374-2023	Web site: www.ece.org	(305) 273-1616	Fax: (212)739-6100
Web site:		Fax: (305) 273-1338 Web	Web site: www.wes.org
www.aes-edu.org		site: www.jsilny.com	

International Applicants

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

Concurrent Enrollment

FSEHS offers concurrent enrollment into additional graduate programs for recertification and/or professional development purposes. Current FSEHS students interested in concurrent enrollment must complete the appropriate admission application for the intended program of interest, along with the concurrent enrollment form. Students interested in concurrent enrollment must discuss the enrollment process with an Academic Advisor prior to registering for classes.

Change of Program of Study

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

Course Audit

An AUDIT grade is issued by the instructor when a student is registered "not for credit" in a particular course under the following conditions:

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

No change in registration status, other than withdrawal, is permitted after the course begins. AUDIT grades do not count towards meeting graduation requirements, and no credit will be awarded.

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

Note: Courses that are audited will not be eligible for financial aid.

Educator Certification/Licensure Requirements

The requirements for educator certification/licensure differ from state to state. Some states do not grant initial certification/licensure unless transcripts are endorsed as having met that state's approved program. In Florida, candidates graduating from a state-approved program and who have passed all portions of the Florida Teacher Certification Exam (FTCE), or the Florida Educational Leadership Exam are eligible for a professional certificate or endorsement. Actual teacher certification or endorsement is awarded by the Florida Department of Education.

In Nevada, candidates graduating from a state-approved program must meet Praxis testing requirements for licensure or endorsement. Actual teacher licensure or endorsement is awarded by the Nevada Department of Education.

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

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

The addresses for the Florida and Nevada Departments of Education are as follows:

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

Nevada Department of Education
Southern Nevada Office of Teacher Licensure
9890 South Maryland Parkway
Suite 231, Room 234
Las Vegas, Nevada 89183
http://nvteachers.doe.nv.gov
Telephone Service:
(702) 486-6458 (8:00 am-5:00 pm)
Fax: (702) 486-6450

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

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

Graduation

Degree Completion Requirements

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

Degree Conferral

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

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

For doctoral students, submission of the copy of the completed dissertation to the Applied Research Center (ARC) *does not* constitute an application for conferral of the doctoral degree. The dissertation in its final form must be submitted to the ARC at least 30 days before the expected date of degree conferral. Doctoral students are reminded (a) if enrolled in Applied Dissertation Services (ADS 8090 or ADS 8091) for the current term in which the dissertation report was graded, the degree will be awarded at the end of the term, and (b) students must be enrolled in ADS during the final format review process, and (c) that the format reviewers, and/or, the dissertation committees frequently require revisions and corrections, and that these revisions must be made before the dissertation is ready for final submission to the ARC and subsequent binding.

Diplomas

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

Commencement

FSEHS commencement ceremonies are held annually in June. Students are not required to attend commencement to have their degrees conferred. M.S., Ed.S., and Ed.D. students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year.

Participation eligibility for FSEHS's commencement ceremony:

Master's Degree, Educational Specialist Degree, and Doctoral Degree: Students must satisfy all NSU and FSEHS requirements, including degree conferral, prior to June 1 of the same year. Please visit the university's Registrar Web site at, for further information on commencement and degree conferral.

Transfer of Credit

A maximum of nine semester hours of graduate credits will be considered if:
- The requirements for the student's specialization or certification area allow for transfer of credit.
- The credits were earned within the preceding 5 years from the first term of enrollment in the FSEHS program.
- The credits were earned at a regionally accredited graduate institution.
- The content of the courses requested for transfer is equivalent to the study area courses in the program.
- The courses were not used towards a prior degree.
- The grade earned for each course was a B or better. A grade of P (Pass) or CR (Credits) or other such grade cannot be accepted as equivalent to B unless it can be officially verified as such.
- An official transcript has been received by the Student 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 and mailed to the FSEHS Office of Student Services. Forms are available at all FSEHS sites, as part of the admissions application packet, or on the program's Web site.
- An Academic Advisor has given written approval for the transfer of credit.

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

No transfer of credit will be allowed for the following:

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

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

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

Please refer to specific programs for additional transfer of credit information.

Tuition and Fees

FSEHS tuition rates are available online at *http://www.schoolofed.nova.edu/fgshome/current/academicCalendar.htm*. University student services fees must be paid in addition to tuition each term. The student services fees will amount to $250 per semester for students enrolled in two or more courses for a combined total of four or more credits, not to exceed $750 per year. Students enrolled in a single course of four credit hours or less will pay $125 per semester, not to exceed $750 per year. Students taking quarterly programs will be adjusted to pay the same as semester students. Student Services Fee will go towards the introduction of new programs and the enhancement of existing activities concerning health, safety, welfare and technology services available to NSU students.

Tuition and fees are subject to change without notice.

Students enrolled in cooperative/initiative programs may pay modified tuition rates and should speak to a program representative regarding tuition information.

Per NSU policy bills are mailed to students about the middle of every month. You will receive a bill which shows any activity on your account or any balance due to NSU. Students with credit balances, usually deposits for future terms, also receive bills.

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

Following is a list of tuition rates effective July 1, 2010. Tuition rates are posted per credit hour. Students enrolled in continuing dissertation services pay per term.

Tuition and Fee Schedule

Master Degrees (per credit hour)

BrainSMART® (M.S.)	$380
Master of Arts in Teaching and Learning (Pearson Education)	$425
Master of Science in Education (M.S.)	$645
Master of Science in Instructional Design and Diversity Education	$645
Master of Science in Instructional Technology and Distance Education	$645
Master of Science in Leadership	$525
Master of Science in LSCA	$420
Master of Science in Speech-Language and Communication Disorders	$895

Educational Specialist Degree (per credit hour)

BrainSMART® (Ed.S.)	$380
Educational Specialist (Ed.S.)	$645

Doctorate Degrees (per credit hour)

Doctor of Education (Ed.D.) (including DEDL, DHEL, DOL, ITDE)	$845
Doctor of Education in Child, Youth and Human Services	$700
Doctor of Speech-Language Pathology (SLP.D.)	$850
Continuing Dissertation Services per semester/term	$2300

Other Fees

Application Fee (non-refundable)	$50
Graduation Fee	$75
Internship Fee	$100
Lab Fee	$200
Late fee	$100
Professional Seminar Fee (EDU 601/602)	$322.50
Registration Fee (non-refundable)	$30
Student Services Fee (one course – 4 credit hours or less)	$125
Student Services Fee (two or more courses)	$250

Fischler School of Education and Human Services

Undergraduate Programs

Undergraduate Programs in Education

The Fischler School of Education and Human Services (FSEHS) offer 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 following:

Associate of Arts (A.A.) program with an emphasis in Early Childhood Education

Bachelor of Science (B.S.)

<u>Majors</u>
- Applied Professional Studies with a concentration in Teaching and Learning
- Education with a Concentration in Child Development
- Elementary Education/ESOL, Florida Approved Program
- Elementary Education, Nevada Approved Program
- Exceptional Student Education/ESOL, Florida Approved Program
- Exceptional Student Education, Nevada Approved Program
- Middle Grades English Education/ESOL Endorsement, Florida Approved Program
- Middle Grades General Science Education, Florida Approved Program
- Middle Grades Social Studies Education, Florida Approved Program
- Prekindergarten Primary Education (Age 3 – Grade 3), Florida Approved Program
- Secondary Biology Education, Florida Approved Program
- Secondary English Education/ESOL Endorsement, Florida Approved Program
- Secondary Mathematics Education, Florida Approved Program
- Secondary Social Studies Education, Florida Approved Program

<u>Minors</u>
- Education
- Speech-Language Pathology

For undergraduate curriculum, course descriptions, policies and procedures, please access the current NSU Undergraduate Catalog at *http://www.undergrad.nova.edu/catalog/*.

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) degree has been developed by the Fischler School of Education and Human Services (FSEHS) and 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. Graduates of the MATL program will earn a Master of Arts in Teaching and Learning. **The MATL program is not designed to lead to certification or licensure.**

Students are placed in cohort groupings during their first block (course) and complete five sequential 6-credit blocks with the same cohort for a total of 30 credits. Students typically complete the formal instructional portion of the program in 14 months of study; however, students are allowed up to 6 years in which to complete all degree and program requirements. Please refer to *Program Completion Timeline* of the *M.S. in Education* section of this catalog.

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

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

Admission Requirements
Please see General Student Information in the catalog for admission requirements. The following are specific additional admission requirements for entry into the MATL program:
   a. An official transcript from a regionally accredited institution indicating a conferred bachelor's degree.
   b. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, or test scores from the Graduate Record Exam (GRE) with a combined score of 1000 of the verbal and quantitative scales only. (The GRE must have been taken within the past 5 years.)
   c. Applicants who do not meet the minimum CGPA or GRE requirements may enroll in a maximum of six (6) credit hours and must earn a grade of B or higher in each course during the first term of enrollment for conditional admission. Students who do not earn a grade of B or higher in each course may be subject to dismissal from the program.
   d. Current employment as a practicing teacher
   e. Valid Teaching Certificate/License

Students must maintain employment as practicing teachers while enrolled in this program. It is suggested that students complete an action research project within 60 days after the completion of their last block. Students who are unable to complete all degree or program requirements within the time allotted will be dismissed from the program.

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

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

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

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

Program Learning Outcomes
The MATL program aims to impart the following skills:
   1. Develop the skills and expertise to apply theoretical concepts and practical strategies to facilitate an enhanced learning environment in the classroom.

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

Transfer of Credit
The MATL program does not accept any transfer credits. All credits toward the degree must be earned while enrolled in the MATL program. Please see Transfer of Credit in *General Student Information* section of the catalog for further information.

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

Additional graduation requirements for the MATL program:
- Complete an Action Research Project and Professional Portfolio

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

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

Programs 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
d. K-12 Technology Integration

The following are sample programs of study for each of the specialization areas. The programs of study do not necessarily reflect the recommended course sequence. Programs of study are subject to change.

Graduate Orientation
EDU 5000:   Orientation to the Graduate Teacher Education Program (0 credit)

Curriculum and Instruction Specialization
(Major Code F905)
EDUC 610:   Classroom and Instructional Management
EDUC 630:   Action Research in Practice
EDUC 640:   Cognitive Curriculum
EDUC 650:   Instructional Modes and Technology
EDUC 620:   Instruction and Assessment for Diverse Classrooms
Total Credits Required for Completion 30
*Each course is 6 credits

Elementary Reading Specialization
(Major Code F553)
EDUC 610:   Classroom and Instructional Management
EDUC 661:   Action Research in Practice—Reading
EDUC 660:   Reading Foundations and Instructional Interventions
EDUC 662:   Language, Learning, and Technology Across the Curriculum
EDUC 620:   Instruction and Assessment for Diverse Classrooms
Total Credits Required for Completion 30
*Each course is 6 credits

Elementary Math Specialization
(Major Code F552)
EDUC 610:   Classroom and Instructional Management
EDUC 671:   Action Research in Practice—Math
EDUC 670:   Teaching and Assessing Math through Technology
EDUC 672:   Best Practices for Teaching Math Across the Curriculum
EDUC 620:   Instruction and Assessment for Diverse Classrooms
Total Credits Required for Completion 30
*Each course is 6 credits

K-12 Technology Integration Specialization
(Major Code F554)
EDUC 610:   Classroom and Instructional Management
EDUC 681:   Action Research in Practice—Technology
EDUC 680:   Computer Applications and Technology Across the Curriculum
EDUC 682:   Orchestrating Your Classroom with Technology
EDUC 620:   Instruction and Assessment for Diverse Classrooms
Total Credits Required for Completion 30
*Each course is 6 credits

Master of Science in Education

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

All M.S. in Education courses at Nova Southeastern University are designed to prepare PreK-12 educators with the knowledge and skills that they need for today's schools. Each specialization's program of study 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 M.S. in Education offers students with a bachelor's and/or graduate degree various opportunities to meet their educational, career, and professional goals. All specializations within the major share a common instructional system and mission, but each is designed to meet different needs. The program's goals are to prepare educators to meet the challenges of their profession and to reinforce the importance of the role of an educator in rapidly changing political, economic, and social environments.

Important Note: All applicants must register for EDU 5000 (Orientation to the Graduate Teacher Education Program) during their firsts session/term.

Conceptual Framework

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

S tandards-based instructional and leadership programs that link theory to practice with the
U se of data for evaluation, ethical decision-making, and intervention for the
N eeds and accommodations for diverse students who provide
R eflective and ethical practice based on meaningful field and clinical experiences as part of
I nnovative and convenient postsecondary delivery systems with a
S hared responsibility for quality education programs and professional advocacy with stakeholders with an
E mphasis on technology and best practices for dynamic learning environments

Admission Requirements

Please refer to the *General Student Information* section of this catalog for admission requirements. Additional requirements are detailed in specific approved programs of study. The following are specific requirements for entry into the Master of Science in Education program:

a. An official transcript from a regionally accredited institution indicating a conferred bachelor's degree.
b. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, or test scores from the Graduate Record Exam (GRE) with a combined score of 1000 of the verbal and quantitative scales only. (The GRE must have been taken within the past 5 years.)
c. Applicants who do not meet the minimum CGPA or GRE requirements may enroll in a maximum of six (6) credit hours and must earn a grade of B or higher in each course during the first term of enrollment for conditional admission. Students who do not earn a grade of B or higher in each course may be subject to dismissal from the program.

The following admissions testing requirements are for state-approved programs only:

Florida
The Florida Department of Education requires passing scores on the CLAST (passed before July 1, 2002), or GKT, or GRE (1000 between verbal and quantitative), or Praxis I as a requirement for admission into Initial Certification Plans of the teacher education program (see additional admission requirements in specific *Programs of Study* for acceptable scores). The state-approved Initial Certification Plans specializations in the Graduate Teacher Education Program include the following:

Computer Science Education
Educational Media
Elementary Education/ESOL
Exceptional Student Education/ESOL
Mathematics Education
Middle and Secondary English Education/ESOL

Middle and Secondary Social Studies Education
Prekindergarten - Primary Education/ESOL
Spanish Language Education
Speech-Language and Communication Disorders (M.S.) (For information on this specialization, please refer to the
   M.S. in Speech-Language and Communication Disorders section of this catalog.)

Prior to the completion of the state-approved program, Florida preservice educators must pass the Professional Education (PED) Examination and the appropriate Subject Area Exam (SAE). Degrees will not be conferred until all testing requirements are fulfilled and the necessary level of skill mastery has been successfully documented through the portfolio review process.

Students are advised to contact an Academic Advisor, the local school district office, or the Florida Department of Education Office of Educator Certification (*http://www.fldoe.org/edcert/*) with questions on certification.

Completion of Initial Certification Programs requires passing scores on all sections of the Florida Teacher Certification Exam (FTCE).

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

Educational Leadership candidates in Georgia, who are admitted to the program after March 2008, are required to take and pass the GACE (Georgia Assessment for the Certification of Educators).

Educational Leadership candidates who are located in states other than Florida and Georgia, and who are admitted **after** August 1, 2008, are required to complete their state's department of education requirement. If there is no state test requirement, these candidates are required to complete the Praxis II exit exam.

Nevada
Initial licensure seeking students in Nevada are required to pass 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. Students are advised to confer with an Academic Advisor or local site personnel about the appropriate subtests. Students are also advised to contact the Nevada Department of Education's Teacher Licensing Office (*http://www.doe.nv.gov/licensing.html*) with other questions on licensure.

Program Learning Outcomes
This program imparts the following skills:

- Competence in the Educator Accomplished Practices / INTASC Core Standards at the preprofessional level
- Demonstration of content area competencies and skills
- Proficiency in using technology to access information
- Proficiency in applying theoretical and practical knowledge obtained in coursework through field experiences
- Reflection on professional practices at the preprofessional level

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

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

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

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 Advisor. For information on program outlines, contact an Academic Advisor at 800-986-3223, ext. 21559 or link to the GTEP Program Web site at *http://www.fgse.nova.edu/gtep*.

For additional information on preservice clinical experiences, contact an Academic Advisor at 800-986-3223, ext. 21559, 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 teachers is a 12-week experience (12-week course, 12 weeks of student teaching) that requires interning in an area school. Students will be placed at a school site by the Internship Coordinator in collaboration with a school district coordinator. Preservice teachers will gradually assume full responsibility for teaching the class to which they are assigned. The EDU 688 (Internship)/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 Advisor at 800-986-3223, ext. 21559, or link to *http://www.schoolofed.nova.edu/gtep/icp/index.html* (Initial Certification Plan students). Internship applications must be submitted six months in advance. Internship criteria must be fully met. Please contact the Office of Placement Services through their Web site at *http://www.schoolofed.nova.edu/gtep/icp/edu688.htm*.

Students in teacher preparation programs should refer to the EDU 688 *Internship Syllabus and Handbook* or *Externship Syllabus and Handbook* 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) 262-7905.

Graduation Requirements

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

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

- Successfully complete EDU 5000,
- complete all coursework,
- maintain an overall 3.0 GPA,
- complete a capstone project,
- complete all testing requirements for their given specialization/program (contact an Academic Advisor, and see the specific program testing requirements),
- apply for degree conferral, and
- meet all financial obligations to the university.

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

Program Completion Timeline

Master's and Educational Specialist students are allotted six (6) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this six (6) year timeframe will be subject to dismissal. For exceptions and further information on the Master's Program Completion Timeline policy please refer to the Student Handbook section of the catalog.

Master of Science Degree Specializations and Endorsements Listing

- Athletic Administration
- Brain-Based Teaching (BrainSMART®)
  a. Learning and Teaching
  b. Reading and Literacy
- Charter School Education/Leadership
- Cognitive and Behavioral Disabilities
- Computer Science Education (Florida/Nevada Approved Program)
- Curriculum, Instruction, and Technology
- Early Childhood Special Education
- Early Literacy Education
- Educational Leadership (Florida/Nevada Approved Program)
- Educational Media (Florida/Nevada Approved Program)
- Educational Technology
- Elementary Education (Nevada Approved Program)
- Elementary Education/ESOL (Florida Approved Program)
- English Education
- English Education/ESOL (Middle and Secondary-Florida Approved Program)
- Environmental Education
- Exceptional Student Education (Florida/Nevada Approved Program)
- Exceptional Student Education with ESOL Endorsement (Florida Approved Program
- Gifted Education (Nevada Approved Program)
- Human Services
- Instructional Design and Diversity Education
- Instructional Technology and Distance Education
- Interdisciplinary Arts
- Leadership
- Management and Administration of Educational Programs
- Mathematics (Florida Approved Program)
- Medical Education
- Multicultural Early Intervention
- Prekindergarten - Primary Education (Nevada Approved Program)
- Prekindergarten - Primary Education/ESOL (Florida Approved Program)
- Preschool Education
- Reading Education (Florida/Nevada Approved Program)
- Reading/Teaching English to Speakers of Other Languages (RESOL)
- Science Education (Florida Approved Program)
- Secondary Education (Nevada Approved Program)
- Social Studies Education (Secondary)
- Social Studies Education (Middle and Secondary-Florida Approved Program)
- Spanish Language Education
- Spanish Language Education with Bilingual Endorsement (Nevada Approved Program)
- Speech-Language Pathology (Florida/Nevada Approved Program)
- Teaching and Learning
- Teaching English as a Foreign Language (TEFL)
- Teaching English to Speakers of Other Languages (TESOL) (Nevada Approved Program)
- Urban Education (Nevada Only)

Endorsements:
- Autism (Florida Approved Endorsement)
- Gifted Child Education (Florida/Nevada Approved Endorsement)
- Prekindergarten Disabilities (Florida Approved Endorsement)
- Reading (Florida Approved Endorsement)
- Teaching English to Speakers of Other Languages (Florida Approved Endorsement)

Approved Programs 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
http://www.fldoe.org/asp/ftce/ftcecomp.asp

Florida Educator Accomplished Practices
http://www.fldoe.org/dpe/publications.asp

Florida Reading Competencies
http://info.fldoe.org/dscgi/ds.py/Get/File-1004/ReadingEndorsement_Competencies.pdf

Florida Sunshine State Standards
http://www.fldoe.org/bii/curriculum/sss/

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/standards/

National Council for Accreditation of Teacher Education (NCATE) Unit Standards
http://ncate.org/institutions/unitStandardsRubrics.asp?ch=4

Specialized Professional Association (SPA) Standards by Content Area

- Specialized Professional Association (SPA) Standards
  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_csed_2002.pdf

- Educational Computing and Technology: (a) Computer Science, (b) Educational Technology, and (c) Technology Management and Administration
  International Society for Technology in Education (ISTE) (Leadership Facilitation)
  http://www.ncate.org/documents/ProgramStandards/iste_lead_fac_2003.pdf

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

- Educational Technology
  International Society for Technology in Education (ISTE) (Technology Facilitation)
  http://www.ncate.org/ProgramStandards/ISTE/ISTE-TFWebReport-July28.doc

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

- English Language Arts Education
  http://www.ncate.org/programstandards/ncte/nctestandards.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

- Environmental Education
  North American Association for Environmental Education (NAAEE)
  http://www.ncate.org/ProgramStandards/NAAEE/NAAEEStandards.pdf

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

- Foreign Languages Education
  American Council on the Teaching of Foreign Languages (ACTFL)
  http://www.ncate.org/ProgramStandards/ACTFL/ACTFLStandardslink.doc

- Gifted Education
  National Association of Gifted Children/Council for Exceptional Children
  http://www.ncate.org/ProgramStandards/NAGC/Standards.pdf

- Mathematics
  National Council of Teachers of Mathematics (NCTM)
  Elementary *http://ncate.org/ProgramStandards/NCTM/NCTMELEMStandards.pdf*
  Middle *http://ncate.org/ProgramStandards/NCTM/NCTMMIDDLEStandards.pdf*
  Secondary *http://ncate.org/ProgramStandards/NCTM/NCTMSECONStandards.pdf*

- Middle Level Education
  National Middle Schools Association
  http://ncate.org/ProgramStandards/NMSA/NMSAStandardslink.doc

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

- Early Childhood Special Education/Early Intervention (ECSE/EI)/CEC Common Core (CC) Standards
  http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/CEC-DEC_Initial_Standards_10-08.pdf

- Pre K-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 Guidance and Counseling
  American School Counselor Association—Ethical Standards
  http://www.schoolcounselor.org/content.asp?contentid=173

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

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

- Science Education
  National Science Teachers Association (NSTA)
  Elementary and Middle *http://ncate.org/documents/ProgramStandards/NSTA_ContentAnalysisGeneral.doc*
  Secondary *http://ncate.org/documents/ProgramStandards/NSTA_ContentAnalysisSecondary.doc*

- Social Studies Education
  National Council for the Social Studies (NCSS)
  http://downloads.ncss.org/NCATE/NCSS_NCATE_STDS-04rev.pdf

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

Master of Science with a Concentration in Brain-Based Teaching (BrainSMART® Program)

The BrainSMART® program is a distance education degree program designed for educators who want to earn their master's degree, gain powerful knowledge, and learn cutting-edge skills without leaving their homes and classrooms. The program focuses on equipping participants with knowledge of how breakthroughs in brain research, student achievement, and cognition can be translated into best practices in their classroom. Graduates of the BrainSMART program will earn a Master of Science with a major in Brain-Based Teaching. **The BrainSMART program is not a certification/licensure program.**

BrainSmart students use a combination of user-friendly distance education technologies and high-quality materials and textbooks to complete the assignments in each of their courses. Online facilitators and peers provide a strong support network throughout the program of study. Students typically spend at least six hours per week viewing videos and completing assignments, readings, chats, and discussions.

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

Admission Requirements

The requirements for admission to the M.S. with a major in Brain-Based Teaching (BrainSMART) programs can be found in the General Student Information section of the catalog. The following are specific requirements for entry into the Master of Science in Education program:

   a. An official transcript from a regionally accredited institution indicating a conferred bachelor's degree.
   b. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, or test scores from the Graduate Record Exam (GRE) with a combined score of 1000 of the verbal and quantitative scales only. (The GRE must have been taken within the past 5 years.)
   c. Applicants who do not meet the minimum CGPA or GRE requirements may enroll in a maximum of six (6) credit hours and must earn a grade of B or higher in each course during the first term of enrollment for conditional admission. Students who do not earn a grade of B or higher in each course may be subject to dismissal from the program.

Program Learning Outcomes

This program aims to impart the following skills:

- Understand current research on the core factors that increase student learning and achievement
- Use key research on current brain science that confirms that learning changes the physical structure of the brain
- Demonstrate a practical understanding of how positive emotional states enhance learning
- Understand that creating meaning from curriculum that is taught is critical to student learning
- Understand the key factors that determine how the brain pays attention
- Establish an effective theory of how the brain retains information taught
- Determine how to transfer the theory, research, and best practices of effective instruction into everyday practice

Transfer of Credit

Transfer of credit is not accepted in the Master of Science with a major in Brain-Based Teaching (BrainSMART® Program) program. Please see Transfer of Credit in General Student Information section of the catalog for further information.

Graduation Requirements

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

Additional graduation requirements for the BrainSMART program:

- Completion of the Teacher Leadership Institute: Action Research Project which includes a portfolio requirement.

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

Programs of Study

Learning and Teaching

(Major Code F580)

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

Total Credits Required for Completion 36

Reading and Literacy

(Major Code F563)

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

Total Credits Required for Completion 36

Graduate Teacher Education Program (GTEP) Chart

The following chart 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.

Specialization Area Master of Science in Education	Florida State Approved Certification/ Endorsement Program	Nevada State Approved Licensure/ Endorsement Program	Initial Certification Program	Non Certification Program
Athletic Administration				x
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		
Educational Media	x	x	x	x
Elementary Education	x	*x	x	x
English Education	x			x
Exceptional Student Education	x	*x	x	x
Gifted Education	x	**x		x
Instructional Design and Diversity Education				x
Interdisciplinary Arts				x
Management and Administration of Educational Programs				x
Mathematics	x			x
Medical Education				x
Multicultural Early Intervention				x
Prekindergarten - Primary Education	x	*x	x	x
Preschool Education				x
Reading Education	x	x		x
Reading and Teaching English as a Second Language (RESOL)				x
Science Education			x	x
Secondary Education: Computer Science Education, English, Math, Science, or Social Studies				x
Social Studies	x			x
Spanish Language Education	x			x
Teaching English as a Foreign Language (TEFL)				x
Teaching English to Speakers of Other Languages (TESOL)		x		x
Urban Education				x
Endorsement Areas (The following are add-on endorsement areas, not degree programs.)				
Autism Endorsement				
Gifted Endorsement (Florida/Nevada Approved Endorsement)				
Prekindergarten Disabilities Endorsement (Florida Approved Endorsement)				
Reading Endorsement (Florida Approved Endorsement)				
TESOL Endorsement (Florida Approved Endorsement)				

*Initial Licensure Nevada   ** Add-on Endorsement Nevada

The following are sample programs of study for M.S. in Education specialization areas and endorsement areas; programs of study are also available on the FSEHS Web site (*http://www.schoolofed.nova.edu*). The programs of study are subject to change, as state certification/licensure requirements change. Please consult an Academic Advisor for current curriculum information and program requirements for certification/licensure in Florida/Nevada. Program prerequisites are monitored through Student Services and may not be reflected in the following example Programs of Study.

Notice to students enrolled in Early Literacy, Reading Education, Early Literacy and Reading, and Reading specialization areas:
Florida students enrolled in any of the following GTEP specialization areas (Early Literacy, Reading Education, Early Literacy and Reading, Reading) will be required to take RED 587 in place of RED 588. Nevada students will continue to take RED 588. CUR 526 is a prerequisite for RED 587 and RED 588.

Master of Science in Education Programs of Study

Specialization: Athletic Administration
Noncertification Track (Major Code F899)

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

Program of Study

Core Education Courses (12 credits)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ATH 530:	Marketing in Athletic Administration (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ATH 540:	Economics and Finance in Athletic Administration (3 credits)
EDL 510:	Ethical School Leadership (3 credits)	ATH 550:	Event Planning and Public Relations in Athletic Administration (3 credits)
EDL 500:	Problem Solving and Visionary Leadership (3 credits)	ATH 560:	Field Experience Advising (0 credits)
EDL 525:	Human Resources: Process and Staff Development (3 credits)	ATH 670:	Field Experience in Athletic Administration I (3 credits)
		ATH 675:	Field Experience in Athletic
Athletic Administration Specialization (24 credits)		**Or**	Administration II (3 credits)
ATH 500:	Leadership in Athletic Administration (3 credits)	ATH 671:	Applied Research in Athletic Administration I (3 credits)
ATH 510:	Socio-Cultural and Ethical Foundations of Sport (3 credits)	ATH 676:	Applied Research in Athletic Administration II (3 credits)
ATH 520:	Essentials of Sport Law (3 credits)	**Total Credits Required for Completion 36**	

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

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

Program of Study

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

Specialization: Cognitive and Behavioral Disabilities
Noncertification Track (Major Code F581)

About the Specialization
The Cognitive and Behavioral Disabilities specialization focuses on training educators to manage the complex and diverse learning styles of today's student population. This specialization provides educators with advanced training in three special education concentration areas—developmental disabilities, emotional and behavioral disorders, and learning disabilities—as well as a foundation in assessment, classroom management, law, curriculum and development, and other areas. Course content is research-based and aligns directly with the professional practice standards set forth by the Council for Exceptional Children (CEC).

Program of Study

Core Courses

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)

CBD 502: Assessment and Diagnosis of Exceptional Learners (3 credits)

CBD 503: Classroom Management (3 credits)

CUR 526: Educational Research for Practitioners (3 credits)

EDU 601: Professional Seminar I (0 credits)

EDU 602: Professional Seminar II (0 credits)

ESE 699: Applied Professional Experience in Exceptional Student Education (3 credits)

Developmental Disabilities (DD) Concentration Area *(Major Code F583)*

CBD 510: Characteristics and Needs of Students with DD (3 credits)

CBD 513: Methods for Teaching Students with DD (3 credits)

CBD 516: Teaching Mathematics to Exceptional Learners (3 credits)

CBD 517: Teaching Reading to Exceptional Learners (3 credits)

Emotional and Behavioral Disorders (EBD) Concentration Area *(Major Code F582)*

CBD 508: Methods and Strategies in Behavioral Management (3 credits)

CBD 509: Social Skills Training (3 credits)

CBD 512: Characteristics and Needs of Students with EBD (3 credits)

CBD 515: Methods for Teaching Students with EBD (3 credits)

Learning Disabilities (LD) Concentration Area *(Major Code F926)*

CBD 511: Characteristics and Needs of Students with LD (3 credits)

CBD 514: Methods for Teaching Students with LD (3 credits)

CBD 516: Teaching Mathematics to Exceptional Learners (3 credits)

CBD 517: Teaching Reading to Exceptional Learners (3 credits)

Electives – choose Four of the Following

CBD 501: Special Education Law (3 credits)

CBD 504: Curriculum and Instruction Materials for Exceptional Learners (3 credits)

CBD 505: Working with Families of Exceptional Learners (3 credits)

CBD 506: Transition of Exceptional Learners (3 credits)

CBD 508: Methods and Strategies in Behavioral Management (LD and DD only) (3 credits)

CBD 509: Social Skills Training (LD and DD only) (3 credits)

Total Credits Required for Completion 36

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

About the Specialization

The M.S. in Education with a specialization in Computer Science Education focuses on training educators in the area of computer instruction with an emphasis on programming. This specialization provides educators with the skills to create curriculum and instruct students in the areas of technology applications, programming, networking, and data structures. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDU 601: Professional Seminar I (0 credit)

CSE 505: Computer Applications for Teachers (3 credits)

CSE 501: Computing Resources for Teachers (3 credits)

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

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

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

CSE 517: Web Applications for Computer Science Education (3 credits)

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

CSE 535: Java for Computer Science Educators (3 credits)

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

CSE 540: Data Structures for Computer Science Educators (3 credits)

CSE 545: Networking in Computer Science Education Environments (3 credits)

EDU 602: Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Computer Science Education
Certification: State Approved Florida - Initial Certification Plan (Major Code A541)

About the Specialization

The M.S. in Education with a specialization in Computer Science Education leading to initial certification for teachers

in Florida focuses on training non-educators to enter the classroom, while emphasizing the teaching of computer science. This specialization provides future educators with a foundation in classroom management, curriculum development, and methods of teaching, as well as skills for instructing students in the areas of technology applications, programming, networking, and data structures. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's certification requirements for computer science education.

Additional Admission Requirements

Provide Passing Scores on **all** subtests for:
- CLAST (if taken prior to July, 1, 2002), **or**
- Praxis I, **or**
- General Knowledge Test (GKT), **or**
- **GRE** score of 1000 (combined verbal and quantitative scales only).

Program of Study

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

Total Credits Required for Completion 63

Additional Graduation Requirements

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
a. Professional Education Test (PED)
b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
c. Subject Area Exam (SAE) in <u>Computer Science Education K-12</u>

Specialization: Computer Science Education
Certification: State Approved – Florida (Major Code A541)

About the Specialization

The M.S. in Education with a specialization in Computer Science Education is a state-approved program in Florida for add-on certification for teachers. It focuses on the area of computer instruction with an emphasis on programming. This specialization provides educators with the skills to create curriculum and instruct students in the areas of technology applications, programming, networking, and data structures. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements.

Additional Admission Requirements

1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:

- Passing CLAST subtests scores **(**if taken prior to July 1, 2002), **or**
- General Knowledge Test (GKT), **or**
- GRE score of 1000 between verbal and quantitative scales.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CSE 505:	Computer Applications for Teachers (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	CSE 501:	Computing Resources for Teachers (3 credits)
EDU 601:	Professional Seminar I (0 credit)		

CSE 510:	Instructional Applications of Technology: Introduction to Programming Concepts (3 credits)	CSE 530:	Introduction to Programming in C++ for Computer Science Educators (3 credits)
CSE 525:	Introduction to Structured Programming for Computer Science Educators (3 credits)	CSE 535:	Java for Computer Science Educators (3 credits)
		CSE 699:	Applied Professional Experience in Computer Science Education (3 credits)
CSE 515:	Methods of Teaching Computer Science for K–12 (3 credits)	CSE 540:	Data Structures for Computer Science Educators (3 credits)
CSE 517:	Web Applications for Computer Science Education (3 credits)	CSE 545:	Networking in Computer Science Education Environments (3 credits)
		EDU 602:	Professional Seminar II (0 credit)
		Total Credits Required for Completion 36	

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Computer Science Education K-12
   d. Evidence of student teaching experience or have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following area:
   Subject Area Exam (SAE) in Computer Science Education K-12

Specialization: Computer Science Education
Certification: State Approved – Nevada Add-On Endorsement (Major Code A541)

About the Specialization

The M.S. in Education with a specialization in Computer Science Education is a state-approved program in Nevada for an add-on endorsement for teachers. It focuses on the area of computer instruction with an emphasis on programming. This specialization provides educators with the skills to create curriculum and instruct students in the areas of technology applications, programming, networking, and data structures. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's program licensure requirements.

Additional Admission Requirements

Valid Nevada Permanent Teaching License

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CSE 505:	Computer Applications for Teachers (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	CSE 510:	Instructional Applications of Technology: Introduction to Programming Concepts (3 credits)
EDU 601:	Professional Seminar I (0 credit)		
CSE 501:	Computing Resources for Teachers (3 credits)	CSE 525:	Introduction to Structured Programming for Computer Science Educators (3 credits)
CSE 517:	Web Applications for Computer Science Education (3 credits)	CSE 515:	Methods of Teaching Computer Science for K–12 (3 credits)
CSE 530:	Introduction to Programming in C++ for Computer Science Educators (3 credits)	CSE 699:	Applied Professional Experience in Computer Science Education (3 credits)
CSE 535:	Java for Computer Science Educators (3 credits)	CSE 545:	Networking in Computer Science Education Environments (3 credits)
CSE 540:	Data Structures for Computer Science Educators (3 credits)	EDU 602:	Professional Seminar II (0 credit)
		Total Credits Required for Completion 36	

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

About the Specialization

The M.S. in Education with a specialization in Early Childhood Special Education focuses on assessment, intervention, and instructional strategies for young children with disabilities, with a strong emphasis on language and literacy development.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)
EDU601:	Professional Seminar I (0 credit)
EC 501:	Language Acquisition and Development (3 credits)
EC 579:	Foundation of Emergent Literacy (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)
EC 509:	Language and Literacy Development: Early Reading Experience (3 credits)

RED 554:	Assessment in Reading (3 credits)
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
EC 699:	Applied Professional Experience (3 credits)
EC 521:	Developmentally Appropriate Literature-Based Curriculum for Young Children (3 credits)
EC 526:	Family Literacy (3 credits)
EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

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

About the Specialization

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)
EDU 601:	Professional Seminar I (0 credit)
EC 501:	Language Acquisition and Development (3 credits)
EC 579:	Foundations of Emergent Literacy (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)
RED 554:	Assessment in Reading (3 credits)
EC 518:	Developmentally Appropriate Curricula Practices in Multicultural Settings (3 credits)

RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
EC 699:	Applied Professional Experience (3 credits)
EC 521:	Developmentally Appropriate Literature based Curriculum for Young Children (3 credits)
EC 526:	Family Literacy (3 credits)
EDU 602:	Professional Seminar II (0 credit)

The following courses must be completed for the Florida Reading Endorsement:

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

*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading
Total Credits Required for Completion 36

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

About the Specialization

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)

EDU 601:	Professional Seminar I (0 credit)
EC 620:	Research Issues in Child Development (3 credits)

EC 579:	Foundations of Emergent Literacy (3 credits)	EC 521:	Developmentally Appropriate Literature-based Curriculum for Young Children (3 credits)
RED 570:	Foundations of Reading: Theory and Practice(3 credits)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Young Children (3 credits)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	EC 699:	Applied Professional Experience (3 credits)
RED 554:	Assessment in Reading (3 credits)	EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)
EC 518:	Developmentally Appropriate Curricula Practices in Multicultural Settings (3 credits)	EC 526:	Family Literacy (3 credits)
		EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)
		EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

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

About the Specialization

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

Program of Study

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

Total Credits Required for Completion 36

Additional Graduation Requirements

1. Florida students must submit passing scores on the Florida Educational Leadership Exam (FELE)
2. Georgia students must submit passing scores on the Georgia Assessments for the Certificate of Educators (GACE)

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

About the Specialization

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

Additional Admission Requirements

1. Valid Professional Teaching Certificate/License
2. Official Verification Letter (demonstrating at least 2 years of teaching experience)
3. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

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

Total Credits Required for Completion 36

Additional Graduation Requirements

1. **Nevada** residents are required to take and pass all sections of the Praxis II exam: (0411) Educational Leadership: Administration and Supervision, minimum score: 141

2. Educational Leadership students who reside in **Georgia** are required to take and pass all sections of the Georgia Assessment for the Certification of Educators (GACE) for Educational Leadership.

3. Educational Leadership students who reside in states other than Florida, Georgia, and Nevada are required to complete their state's department of education Educational Leadership exam requirement. If there is no Educational Leadership state test requirement, students are required to complete and pass the Praxis II exam: Educational Leadership: Administration and Supervision.

4. All students must have 3 years of teaching experience to complete graduation requirements.

Specialization: Educational Leadership Modified Core
Certification: State Approved – Florida (Major Code A542)

About the Specialization

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

Additional Admission Requirements

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

Program of Study

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

Total Credits Required for Completion 30

Additional Graduation Requirements

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

Specialization: Educational Media
Noncertification Track (Major Code F543)

About the Specialization

The M.S. in Education with a specialization in Educational Media focuses on training educators in the area of school library media programs. This specialization provides educators with the skills in development, organization, and management of school library media collections and programs, technology in school library and media centers, and age-appropriate media. Course content is research-based and infuses best practices in education.

Program of Study

EDU5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EM 535:	Media for Young Adults (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EM 515:	Reference and Information Services (3 credits)
EDU 601:	Professional Seminar I (0 credit)	EM 699:	Applied Professional Experience in Educational Media (3 credits)
EM 500:	Philosophy of School Library Media Programs (3 credits)	EM 565:	Computers in School Library Media Centers (3 credits)
EM 505:	Design and Production of Educational Media (3 credits)	EM 540:	Organization of School Library Media Collections (3 credits)
EM 510:	Media for Children (3 credits)	EM 520:	Instructional Role of the School Library Media Specialist (3 credits)
EM 525:	School Library Media Collection Development (3 credits)	EDU 602:	Professional Seminar II (0 credit)
EM 530:	Management of School Library Media Programs (3 credits)		

Total Credits Required for Completion 36

Specialization: Educational Media
Certification: State Approved Florida - Initial Certification Plan (Major Code A543)

About the Specialization

The M.S. in Education with a specialization in Educational Media leading to initial certification for teachers in Florida focuses on training non-educators for school-based positions, while emphasizing the management of school library media programs. This specialization provides future educators with a foundation in management, curriculum development, and the role of the school media specialist, as well as skills for developing, organizing, and managing school library media collections and programs, technology in school library and media centers, and age-appropriate media. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's certification requirements for educational media.

Additional Admission Requirements

> Provide Passing Scores for:
> - CLAST (if taken prior to July, 1, 2002), **or**
> - Praxis I, **or**
> - General Knowledge Test (GKT), **or**
> - GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
CUR 526 :	Educational Research for Practitioners (3 credits)	EM 510:	Media for Children (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	EM 525:	School Library Media Collection Development (3 credits)
EDU 501:	School and Society (3 credits)	EM 530:	Management of School Library Media Programs (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	EM 535:	Media for Young Adults (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	EM 515:	Reference and Information Services (3 credits)
RED 585:	Reading in the Content Areas (3 credits)	EM 565:	Computers in School Library Media Centers (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	EM540:	Organization of School Library Media Collections (3 credits)
EDU 601:	Professional Seminar I (0 credit)	EM 520:	Instructional Role of the School Library Media Specialist (3 credits)
EM 500:	Philosophy of School Library Media Programs (3 credits)	EDU 602:	Professional Seminar II (0 credit)
EM 505:	Design and Production of Educational Media (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 63

Additional Graduation Requirements

> Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
> a. Professional Education Test (PED)
> b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
> c. Subject Area Exam (SAE) in Educational Media Specialist K-12

Specialization: Educational Media
Certification: State Approved – Florida (Major Code A543)

About the Specialization

The M.S. in Education with a specialization in Educational Media is a state-approved program in Florida for add-on certification for school library media specialists. It focuses on the area of school library media programs. This specialization provides educators with skills in development, organization, and management of school library media collections and programs, technology in school library and media centers, and age-appropriate media. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's educational media certification requirements.

Additional Admission Requirements

1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - Passing CLAST scores (if taken prior to July 1, 2002), **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 between verbal and quantitative scales.

Program of Study

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

Additional Graduation Requirements
Students with a Temporary Teaching Certificate must provide:
1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Educational Media Specialist K-12
   d. Evidence of student teaching experience or have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:
2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following area:
   Subject Area Exam (SAE) in Educational Media Specialist K-12

Specialization: Educational Media
Certification: State Approved – Nevada (Major Code A543)

About the Specialization

The M.S. in Education with a specialization in Educational Media is a state-approved program in Nevada for add-on endorsement for school library media specialists. It focuses on the area of school library media programs. This specialization provides educators with skills in development, organization, and management of school library media collections and programs, technology in school libraries and media centers, and age-appropriate media. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's school library media licensure requirements.

Additional Admission Requirements

1. Please refer to the Admissions and Application Procedures section and the Program Admissions Requirements for the M.S. in Education section of the catalog for general requirements.
2. Valid Nevada Permanent Teaching License
3. Nevada Student Enrollment Agreement (available in application packet).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credits)	CUR 526:	Educational Research for Practitioners (3 credits)

EDU 601:	Professional Seminar I (3 credits)	EM 515:	Reference and Information Services (3 credits)
EM 500:	Philosophy of School Library Media Programs (3 credits)	EM 565:	Computers in School Library Media Centers (3 credits)
EM 505:	Design and Production of Educational Media (3 credits)	EM 540:	Organization of School Library Media Collections (3 credits)
EM 510:	Media for Children (3 credits)	EM 520:	Instructional Role of the School Library Media Specialist (3 credits)
EM 525:	School Library Media Collection Development (3 credits)	EM 699:	Applied Professional Experience in Educational Media (3 credits)
EM 530:	Management of School Library Media Programs (3 credits)	EDU 602:	Media for Young Adults (3 credits)
EM 535:	Media for Young Adults (3 credits)	**Total Credits Required for Completion 36**	

Additional Graduation Requirements

Passing Praxis II scores on the <u>Subject Assessment/Specialty Area Test</u>: Library Media Specialist: 147

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

About the Specialization

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 602:	Teaching Science in the Elementary School (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ELE 699:	Applied Professional Experience (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	ELE 540:	Creativity in the Elementary School Curriculum (3 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	EDU 602:	Professional Seminar II (0 credit)
		Total Credits Required for Completion 39	

Specialization: Elementary Education
Certification: State Approved Nevada - Initial Licensure Plan (Major Code A 511)

About the Specialization

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

Additional Admission Requirements

1. Passing CBEST or Praxis I scores
2. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 601:	Professional Seminar I (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)	EDU 501:	School and Society (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	EDU 503:	Classroom Management and Organization (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods and Evaluation (3 credits)

ELE 503:	Reading in the Elementary Classroom (3 credits)	CUR 591:	Assessment and Evaluation (3 credits)
ELE 504:	Method of Teaching Reading in the Elementary School (3 credits)	EDU 502:	Psychological Foundations in Education (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	RED 560:	Literature for Children and Adolescents (3 credits)
ELE 502:	Methods of Teaching Mathematics in the Elementary Schools (3 credits)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
ELE 602:	Teaching of Science in the Elementary School (3 credits)	RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)	ELE 540:	Creativity in the Elementary School (3 credits)

Electives – choose two of the following eight courses (6 credits)

Capstone

CSE 501:	Computing Resources for Teachers (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 48

Additional Graduation Requirements

Praxis II – Minimum passing scores on the following area:
<u>Subject Assessment/Specialty Area Tests</u>:
- Elementary Education: Curriculum, Instruction and Assessment: <u>158</u> ***AND***
- Elementary Education: Content Area Exercises: <u>135</u>

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

About the Specialization

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

Additional Admission Requirements

1. Valid NV Permanent Teaching License
2. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 602:	Teaching Science in the Elementary School (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ELE 699:	Applied Professional Experience (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	ELE 540:	Creativity in the Elementary School Curriculum (3 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 39

Additional Graduation Requirements

Praxis II – Minimum passing scores on the following area:
<u>Subject Assessment/Specialty Area Tests</u>:
- Elementary Education: Curriculum, Instruction and Assessment: <u>158</u> ***AND***
- Elementary Education: Content Area Exercises: <u>135</u>

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

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 602:	Teaching Science in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 699:	Applied Professional Experience (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ELE 505:	Teaching Visual Arts and Music in the Elementary School (2 credits)
CUR 591:	Assessment and Evaluation (3 credits)	ELE 506:	Teaching Physical Education and Health Education in the Elementary School (2 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)		
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 40

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Specialization: Elementary Education with ESOL Endorsement
Certification: State Approved Florida - Initial Certification Plan (Major Code A509)

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

Additional Admission Requirements

1. Provide Passing scores for:
   - CLAST (if taken prior to July, 1, 2002), **or**
   - Praxis I, **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 (combined verbal and quantitative scales only)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
EDU 601:	Professional Seminar I (0 credit)	RED 560:	Literature for Children and Adolescents (3 credits)
EDU 501:	School and Society (3 credits)	ELE 601:	Teaching Language Arts in the Elementary School (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	ELE 502:	Methods of Teaching Mathematics in the Elementary Schools (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	ELE 602:	Teaching of Science in the Elementary School (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	ELE 505:	Teaching Visual Arts and Music in the Elementary School (2 credits)
ELE 503:	Reading in the Elementary Clasroom (3 credits)		

ELE 506:	Teaching Physical Education and Health Education in the Elementary School (2 credits)	EC 5015:	Teaching and Working with 5-Year Old Children: The Kindergarten Classroom (1 credit)
ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)	EDU 602:	Professional Seminar II (0 credit)
		EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 59

Additional Graduation Requirements

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Elementary Education K-6

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

About the Specialization

The M.S. in Education with a specialization in Elementary Education is a state-approved program in Florida for add-on certification for teachers. It focuses on the area of kindergarten through grade six instruction. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, mathematics, science, and the arts. Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's program certification requirements for elementary education and ESOL endorsement.

Additional Admission Requirements

1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - Passing CLAST scores (if taken prior to July 1, 2002), **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 between verbal and quantitative sections.
   - Evidence of student teaching experience, or supervised teaching internship, *or* have a minimum of 2 years of full-time teaching experience in a K-12 school.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (3 credits)	ELE 602:	Teaching Science in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 699:	Applied Professional Experience (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ELE 505:	Teaching Visual Arts and Music in the Elementary School (2 credits)
CUR 591:	Assessment and Evaluation (3 credits)	ELE 506:	Teaching Physical Education and Health Education in the Elementary School (2 credits)
ELE 503:	Reading in the Elementary Classroom (3 credits)		
ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)	ELE 603:	Teaching Elementary Social Studies in a Multicultural Society (3 credits)
RED 560:	Literature for Children and Adolescents (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
ELE 601:	Teaching Language Arts in the Elementary School (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 40

Additional Graduation Requirements
Students with a Temporary Teaching Certificate must submit:
1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Elementary Education K-6

Students with a Professional Teaching Certificate must submit:
2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in Elementary Education K-6

<div style="border: 1px solid black;">

Specialization: English Education
Noncertification Track (Major Code F652)

</div>

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

Program of Study

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

Total Credits Required for Completion 36

<div style="border: 1px solid black;">

Specialization: Middle and Secondary English Education/ESOL
Certification: State Approved Florida - Initial Certification Plan (Major Code A579/A580)

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About the Specialization
The M.S. in Education with a specialization in English Education leading to initial certification for teachers in Florida focuses on training non-educators to enter the classroom, while emphasizing the teaching of English education. This specialization provides future educators with contemporary knowledge in both oral and written communication, as well as in-depth study of twentieth century literary authors. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

Provide Passing Scores on **all** subtests for:
- CLAST (if taken prior to July, 1, 2002), **or**
- Praxis I, **or**
- General Knowledge Test (GKT), **or**
- GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	ENG 605:	Recent Directions in Language Learning (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ENG 605:	Recent Directions in Language Learning (3 credits)
EDU 501:	School and Society (3 credits)	ENG 615:	Recent Directions in Expository Writing (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	ENG 625:	Recent Directions in Creative Writing (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	ENG 635:	Recent Directions in Adolescent Literature (3 credits)
RED 585:	Reading in the Content Area (3 credits)	ENG 645:	Recent Directions in the Analysis of Literature (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	ENG 650:	Many Voices of Twentieth Century American Literature (3 credits)
ENG 600:	Recent Directions in Oral Communications (3 credits)	ENG 665:	Many Voices in Twentieth Century World Literature (3 credits)
ENG 675:	Many Voices in Twentieth Century British Literature (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)
EDU 602:	Professional Seminar II (0 credit)		

Total Credits Required for Completion 66

Additional Graduation Requirements

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>English Education 5-9 or 6-12</u>

Specialization: Middle and Secondary English Education/ESOL
Certification: State Approved – Florida (Major Code A579/A580)

About the Specialization

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

Additional Admission Requirements

1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - Passing CLAST scores (if taken prior to July 1, 2002), **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 between verbal and quantitative scales.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ENG 645:	Recent Directions in the Analysis of Literature (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ENG 699:	Applied Professional Experience (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ENG 650:	Many Voices of Twentieth Century American Literature (3 credits)
ENG 521:	Methods for Teaching Middle School and Secondary English (3 credits)	ENG 665:	Many Voices in Twentieth Century World Literature (3 credits)
ENG 600:	Recent Directions in Oral Communications (3 credits)	ENG 675:	Voices in Twentieth Century British Literature (3 credits)
ENG 605:	Recent Directions in Language Learning (3 credits)	TSOL 510:	Many Classroom TESOL, Theory and Strategies for Teachers (3 credits)
ENG 615:	Recent Directions in Expository Writing (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
ENG 625:	Recent Directions in Creative Writing (3 credits)	EDU 602:	Professional Seminar II (0 credit)
ENG 635:	Recent Directions in Adolescent Literature (3 credits)	**Total Credits Required for Completion 42**	

Additional Graduation Requirements

<u>**Students with a Temporary Teaching Certificate must provide:**</u>
1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>English Education 5-9 or 6-12</u>
   d. Evidence of student teaching experience *or* have a minimum of one (1) year of full-time teaching experience in a K-12 school.

<u>**Students with a Professional Teaching Certificate must provide:**</u>
2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in <u>English Education 5-9 or 6-12</u>

Specialization: Exceptional Student Education
Noncertification Track (Major Code F515)

About the Specialization

The M.S. in Education with a specialization in Exceptional Student Education focuses on training educators in the area of teaching students with disabilities. This specialization provides educators with skills for assessing and teaching life skills and academic content to children and youth with disabilities across the spectrum. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 601:	Professional Seminar I (0 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)

ESE 610:	Speech and Language Development and Disabilities (3 credits)	ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 620:	Behavior Management of Exceptional Students (3 credits)	ESE 670:	Inclusive Education for Exceptional Students (3 credits)
ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)	ESE 680:	Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 650:	Instructional Strategies for Exceptional Students (3 credits)	ESE 699:	Applied Professional Experience (3 credits)
		EDU602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Exceptional Student Education (Special Education Generalist)
Certification: State Approved Nevada - Initial Licensure Plan (Major Code A515)

About the Specialization

The M.S. in Education with a specialization in Exceptional Student Education leading to initial licensure for teachers in Nevada focuses on training out-of-field educators and non-educators to enter the classroom, while emphasizing the teaching of students with disabilities. This specialization provides future educators with a foundation in classroom management, curriculum development, and instruction strategies, as well as skills for assessing and teaching life skills and academic content to children and youth with disabilities across the spectrum. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's licensure requirements for exceptional student education.

Additional Admission Requirements

1. Passing Praxis I scores or CBEST scores
2. Nevada Student Enrollment Agreement (available in application packet).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	ESE 650:	Instructional Strategies for Exceptional Students (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 610:	Speech and Language Development and Disabilities (3 credits)	ESE 670:	Inclusive Education for Exceptional Students (3 credits)
ESE 620:	Behavior Management of Exceptional Students (3 credits)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)
		EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 48

Additional Graduation Requirements

Praxis II – Passing scores on the following areas:
  a. Principles of Learning and Teaching (PLT):
    - Grades K-6 minimum score: 169 *Or* Grades 7-12 minimum score: 161
  b. Subject Assessments/Specialty Area Tests:
    - (0351) Special Education Knowledge-Based Core Principles minimum score: 150 Expires August 31, 2010 – No fault for new test for one year
    - (0354) Special Education: Core Knowledge and Application minimum score: 150 – Effective September 1, 2010

**Specialization: Exceptional Student Education with ESOL Endorsement
Certification: State Approved Florida - Initial Certification Plan** (Major Code A516)

About the Specialization

The M.S. in Education with a specialization in Exceptional Student Education leading to initial certification, along with ESOL endorsement, for teachers in Florida focuses on training non-educators to enter the classroom, while emphasizing the teaching of students with disabilities. This specialization provides future educators with a foundation in classroom management, curriculum development, and instruction strategies, as well as skills for assessing and teaching life skills and academic content to children and youth with disabilities across the spectrum. Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's certification requirements for exceptional student education and ESOL endorsement.

Additional Admission Requirements

Provide Passing Scores on **all** subtests for:
- CLAST (if taken prior to July, 1, 2002), **or**
- Praxis I, **or**
- General Knowledge Test (GKT), **or**
- GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 504:	Methods of Teaching Reading in the Elementary School (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ELE 601:	Teaching Language Arts in the Elementary School (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	*RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
EDU 601:	Professional Seminar I (0 credit)	RED 585:	Reading in the Content Area (3 credits)
EDU 501:	School and Society (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods and Evaluation (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	ESE 610:	Speech and Language Development and Disabilities (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)	ESE 620:	Behavior Management of Exceptional Students (3 credits)
ELE 502:	Methods of Teaching Mathematics in the Elementary School (3 credits)	ESE 670:	Inclusive Education for Exceptional Students (3 credits)
ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)	ESE 680:	Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 650:	Instructional Strategies for Exceptional Students (3 credits)	EDU 602:	Professional Seminar II (0 credit)
ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)

*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading

Total Credits Required for Completion 75

Additional Graduation Requirements

1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Exceptional Student Education K-12

**Specialization: Exceptional Student Education with ESOL Endorsement
Certification: State Approved – Florida** (Major Code A516)

About the Specialization

The M.S. in Education with a specialization in Exceptional Student Education is a state-approved program in Florida for add-on certification for teachers, along with ESOL endorsement. It focuses on the area of teaching students with disabilities. This specialization provides educators with the skills for assessing and teaching life skills and academic content to children and youth with disabilities across the spectrum. Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's certification requirements for exceptional student education and ESOL endorsement.

Additional Admission Requirements

1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - Passing CLAST scores (if taken prior to July 1, 2002), **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 between verbal and quantitative scales.
   - Evidence of student teaching experience, or supervised teaching internship, or have a minimum of 2 years of full-time teaching experience in a K-12 school.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CUR 526:	Educational Research for Practitioners (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ESE 680:	Teaching Social and Personal Skills to Exceptional Students (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 610:	Speech and Language Development and Disabilities (3 credits)	ESE 699:	Applied Professional Experience in ESE (3 credits)
ESE 620:	Behavior Management of Exceptional Students (3 credits)	TSOL 569:	Methodology of TESOL (3 credits)
ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)	TSOL 515:	Curriculum Development for TESOL (3 credits)
ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)	TSOL 562:	Cross-Cultural Communication and Understanding (3 credits)
ESE 650:	Instructional Strategies for Exceptional Students (3 credits)	TSOL 567:	Applied Linguistics (3 credits)
ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)	TSOL 547:	Testing and Evaluation in TESOL (3 credits)
ESE 670:	Inclusive Education for Exceptional Students (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 51

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Exceptional Student Education K-12
   d. Evidence of student teaching experience *or* have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in Exceptional Student Education K-12

Specialization: Gifted Education
Noncertification Track (Major Code F527)

About the Specialization

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 555:	Seminar for the Guidance of Gifted Children (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5281:	Developing Creativity in Gifted Students (3 credits)
EDU601:	Professional Seminar I (0 credit)	EDU 561:	Independent Study for Research on Gifted Students (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	EP 699:	Applied Professional Experience in Gifted Education (3 credits)
EDU 550:	Nature and Needs of the Gifted (3 credits)	*Select Three Electives for a Total of Nine Credits (9 credits)*	
EDU 551:	Educational Procedures for the Gifted (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Gifted Education
Certification: State Approved – Nevada (Major Code A527)

About the Specialization

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

Additional Admission Requirements

1. Valid Nevada Permanent Teaching License
2. Nevada Student Enrollment Agreement (available in application packet).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EP 5281:	Developing Creativity in Gifted Students (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5282:	Educating Special Populations of Gifted Students (3 credits)
EDU 601:	Professional Seminar I (0 credit)	EDU 561:	Independent Study for Research on Gifted Students (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)		
EDU 550:	Introduction to Nature and Needs of the Gifted (3 credits)	EP 699:	Applied Professional Experience in Gifted Education (3 credits)
EDU 555:	Seminar for the Guidance of Gifted Children (3 credits)	***Select three (3) Electives for a total of nine (9) credits (9 credits)***	
EDU 551:	Educational Procedures for the Gifted Child (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Interdisciplinary Arts
Noncertification Track (Major Code F536)

About the Specialization

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EIA 515:	Thou Art: Reuniting Culture and Spirit for a Global Society (3 credits)
EIA 526:	Research in Interdisciplinary Arts: An Introduction to the I. A. Program (3 credits)	EIA 517:	Interdisciplinary Arts Infusion: From Chaos to Order (3 credits)
EIA 501:	Interdisciplinary Arts in Society, Community, and School (3 credits)	EIA 537:	Musical Theatre Studies (3 credits)
EIA 506:	Applied Aesthetics in the Arts: Curriculum and Instruction (3 credits)	EIA 540:	Moving Art: Aesthetic of the Motion Picture 1922-1966 (3 credits)
EIA 503:	Arts and Classroom Management: Infusing Arts into the Classroom (3 credits)	EIA 557:	Cinematherapy I: Images with a Purpose (3 credits)
EIA 511:	Studies in Creative Process and Conceptual Arts: A Quantum Vision (3 credits)	EIA 558:	Cinematherapy II: Personal and Social Awareness through Cinema (3 credits)
Choose four or five (4 or 5) of the following courses for a total of 15 credits		EIA 600:	International Arts and Culture Infusion (3 or 6 credits)
EIA 512:	Arts and Expressive Therapies: A Survey (3 credits)	EIA 630:	International Cinema Studies in Italy (3 credits)
EIA 513:	The Art of Words: Writing for Dramatic Media (3 credits)	EIA 6505:	Special Topics in Interdisciplinary Arts I (3 credits)
EIA 514:	Business Applications of Interdisciplinary Arts and Social Entrepreneurism (3 credits)	EIA 6506:	Special Topics in Interdisciplinary Arts II (3 credits)

Applied Professional Experience – choose one of the following six-credit courses

EIA 688: Capstone: Interdisciplinary Arts Leadership (6 credits)

EIA 689: Capstone: Theatre Arts Leadership (6 credits)

EIA 690: Capstone: Musical Arts Leadership (6 credits)

EIA 691: Capstone: Visual Arts Leadership (6 credits)

EIA 692: Capstone: Dance Arts Leadership (6 credits)

The following elective courses are offered by the Department of Family Therapy in the School of Humanities and Social Sciences

SFTM 5310: Introduction to Systems Theories (3 credits)

SFTM 6333: Theories of Personality and Psychopathology (3 credits)

SFTM 6374: Human Development and Individual/Group Psychotherapy (3 credits)

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

Specialization: Management and Administration of Educational Programs
Noncertification Track (Major Code F504)

About the Specialization

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

Program of Study

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDL 510: Ethical School Leadership (3 credits)

EDL 500: Problem Solving and Visionary Leadership (3 credits)

EDL 530: Organizational Management (3 credits)

EDL 505: Educational Budgeting and Finance (3 credits)

EDL 525: Human Resources: Process and Staff Development (3 credits)

Elective (3 credits)

Elective (3 credits)

Elective (3 credits)

EL600: Capstone Course in Educational
Or Leadership (3 credits)

EL 601: Knowledge Base Educational Leadership (3 credits)

EL 699: Administrative Internship (3 credits)

Total Credits Required for Completion 36

Specialization: Mathematics Education
Noncertification Track (Major Code F653)

About the Specialization

The M.S. in Education with a specialization in Mathematics Education focuses on training educators in the areas of middle and secondary school mathematics. This specialization provides educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem solving skills in students. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000: Orientation for the Graduate Teacher Education Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDU 601: Professional Seminar I (0 credit)

MAT 522: Methods of Teaching Middle and Secondary Math (3 credits)

*MAT 512: Pre-Algebra and Elementary Number Theory for Teachers (3 credits)

MAT 509: Learning and Teaching Geometry in the K-12 Classroom (3 credits)

MAT 517: Elements of Integral Calculus**
Or (3 credits)

MAT 506: Strategies for Teaching Calculus (3 credits)

MAT 507: Linear and Abstract Algebra for Teachers (3 credits)

MAT 513: Problem-Solving Strategies in Mathematics Classrooms (3 credits)

MAT 662: History, Current Trends, and Technology in Mathematics Education (3 credits)

MAT 687: Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)

MAT 511: Teaching Probability and Statistics in the K-12 Classroom (3 credits)

MAT 516: Elements of Differential Calculus*
Or (3 credits)

MAT 508: Conquering the Teaching of Calculus (3 credits)

MAT 510: Research and Applied Mathematical Experiences in Schools (3 credits)

EDU 602:   Professional Seminar II (0 credit)   *** MAT 512 must be the first MAT prefix course taken in the program.**

Total Credits Required for Completion 36

| **Specialization: Mathematics Education** |
| **Certification: State Approved Florida - Initial Certification Plan** (Major Code A955/A582) |

About the Specialization

The M.S. in Education with a specialization in Mathematics Education leading to initial certification that focuses on training non-educators to enter the classroom in the areas of middle and secondary school mathematics. This specialization provides future educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem solving skills in students. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

   Provide Passing Scores on **all** subtests for:
   - CLAST (if taken prior to July, 1, 2002), **or**
   - Praxis I, **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	MAT 662:	History, Current Trends, and Technology in Mathematics Education (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	MAT 509:	Learning Geometry in the K -12 Classroom (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	MAT 511:	Teaching Probability and Statistics in the K -12 Classroom (3 credits)
EDU 601:	Professional Seminar I (0 credit)	MAT 508:	Conquering the Teaching of Calculus I (3 credits)
EDU 501:	School and Society (3 credits)	MAT 506:	Strategies for Teaching Calculus II (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	MAT 507:	Linear and Abstract Algebra for Teachers (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	MAT 687:	Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)
RED 585:	Reading in the Content Areas (3 credits)	MAT 522:	Methods of Teaching Middle and Secondary Mathematics (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	MAT 513:	Problem-Solving Strategies in Mathematics Classrooms (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)	EDU 602:	Professional Seminar II (0 credit)
MAT 504:	Algebra in Secondary Schools (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 63

Additional Graduation Requirements

   Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Mathematics Education 5-9 AND 9-12</u>

| **Specialization: Mathematics Education** |
| **Certification: State Approved – Florida** (Major Code A955/A582) |

About the Specialization

The M.S. in Education with a specialization in Mathematics Education is a state approved program that focuses on training educators in the areas of middle and secondary school mathematics. This specialization provides educators with skills for assessment, curriculum development, and instruction in subject areas such as geometry, algebra, and calculus, as well as strategies for developing problem solving skills in students. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

   1. **Valid Teaching Certificate**: Temporary or Professional

   2. **If entering with Temporary Teaching Certificate**, please provide:
      - Passing CLAST scores (if taken prior to July 1, 2002), **or**
      - General Knowledge Test (GKT), **or**
      - GRE score of 1000 between verbal and quantitative scales.

Program of Study

EDU 5000:	Orientation for the Graduate Teacher Education Program (0 credit)	EDU 601:	Professional Seminar I (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)	MAT 522:	Methods of Teaching Middle and Secondary Mathematics (3 credits)
MAT 504:	Algebra in Secondary Schools (3 credits)	MAT 508:	Conquering the Teaching of Calculus I (3 credits)
MAT 509:	Learning Geometry in the K -12 Classroom (3 credits)	MAT 506:	Strategies for Teaching Calculus II (3 credits)
MAT 513:	Problem-Solving Strategies in Mathematics Classrooms (3 credits)	MAT 507:	Linear and Abstract Algebra for Teachers (3 credits)
MAT 662:	History, Current Trends, and Technology in Mathematics Education (3 credits)	MAT 510:	Research and Applied Mathematical Experiences in Schools (3 credits)
		Or	
MAT 687:	Diagnosis and Remediation of Learning Difficulties in Mathematics (3 credits)	MAT 699:	Applied Professional Experience in Math Education (3 credits)
MAT 511:	Teaching Probability and Statistics in the K -12 Classroom (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Additional Graduation Requirements

<u>**Students with a Temporary Teaching Certificate must provide:**</u>
1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Mathematics Education 5-9 AND 9-12</u>
   a. Evidence of student teaching experience *or* have a minimum of one (1) year of full-time teaching experience in a K-12 school.

<u>**Students with a Professional Teaching Certificate must provide:**</u>
2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in <u>Mathematics Education 5-9 AND 9-12</u>

Specialization: Multicultural Early Intervention
Noncertification Track (Major Code F574)

About the Specialization
The M.S. in Education with a specialization in Multicultural Early Intervention focuses on training early childhood education professionals working with young children in a multicultural or cross-cultural setting. This specialization provides the training and skills necessary for early intervention, as well as those skills needed for developing curriculum, assessing needs, managing a classroom, and developing language and literacy. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 519:	Health, Safety, and Nutrition Issues in Early Childhood (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5280:	Working with Families of Young Children with Disabilities and the Community (3 credits)
EDU 601:	Professional Seminar I (0 credit)	EP 5270:	Assessing the Needs of Young Children with Disabilities (3 credits)
EC 500:	Child Growth and Development (Birth through Age 8) (3 credits)	ECSE 699:	Applied Professional Experience in Early Childhood Special Education (3 credits)
EC 586:	Early Intervention: Trends and Directions (3 credits)	EP 5275:	Intervention Strategies and Classroom Behavior Management of Young Children (3 credits)
EC 502:	Program Development for Children Ages Birth-Age 5 (3 credits)		
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)
EC 501:	Language Acquisition and Development (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Prekindergarten - Primary Education
Noncertification Track (Major Code F609)

About the Specialization
The M.S. in Education with a specialization in Prekindergarten - Primary Education focuses on training educators in

the area of prekindergarten through grade three instruction. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, and concepts in mathematics, science, and the arts. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 554:	Assessment in Reading (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EDU 601:	Professional Seminar I (0 credit)		
EC 620:	Research Issues in Child Development (3 credits)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)Applied
EC 518: **Or**	Developmentally Appropriate Curricular Practices in Multicultural Settings(3 credits)	EC 699:	Professional Experience (3 credits)
EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
		EC 521:	Developmentally Appropriate Literature-Based Curriculum for Young Children (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)		
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
		EC 503:	Child Study and Assessment (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 42

Specialization: Prekindergarten - Primary Education
Certification: State Approved Nevada - Initial Licensure Plan (Major Code A609)

About the Specialization

The M.S. in Education with a specialization in Prekindergarten - Primary Education leading to initial licensure for teachers in Nevada focuses on training non-educators to enter the classroom, while emphasizing the teaching of children in prekindergarten through grade three. This specialization provides future educators with a foundation in classroom management, curriculum development, and instruction strategies, as well as skills for assessing and teaching language and literacy, and concepts in mathematics, science, and social studies. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's licensure requirements for early childhood education.

Additional Admission Requirements

1. Passing Praxis I scores *or* CBEST scores.
2. Nevada Student Enrollment Agreement (available in application packet).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)		
EDU 601:	Professional Seminar I (0 credit)	EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)
EC 620:	Research Issues in Child Development (3 credits)		
EDU 514:	Pre-Internship Practices (3 credits)		
EC 508:	Theory and Practice in Early Childhood Programs (3 credits)	EP 5275:	Intervention Strategies and Classroom Behavior Management of Young Children with Disabilties (3 credits)
EC 503:	Child Study and Assessment (3 credits)		
EC 579:	Foundations of Emergent Literacy: Issues and Practices (3 credits)	EC 512:	Concept Development: Math and Science (3 credits)
		EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)		
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)
		EDU:	Professional Seminar II (0 credit)

Total Credits Required for Completion 54

Note: Students adding Early Childhood to a current license without a prior internship with children under the age of 6 are required to complete EDU 688 – Teaching Internship Seminar. Students who completed an internship with children under the age of 6 are required to complete EC 699 – Applied Professional Experience

Additional Graduation Requirements

Praxis II – Passing scores on the following areas:
  a. Principles of Learning and Teaching (PLT):

  - Grades K-6 minimum score: 169

  b. Early Childhood: Content Knowledge Score: 158

  c. Education of Young Children Score: 160

Specialization: Prekindergarten - Primary Education with ESOL Endorsement
Certification: State Approved Florida - Initial Certification Plan (Major Code A610)

About the Specialization

The M.S. in Education with a specialization in Prekindergarten - Primary Education leading to initial certification, along with ESOL endorsement, for teachers in Florida focuses on training non-educators to enter the classroom, while emphasizing the teaching of students in prekindergarten through grade three. This specialization provides future educators with a foundation in classroom management, curriculum development, and instruction strategies, as well as skills for assessing and teaching language and literacy, and concepts in mathematics, science, and the arts. Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's certification requirements for prekindergarten and primary education and ESOL endorsement.

Additional Admission Requirements

Provide Passing Scores on **all** subtests for:
  - CLAST (if taken prior to July, 1, 2002), **or**
  - Praxis I, **or**
  - General Knowledge Test (GKT), **or**
  - GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EC 521:	Developmentally Appropriate Literature-based Curriculum for Young Children (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)
EDU 601:	Professional Seminar I (0 credit)		
EC 620:	Research Issues in Child Development (3 credits)	EC 592:	Emergent Literacy (Children 3-5 Years Old) (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	EC 503:	Child Study and Assessment (3 credits)
EC 508:	Theory and Practice in Early Childhood (3 credits)	RED 554:	Assessment in Reading (3 credits)
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EC 512:	Concept Development: Math and Science (3 credits)	EC 519:	Health, Safety, and Nutrition Issues in Early Childhood Classrooms (3 credits)
EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)	EDU 602:	Professional Seminar II (0 credit)
EC 517:	Seminar on Family Systems for Early Childhood Educators (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 75

Additional Graduation Requirements

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
  a. Professional Education Test (PED)
  b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002
  c. Subject Area Exam (SAE) in Prekindergarten Primary Education (Age 3 to Grade 3

Specialization: Prekindergarten - Primary Education with ESOL Endorsement
Certification: State Approved – Florida (Major Code A610)

About the Specialization
The M.S. in Education with a specialization in Prekindergarten - Primary Education is a state-approved program in Florida for add-on certification for teachers, with ESOL endorsement. It focuses on the area of teaching students in prekindergarten through grade three. This specialization provides educators with the skills for assessing and teaching language and literacy, and concepts in mathematics, science, and the arts. Course content is research-based and infuses best practices in education and strategies for teaching English as a second language (ESOL), while aligning directly with the Florida Department of Education's certification requirements for prekindergarten and primary education and ESOL endorsement.

Additional Admission Requirements
1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - Passing CLAST (if taken prior to July, 1, 2002),
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 (combined verbal and quantitative scales only).
   - Evidence of student teaching experience or teaching internship or have a minimum of 2 years full-time teaching experience in a K-12 school.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 554:	Assessment in Reading (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EC 513:	Child Guidance and the Organization of Appropriate Environments for Children Ages 3-8 (3 credits)
EDU 601:	Professional Seminar I (0 credit)	EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)
EC 620:	Research Issues in Child Development (3 credits)		
EC 518:	Developmentally Appropriate Curricular Practices in Multicultural Settings	EC 699:	Applied Professional Experience (3 credits)
Or	(3 credits)	TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
EC 511:	Developmentally Appropriate Curriculum for Children Ages 3-8: Social Studies and the Arts (3 credits)	EC 521:	Developmentally Appropriate Literature-Based Curriculum for Young Children (3 credits)
EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
EC 509:	Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 credits)	EC 503:	Child Study and Assessment (3 credits)
		EDU 602:	Professional Seminar II (0 credit)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	**Total Credits Required for Completion 42**	

Additional Graduation Requirements
<u>**Students with a Temporary Teaching Certificate must provide:**</u>
1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) <u>**or**</u> CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Prekindergarten/Primary Education (Age 3 to Grade 3)</u>
   d. Evidence of student teaching experience *or* have a minimum of one (1) year of full-time teaching experience in a K-12 school
<u>**Students with a Professional Teaching Certificate must provide:**</u>
2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in <u>Prekindergarten/Primary Education (Age 3 to Grade 3)</u>

Specialization: Preschool Education
Noncertification Track (Major Code F526)

About the Specialization
The M.S. in Education with a specialization in Preschool Education focuses on training educators working with children from birth to age three. This specialization provides educators with the skills to develop curriculum and instruct students in the areas of language and literacy, and social skills. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EP 5265:	Nature and Needs of Young Children with Disabilities (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EP 5270:	Assessing the Needs of Young Children with Disabilities (3 credits)
EDU 601:	Professional Seminar I (0 credit)	EC 541:	Guiding Behavior in the Preschool Classroom (3 credits)
EC 620:	Research Issues in Child Development (3 credits)	EC 531:	Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth-Age 4) (3 credits)
EC 502:	Program Development for Children Ages 3 through 5 (3 credits)		
EC 601:	Child Development Issues and Trends: The Preschool Years (3 credits)	EC 517: **Or**	Seminar on Family Systems for Early Childhood Educators (3 credits)
EC 579:	Foundations of Emergent Literacy (3 credits)	EC 514:	Family and School Collaboration in Early Childhood Programs (3 credits)
EC 522:	Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth-Age 8 (3 credits)	EC 699:	Applied Professional Experience (3 credits)
		EDU 602:	Professional Seminar II (0 credit)
EC 518:	Developmentally Appropriate Curriculum in Multicultural Settings (3 credits)	**Total Credits Required for Completion 39**	

Specialization: Reading Education
Noncertification Track (Major Code F513)

About the Specialization

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 560:	Literature for Children and Adolescents (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 565:	Language Arts in the Secondary School (3 credits)
EDU 601:	Professional Seminar I (0 credit)	RED 580:	Educational Measurements (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
RED 554:	Assessment in Reading (3 credits)	RED 585:	Reading in the Content Area (3 credits)
*RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)	RED 5271:	Reading Supervision and Curriculum Development (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments in Reading (3 credits)
*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading		EDU 602:	Professional Seminar II (0 credit)
		Total Credits Required for Completion 36	

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

About the Specialization

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

Additional Admission Requirements

1. **Valid Teaching Certificate**: Temporary or Professional
2. **If entering with Temporary Teaching Certificate**, please provide:
   - Passing CLAST (if taken prior to July, 1, 2002),
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 (combined verbal and quantitative scales only).

   - Evidence of student teaching experience, or supervised teaching internship, or have a minimum of 2 years of full-time teaching experience in a K-12 school.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 560:	Literature for Children and Adolescents (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 565:	Language Arts in the Secondary School (3 credits)
EDU 601:	Professional Seminar I (0 credit)	RED 580:	Educational Measurements (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
RED 554:	Assessment in Reading (3 credits)	RED 585:	Reading in the Content Area (3 credits)
*RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)	RED 5271:	Reading Supervision and Curriculum Development (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments (3 credits)
*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading		EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Additional Graduation Requirements

<u>**Students with a Temporary Teaching Certificate must provide:**</u>
1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Reading K-12</u>
   a. Evidence of student teaching experience *or* have a minimum of one (1) year of full-time teaching experience in a K-12 school.

<u>**Students with a Professional Teaching Certificate must provide:**</u>
2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in <u>Reading K-12</u>

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

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

Additional Admission Requirements

1. Valid Nevada Permanent Teaching License
2. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 560:	Literature for Children and Adolescents (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 565:	Language Arts in the Secondary School (3 credits)
EDU 601:	Professional Seminar I (0 credit)	RED 580:	Educational Measurements (3 credits)
RED 570:	Foundations of Reading: Theory and Practice (3 credits)	RED 587:	Supervised Reading Practicum II:Group Remediation (3 credits)
RED 554:	Assessment in Reading (3 credits)	RED 585:	Reading in the Content Area (3 credits)
*RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)	RED 5271:	Reading Supervision and Curriculum Development (3 credits)
RED 575:	Contemporary Foundations of Reading (3 credits)	RED 590:	Administration and Interpretation of Instructional Assessments (3 credits)
*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading		EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Additional Graduation Requirements

Praxis II passing scores in the following areas:
<u>Subject Assessments/Specialty Area Test</u>:
- (0200) Introduction to the Teaching of Reading minimum score: 560 –

Expires August 31, 2010 – No fault for new test for one year
- (0204) Teaching Reading minimum score: 560 Effective September 1, 2010

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

About the Specialization
The M.S. in Education with a specialization in Reading /Teaching English to Speakers of Other Languages is a dual endorsement program that gives students a background in the theory and practice of teaching English as a second language and the theory and practice of teaching Reading (RESOL). This innovative and attractive degree program combines the requirements of our approved Florida ESOL endorsement with our approved Florida Reading endorsement. It should be appropriate for teachers who are presently employed, but who would like to pursue a graduate degree that will enhance their career opportunities in two new specializations. This single M.S. degree provides a basis for endorsement and possible certification in two areas (ESOL and Reading) and program completers may qualify for teaching at the community college level in those areas.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	*RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	RED 554:	Assessment in Reading (3 credits)
EDU 601:	Professional Seminar I (0 credit)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
TSOL 515:	Curriculum Development for TESOL (3 credits)	RED 575:	Contemporary Foundations of Reading (3 credits)
TSOL 547:	Testing and Evaluation in TESOL (3 credits)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
TSOL 562:	Cultural and Cross-Cultural Studies (3 credits)	RED 585: **Or**	Reading in the Content Area (3 credits)
TSOL 567:	Applied Linguistics (3 credits)	TSOL 575:	Critical Issues in TESOL (3 credits)
TSOL 569:	Methodology of TESOL (3 credits)	EDU 602:	Professional Seminar II (0 credit)

*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading

Total Credits Required for Completion 36

Specialization: Science Education
Certification: State Approved Florida - Initial Certification Plan (Major Code A656)

About the Specialization
The M.S. in Education with a specialization in Science Education leading to initial certification, for teachers in Florida focuses on training non-educators to enter the classroom, while emphasizing the teaching of students in the areas of middle and secondary school sciences. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. Course content is research-based and infuses best practices in education and strategies for teaching science, while aligning directly with the Florida Department of Education's certification requirements for middle and secondary school science education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 601:	Professional Seminar I (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)	EDU 501:	School and Society (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	EDU 502:	Psychological Foundations of Education (3 credits)
RED 585:	Reading in the Content Area (3 credits)	EDU 503:	Classroom Management and Organization (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)	SCI 602:	Teaching Comprehensive Ocean Science (3 credits)
TSOL 520:	Second Language Learning: Theory, Methods and Evaluation (3 credits)	SCI 603:	Teaching Inquiry-Based Life Science (3 credits)
SCI 523:	Methods in Science Education (3 credits)	SCI 604:	Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
SCI 600:	Foundations of Physical Science for Teachers (3 credits)	SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)	EDU 602:	Professional Seminar II (0 credit)
		EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 57

Specialization: Science Education
Certification: State Approved – Florida (Major Code A656)

About the Specialization

The M.S. in Education with a specialization in Science Education leading to certification for teachers in Florida focuses on the teaching of students in the areas of middle and secondary school sciences. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. Course content is research-based and infuses best practices in education and strategies for teaching science, while aligning directly with the Florida Department of Education's certification requirements for middle and secondary school science education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 603:	Teaching Inquiry-Based Life Science (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SCI 604:	Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
EDU 601:	Professional Seminar I (0 credit)	SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
SCI 523:	Methods in Science Education (3 credits)	SCI 699:	Applied Professional Experience in Science Education (3 credits)
SCI 600:	Foundations of Physical Science for Teachers (3 credits)	Elective	(3 credits)
SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)	Elective	(3 credits)
		Elective	(3 credits)
SCI 602:	Teaching Comprehensive Ocean Science (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Science Education
Noncertification Track (Major Code F656)

About the Specialization

The M.S. in Education with a specialization in Science Education focuses on training educators in the areas of middle and secondary school sciences. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 603:	Teaching Inquiry-Based Life Science (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SCI 604:	Teaching Chemistry: An Activity-Based Study of Matter and Energy (3 credits)
EDU 601:	Professional Seminar I (0 credit)	SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
SCI 523:	Methods in Science Education (3 credits)	SCI 699:	Applied Professional Experience in Science Education (3 credits)
SCI 600:	Foundations of Physical Science for Teachers (3 credits)	Elective	(3 credits)
SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)	Elective	(3 credits)
		Elective	(3 credits)
SCI 602:	Teaching Comprehensive Ocean Science (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36

Specialization: Secondary Education
Certification: State Approved Nevada - Initial Licensure Plan (Major Code A530)

About the Specialization

The M.S. in Education with a specialization in Secondary Education is designed to certify preservice teachers in Nevada who meet Nevada Department of Education subject area requirements in English, Mathematics, Social Studies, and Science. This specialization prepares non-education majors at any degree level to enter the classroom by providing training in classroom management, instruction and planning, and assessment and evaluation. Course content is research-based and infuses best practices in education, while aligning directly with the Nevada Department of Education's licensure requirements for exceptional student education.

Additional Admission Requirements

1. Passing Praxis I scores *or* CBEST scores
2. A transcript with 24 content hours in the area you have chosen (CSE, ENG, MAT, SCI, SST)
3. Nevada Student Enrollment Agreement (available in application packet).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credits)
CUR 526:	Educational Research for Practitioners (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)
EDU 601:	Professional Seminar I (0 credits)
EDU 501:	School and Society (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)

Specialization Area Coursework

Choose one of the following five courses, based on the content areas you have chosen:

1. CSE 515: Methods of Teaching Computer Science K-12 (3 credits)
2. ENG 521: Methods of Teaching Middle School and Secondary English (3 credits)
3. MAT 522: Methods of Teaching Middle and Secondary Mathematics (3 credits)
4. SCI 523: Methods in Science Education (3 credits)
5. SST 524: Methods for Teaching Social Studies (3 credits)

EDU 503:	Classroom Management and Organization (3 credits)
RED 585:	Reading in the Content Areas (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)
EDU 529:	Seminar in Secondary Education (3 credits)

Capstone

EDU 602:	Professional Seminar II (0 credits)
EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 36

Additional Graduation Requirements

Praxis II – Minimum passing scores on the following areas:
  a. Principles of Learning and Teaching (PLT):
   - Grades 7-12: 161
  b. Subject Assessment/Specialty Area Tests :
   Computer Science: Not Required
   English
   - English Content Knowledge: 150 *AND*
   - English Language, Literature and Composition: Pedagogy: 140
   Math
   - Mathematics: Content Knowledge: 133 *AND*
   - Mathematics: Pedagogy: 135
   Science
   - General Science: Content Knowledge, Part 1: 150 *AND*
   - General Science: Content Essays: 135
   Social Studies
   - Social Studies: Content Knowledge: 152

Specialization: Social Studies Education
Noncertification Track (Major Code F567)

About the Specialization

The M.S. in Education with a specialization in Secondary Social Studies Education focuses on training educators in the areas of history, geography, economics, and government for secondary school students. This specialization provides educators with the skills to develop curriculum and instruct students using a variety of learning techniques. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 601:	Professional Seminar I (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)	SST 623:	American History I in the Middle and Secondary Curriculum (3 credits)
SST 625:	American History II in the Middle and Secondary Curriculum (3 credits)	SST 614:	Geography in the Middle and Secondary Curriculum (3 credits)
SST 627:	World History I in 5-12 Curriculum (3 credits)	SST 616:	Sociological Perspectives in Our Multicultural Society (3 credits)
SST 629:	World History II in 5-12 Curriculum (3 credits)	SST 622:	Consent of the Governed: American Government (3 credits)
SST 524:	Methods for Teaching Social Studies (3 credits)	SST 699:	Applied Professional Experience in Social Studies Education (3 credits)
SST 612:	Economics in the Middle and Secondary Curriculum (3 credits)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Degree Completion 36

About the Specialization

The M.S. in Education with a specialization in Middle and Secondary Social Studies Education leading to initial certification focuses on training non-educators to enter the classroom in the areas of history, geography, economics, and government for secondary school students. This specialization provides educators with the skills to develop curriculum and instruct students using a variety of learning techniques. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

Provide Passing Scores on **all** subtests for:
- CLAST (if taken prior to July, 1, 2002), **or**
- Praxis I, **or**
- General Knowledge Test (GKT), **or**
- GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SST 612:	Economics in the Middle and Secondary Curriculum (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	SST 614:	Geography in the Middle and Secondary Curriculum (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	SST 616:	Sociological Perspectives in our Multicultural Society (3 credits)
EDU 601:	Professional Seminar I (0 credit)	SST 622:	Consent of the Governed: American Government (3 credits)
EDU 501:	School and Society (3 credits)	SST 623:	American History I in the Middle and Secondary Curriculum (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	SST 625:	American History II in th Middle and Secondnary Curriculum (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	SST 627:	World History I in 5-12 Curriculum (3 credits)
TSOL 510:	Classroom TESOL, Theories and Strategies for Teachers (3 credits)	SST 629:	World History II in 5-12 Curriculum (3 credits)
SST 524:	Methods for Teaching Social Studies (3 credits)	SST 630:	Contemporary Social Problems and Issues (3 credits)
RED 585:	Reading in the Content Area (3 credits)	EDU 602:	Professional Seminar II (0 credit)
CUR 591:	Assessment and Evaluation (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 63

Additional Graduation Requirements

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Social Studies 5-9 or Social Studies 6-12</u>

About the Specialization

The M.S. in Education with a specialization in Secondary Social Studies Education is a state-approved program in Florida for add-on certification for teachers. It focuses on training educators in the areas of history, geography, economics, and government for secondary school students. This specialization provides educators with the skills to develop curriculum and instruct students using a variety of learning techniques. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

1) **Valid Teaching Certificate**: Temporary or Professional

2) **If entering with Temporary Teaching Certificate**, please provide:

- Passing CLAST (if taken prior to July, 1, 2002),
- General Knowledge Test (GKT), **or**
- GRE score of 1000 (combined verbal and quantitative scales only).

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 601:	Professional Seminar I (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)	SST 623:	American History I in the Middle and Secondary Curriculum (3 credits)

SST 524:	Methods for Teaching Social Studies (3 credits)	SST 614:	Geography in the Middle and Secondary Curriculum (3 credits)
SST 625:	American History II in the Middle and Secondary Curriculum (3 credits)	SST 630:	Contemporary Social Problems and Issues (3 credits)
SST 616:	Sociological Perspectives in Our Multicultural Society (3 credits)	SST 699:	Applied Professional Experience in Social Studies Education (3 credits)
SST 627:	World History I in 5-12 Curriculum (3 credits)	SST 622:	Consent of the Governed: American Government (3 credits)
SST 612:	Economics in the Middle and Secondary Curriculum (3 credits)	SST 629:	World History II in 5-12 Curriculum (3 credits)
		EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Degree Completion 36

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

1. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in Social Studies 5-9 **or** Social Studies 6-12
   d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

Students with a Professional Teaching Certificate must provide:

2. Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   Subject Area Exam (SAE) in Social Studies 5-9 **or** Social Studies 6-12

Specialization: Spanish Language Education
Certification: Florida State Approved – Initial Certification Plan (Major Code A520)

About the Specialization

The M.S. in Education with a specialization in Spanish Language Education leading to initial certification focuses on training non-educators to enter the classroom with a specific set of skills and knowledge to effectively instruct bilingual K-12 students for our multicultural world. The courses in this curriculum are so constructed as to meet educational requirements by combining advanced grammar and composition, linguistics, and methodology with the history and literature of Spanish-speaking peoples in Spain, Latin America and the United States. Course content is research-based and infuses best practices in education.

Additional Admission Requirements

1. Eighteen (18) undergraduate Spanish credits **or** native speaker of Spanish
2. Advanced Spanish proficiency
3. Provide Passing Scores on **all** subtests for:
   - CLAST (if taken prior to July, 1, 2002), **or**
   - Praxis I, **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 (combined verbal and quantitative scales)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 531:	Advanced Spanish Grammar and Composition II (3 credits)
EDU 514:	Pre-Internship Practices (3 credits)	LANG 550:	Spanish Linguistics for Teachers (3 credits)
CUR 526	Educational Research for Practitioners (3 credits)	LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)
EDU 601:	Professional Seminar I (0 credit)	LANG 545:	Peoples and Cultures of Spain (3 credits)
EDU 501:	School and Society (3 credits)	LANG 556:	Peoples and Cultures in Early Latin America (3 credits)
EDU 502:	Psychological Foundations of Education (3 credits)	LANG 560:	Representative Authors (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	LANG 566:	Latino Heritage in the United States (3 credits)
RED 585:	Reading in the Content Area (3 credits)	LANG 576:	Readings in Content Area Spanish (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	LANG 581:	Foreign Language Methods (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)	EDU 602:	Professional Seminar II (0 credit)
LANG 530:	Advanced Spanish Grammar and Composition I (3 credits)	EDU 688:	Teaching Internship Seminar (9 credits)

Total Credits Required for Completion 63

Additional Graduation Requirements
1) Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Spanish</u>

Specialization: Spanish Language Education
Certification: State Approved – Florida (Major Code A520)

About the Specialization
The M.S. in Education with a specialization in Spanish Language Education is a state-approved program in Florida for add-on certification for teachers It is designed to prepare Spanish teachers with a specific set of skills and knowledge to effectively instruct bilingual K-12 students for our multicultural world. The courses in this curriculum are so constructed as to meet educational requirements by combining advanced grammar and composition, linguistics, and methodology with the history and literature of Spanish-speaking peoples in Spain, Latin America and the United States.

Additional Admission Requirements
1. Valid Teaching Certificate: Temporary or Professional
2. If entering with Temporary Teaching Certificate provide passing scores on **all** subtests for:
   - CLAST (if taken prior to July, 1, 2002), **or**
   - General Knowledge Test (GKT), **or**
   - GRE score of 1000 (combined verbal and quantitative scales)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 556:	Peoples and Cultures in Early Latin America (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	LANG 560:	Representative Spanish Authors (3 credits)
EDU 601:	Professional Seminar I (0 credit)	LANG 566:	Latino Heritage in the United States (3 credits)
LANG 530:	Advanced Spanish Grammar and Composition I (3 credits)	LANG 550:	Spanish Linguistics for Teachers (3 credits)
LANG 531:	Advanced Spanish Grammar and Composition II (3 credits)	LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)
LANG 576:	Readings in Content Area Spanish (3 credits)	LANG 699:	Professional Field Experience (3 credits)
LANG 581:	Foreign Language Methods (3 credits)	EDU 602:	Professional Seminar II (0 credit)
LANG 545:	Peoples and Cultures of Spain (3 credits)		

Total Credits Required for Completion 36

Additional Graduation Requirements

Students with a Temporary Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Professional Education Test (PED)
   b. General Knowledge Test (GKT) **or** CLAST (if taken prior to July 1, of 2002)
   c. Subject Area Exam (SAE) in <u>Spanish</u>
   d. Evidence of student teaching experience or have a minimum of one (1) year of full-time teaching experience in a K-12 school

Students with a Professional Teaching Certificate must provide:

Florida Teacher Certification Examinations (FTCE) – Passing scores on the following areas:
   a. Subject Area Exam (SAE) in <u>Spanish</u>

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

About the Specialization
The M.S. in Education with a specialization in Spanish Language Education is designed to prepare Spanish teachers with a specific set of skills and knowledge to effectively instruct bilingual K-12 students for our multicultural world. The courses in this curriculum are so constructed as to meet educational requirements by combining advanced grammar and composition, linguistics, and methodology with the history and literature of Spanish-speaking peoples in Spain, Latin America and the United States.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 556:	Peoples and Cultures in Early Latin America (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	LANG 560:	Representative Spanish Authors (3 credits)
EDU 601:	Professional Seminar I (0 credit)	LANG 566:	Latino Heritage in the United States (3 credits)
LANG 530:	Advanced Spanish Grammar and Composition I (3 credits)	LANG 550:	Spanish Linguistics for Teachers (3 credits)
LANG 531:	Advanced Spanish Grammar and Composition II (3 credits)	LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)
LANG 576:	Readings in Content Area Spanish (3 credits)	LANG 699:	Professional Field Experience (3 credits)
LANG 581:	Foreign Language Methods (3 credits)	EDU 602:	Professional Seminar II (0 credit)
LANG 545:	Peoples and Cultures of Spain (3 credits)	**Total Credits Required for Completion 36**	

Specialization: Spanish Language Education with Bilingual Endorsement
Certification: State Approved – Nevada (Major Code A529)

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

Additional Admission Requirements

1. Valid Nevada Permanent Teaching License
2. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 575:	Spanish Children's Literature (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 500:	Foundations of Bilingual Education (3 credits)
EDU 601:	Professional Seminar I (0 credit)	TSOL 699:	Applied Professional Experience (3 credits)
LANG 530:	Advanced Spanish Grammar and Composition I (3 credits)	TSOL 525:	Teaching Reading and Literacy Development in Spanish (3 credits)
LANG 545:	Peoples and Cultures of Spain (3 credits)	TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)
LANG 550:	Spanish Linguistics for Teachers (3 credits)	TSOL 580:	Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Language (3 credits)
LANG 560:	Representative Spanish Authors (3 credits)		
LANG 565:	The Spanish Frontier in North America (3 credits)	EDU 602:	Professional Seminar II (0 credit)
		Total Credits Required for Completion 36	

Specialization: Special Education and Reading Education
Noncertification Track (Major Code F513)

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ESE 610:	Speech and Language Development and Disabilities (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ESE 620:	Behavior Management of Exceptional Students (3 credits)

ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)	RED 570:	Foundations of Reading: Theory and Practice (3 credits)
ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)	RED 554:	Assessment in Reading (3 credits)
ESE 650:	Instructional Strategies for Exceptional Students (3 credits)	*RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)	RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)
		EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 36
*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading

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**Specialization: Teaching and Learning
Noncertification Track** (Major Code F750)

About the Specialization

The M.S. in Education with a specialization in Teaching and Learning focuses on training educators to conduct an effective learning environment in the classroom. This specialization provides educators with skills for classroom management, assessment, and curriculum development, as well as in-depth study of the effects of psychology, culture, and society on learning. Course content is research-based and infuses best practices in education.

Program of Study

Core Courses (21 credits)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526:	Educational Research for Practitioners (3 credits)
EDU 601:	Professional Seminar I (0 credit)
EDU 602:	Professional Seminar II (0 credit)
EDU 502:	Psychological Foundations in Education (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)
EDU 508:	Instructional and Assessment Strategies (3 credits)
RED 585:	Reading in the Content Area (3 credits)
APR 650:	Educational Field Based Project (3 credits)

Select **only one** methods course from the following:

CSE 515:	Methods of Teaching Computer Science K-12 (3 credits)
ENG 521:	Methods of Teaching Middle School and Secondary English (3 credits)
LANG 581:	Foreign Language Methods (3 credits)
MAT 522:	Methods of Teaching Middle and Secondary Mathematics (3 credits)
SCI 523:	Methods in Science Education (3 credits)
SST 524:	Methods for Teaching Social Studies (3 credits)
TSOL 569:*	Methodology of TESOL (3 credits)
CSE 515:	Methods of Teaching Computer Science K-12 (3 credits)

Next, choose from **one** of the concentration areas
OR
Any directed content course sequence (15 credits)

Endorsement 1: Gifted Education (15 credits)

EDU 550:	Introduction to Nature and Needs of the Gifted (3 credits)
EDU 551:	Educational Procedures for the Gifted (3 credits)
EDU 555:	Seminar for Guidance of the Gifted Children (3 credits)
EP 5828:	Educating Special Populations of Gifted Students (3 credits)
EP 5281:	Developing Creativity in Gifted Students (3 credits)

Endorsement 2: Reading Education (15 credits)

RED 570:	Foundations of Reading: Theory and Practice (3 credits)
RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 554:	Assessment in Reading (3 credits)
RED 555:	Supervised Reading Practicum I: Individual Remediation (3 credits)
RED 587:	Supervised Reading Practicum II: Group Remediation (3 credits)

*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading

Endorsement 3: TESOL K-12 (15 credits)

TSOL 569:* Methodology of TESOL
(3 credits)

TSOL 515: Curriculum Development for TESOL
(3 credits)

TSOL 562: Cross-Cultural Communication and
Understanding (3 credits)

TSOL 567: Applied Linguistics
(3 credits)

TSOL 547: Testing and Evaluation of ESOL
(3 credits)

*Students who choose TESOL endorsement must
select a course other than TSOL 569*

Directed Content Course Sequence 1:
Computer Science Education (15 credits)

CSE 501 : Computing Resources for Teachers
(3 credits)

CSE 505: Computer Applications for Teachers
(3 credits)

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

CSE 517: Web Applications for Computer Science
Education (3 credits)

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

Directed Content Course Sequence 2:
English Education (15 credits)

ENG 521: Methods of Teaching Middle School
and Secondary English
(3 credits)

ENG 600: Recent Directions in Oral
Communications (3 credits)

ENG 615: Recent Directions in Expository Writing
(3 credits)

ENG 635: Recent Directions in Adolescent
Literature (3 credits)

ENG 645: Recent Directions in Literary Analysis
(3 credits)

Directed Content Course Sequence 3:
Mathematics Education (15 credits)

MAT 507: Linear and Abstract Algebra for
Teachers (3 credits)

MAT 514: Topics in Applied Algebra and
Geometry (3 credits)

MAT 515: Probability and Statistics
(3 credits)

MAT 516: Elements of Differential Calculus
(3 credits)

MAT 517: Elements of Integral Calculus (3 credits)

Directed Content Course Sequence 4:
Reading Education (15 credits)

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

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

RED 554: Assessment in Reading
(3 credits)

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

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

*RED 555 was formally RED 500: Techniques of
Corrective and Remedial Reading

Directed Content Course Sequence 5:
Science Education (15 credits)

SCI 600: Foundations of Physical Science for
Teachers (3 credits)

SCI 601: Inquiry-Based Space Science for
Teachers (3 credits)

SCI 603: Teaching Inquiry-Based Life Science
(3 credits)

SCI 604: Teaching Chemistry: An Activity-Based
Study of Matter and Energy
(3 credits)

SCI 605: Interdisciplinary Earth Science for
Teachers (3 credits)

Directed Content Course Sequence 6:
Social Studies Education (15 credits)

SST 616: Sociological Perspectives in our
Multicultural Society (3 credits)

SST 622: Consent of the Governed: American
Government
(3 credits)

SST 623: American History I in the Middle and
Secondary Curriculum (3 credits)

SST 627: World History I in 5-12 Curriculum
(3 credits)

SST 630: Contemporary Social Problems and
Issues (3 credits)

Directed Content Course Sequence 7:
Spanish Language Education (15 credits)

LANG 530: Advanced Spanish Grammar and
Composition I (3 credits)

LANG 531: Advanced Spanish Grammar and
Composition II (3 credits)

LANG 550: Spanish Linguistics for Teachers
(3 credits)

LANG 561: Representative Spanish Authors
(3 credits)

LANG 556: Peoples and Cultures of Latin America
(3 credits)

Total Credits Required for Completion 36

Specialization: Teaching English as a Foreign Language (TEFL)
Noncertification Track (Major Code F907)

About the Specialization

The M.S. in Education with a specialization in Teaching English as a Foreign Language focuses on training current and future educators in the areas of foreign language instruction, curriculum development, and assessment and evaluation. This specialization provides students with a foundation in the second language learning theories and instructional technology and distance education, and then allows students to further explore advanced studies in applied linguistics or technology. Course content is research based and infuses best practices in education.

This program has been designed for individuals interested in teaching English as a foreign language in international environments and does not lead to certification for teaching in a public K-12 context in the United States. The program options offered, including several international partnerships, make it a unique program for those outside the United States who work in foreign language settings.

Program of Study
Required Core Courses

EDU 5000: Orientation to the Graduate Teacher Education Program
(0 credit)

CUR 526: Educational Research for Practitioners
(3 credits)

TEFL 515: Curriculum and Materials Development
(3 credits)

TEFL 530: Technology in TEFL (3 credits)

TEFL Elective Option A (Choose four of the following three-credit courses) (12 credits)

TEFL 525: Teaching English to Children (3 credits)

TEFL 535: Teaching English to Adolescents and Adults
(3 credits)

TEFL 563: International Englishes: Historical Development and Usage (3 credits)

TEFL 562: Sociolinguistics for TEFL Practitioners
(3 credits)

TEFL 567: Applied Linguistics for Teaching English as a Foreign Language (3 credits)

TEFL 575: Structure of English (3 credits)

TEFL Articulation Agreement Option C (12 credits)

Students will be allowed to transfer up to 12 credits earned for designated and pre-approved courses taken at foreign universities who have entered into articulation agreements with FSEHS.

TEFL 547: Testing and Evaluation in TEFL
(3 credits)

TEFL 569: Methods of Teaching English to Speakers of other Languages
(3 credits)

TEFL 580: Second Language Learning
(3 credits)

INED 500: Comparative International Education
(3 credits)

TEFL Technology Elective Option B (Choose four of the following three-credit courses) (12 credits)

TEFL 572: Using Computers for Language Teaching (3 credits)

TEFL 573: Introduction to Computer Assisted Language Learning (3 credits)

TEFL 574: CALL for Curriculum Integration
(3 credits)

TEFL 576: Online and Distance Education
(3 credits)

TEFL 577: Web Design for Language Teaching
(3 credits)

Field Experience (3 credits)

TESOL 699: Applied Professional Experience
Or (3 credits)
TEFL 698: International Applied Professional
Or Experience (3 credits)
TEFL 697: International TEFL Certificate
(3 credits)

Total Credits Required for Completion 36

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

About the Specialization
The M.S. in Education with a specialization in Teaching English to Speakers of Other Languages focuses on training educators in the areas of literacy development and subject-area content instruction for non-native English speakers. This specialization provides educators with skills for assessment, evaluation, curriculum development, and instruction of non-native English speaking students. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)

CUR 526: Educational Research for Practitioners
(3 credits)

EDU 601: Professional Seminar I
(0 credit)

TSOL 569: Methodology of TESOL
 (3 credits)

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

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

TSOL 515: Curriculum Development for TESOL
(3 credits)

TSOL 500: Foundations of Bilingual Education
(3 credits)

TSOL 567: Applied Linguistics
(3 credits)

TSOL 575: Critical Issues in TESOL
(3 credits)

TSOL 699: Applied Professional Experience in TESOL (3 credits)

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

TSOL 580: Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages
(3 credits)

TEFL 535: Teaching English to Adolescents and Adults (3 credits)

EDU 602: Professional Seminar II
(0 credit)

Total Credits Required for Completion 36

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

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About the Specialization

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

Additional Admission Requirements

1. Valid Nevada Permanent Teaching License
2. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credits)	TSOL 567:	Applied Linguistics (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	TSOL 569:	Methodology of TESOL (3 credits)
EDU 601:	Professional Seminar I (0 credit)	TSOL 525:	Teaching Reading and Literacy Development in Spanish (3 credits)
TSOL 500:	Foundations of Bilingual Education (3 credits)	TSOL 699:	Applied Professional Experience (3 credits)
TSOL 515:	Curriculum Development for TESOL (3 credits)	TSOL 575:	Critical Issues in TESOL (3 credits)
TSOL 547:	Testing and Evaluation in TESOL (3 credits)	TSOL 580:	Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 credits)
TEFL 535:	Teaching English to Adolescents and Adults (3 credits)		
TSOL 562:	Cultural and Cross-Cultural Studies (3 credits)	EDU 602:	Professional Seminar II

Total Credits Required for Completion 36

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Specialization: Urban Education
Noncertification Track (Major Code F550)

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About the Specialization

The M.S. in Education with a specialization in Urban Studies education is designed for certified/licensed educators interested in working in urban schools or school systems. The program covers methods of curriculum development and instruction proven effective in urban areas, while providing instructional strategies for teaching concepts in mathematics, science, social studies, and literacy. Course content is research based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credits)	URBE 501:	Classroom Management in Urban Schools (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	URBE 502:	Instructional Methods in Mathematics in Urban Schools (3 credits)
EDU 601:	Professional Seminar I (0 credit)	URBE 503:	Instructional Methods in Science in Urban Schools (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	URBE 504:	Instructional Methods in Literacy in Urban Schools (3 credits)
ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	URBE 505:	Parental and Community Involvement in Urban Schools (3 credits)

Specialization Area Coursework

		URBE 506:	Standards, Curriculum, and Assessment in Urban Schools (3 credits)
URBE 500:	Public Education in an Urban Setting (3 credits)		

Elective Coursework: Choose two of the following three-credit courses (6 credits)

		URBE 508:	Instructional Methods for the Social Studies in Urban Schools (3 credits)
TSOL 510:	Classroom TESOL, Theory and Strategies for Teachers (3 credits)		
EDU 502:	Psychological Foundations in Education (3 credits)	**Capstone Coursework**	
RED 560:	Literature for Children and Adolescents (3 credits)	EDU 602:	Professional Seminar II (0 credit)
URBE 507:	Integration of Technology in Urban Schools (3 credits)	URBE 699:	Applied Professional Experience in Urban Education (3 credits)

Total Credits Required for Completion 39

Programs of Study—Endorsement Areas

Autism Endorsement
(Major Code A555)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
EP 650:	Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)
EP 655:	Nature of Autism: Intervention Methods, Strategies, and Application (3 credits)
EP 660:	Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)
EP 665:	Language, Communication Development & Augmentative Communication in Autism Spectrum Disorders (3 credits)

Total Credits Required for Endorsement Area 12

Gifted Education Endorsement
(Major Code A527)

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

Total Credits Required for Endorsement Area 15

Prekindergarten Disabilities Endorsement
(Major Code A556)

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
EP 5265:	Nature and Needs of Young Children with Disabilities* (3 credits)
EP 5270:	Assessing the Needs of Young Children with Disabilities* (3 credits)
EP 5275:	Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities* (3 credits)
EP 5280:	Working with Families of Young Children with Disabilities and the Community* (3 credits)

Total Credits Required for Endorsement Area 12

Refer to Course Descriptions for prerequisites

Reading Endorsement
(Major Code A513)

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

*CUR 526: Educational Research for Practitioners is a prerequisite for RED 587 (3 credits)
*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading

Total Credits Required for Endorsement Area 15

Teaching English to Speakers of Other Languages (TESOL) Endorsement
(Major Code A660)

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

Total Credits Required for Endorsement Area 15

National Graduate Teacher Education Online Program (NGTE)

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. Graduates of the NGTE program will earn a M.S. in Education.

Nova Southeastern University is fully accredited by the Southern Association of Colleges and Schools (SACS). NGTE programs are aligned with appropriate national standards. Because our students come from many states as well as areas outside the United States, these programs are not developed in accordance with any particular state certification requirements.

NGTE program 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**.

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 Field Associate. The Field Associate, 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. All NGTE courses are six weeks in length.

Please see General Admission Requirements for additional admission information.

Important Note: All applicants must register for EDU 5000 (Orientation to the Graduate Teacher Education Program) during their firsts session/term.

Program Learning Outcomes
This program aims to impart the following skills:
- Demonstrate proficiency in using technology for assessment, communication, information access, and decision-making.
- Demonstrate proficiency in applying theoretical, conceptual, and practical knowledge obtained from their course content and research 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.

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

No transfer of credit will be allowed for the following courses:
- Core courses— CIT 502
- Capstone—CIT 609, and 610

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. Upon admission, contact the Field Associate 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 students to complete their program requirements within a 12- to 14- month time frame. If students require a leave of absence, they will have to leave their cluster and rejoin another cluster when they are ready to return. Under such circumstances, as with other Master's programs, NGTE allows students 6 years in which to complete all degree and program requirements. The beginning of the 6-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 six-year time frame will be dismissed from the program.

Specialization Areas

Graduates of this program will earn a M.S. in Education in one of the following specialization areas:

Curriculum, Instruction, and Technology
Educational Technology
Environmental Education
Teaching and Learning

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

Programs of Study

The following 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 at the beginning of the registration period. Outlines are subject to change. Students should contact their Field Associate for the most updated curriculum information. Program prerequisites are monitored through Student Services and may not be reflected in the following outlines.

Specialization: Curriculum, Instruction, and Technology
Noncertification Track (Major Code F676)

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

Program of Study

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

Specialization: Education: Teaching and Learning
Noncertification Track (Major Code F750)

About the Specialization
The M.S. in Education with a specialization in Teaching and Learning focuses on training educators to implement a broad range of educational activities and instructional technologies to create effective learning environments for all learners in the classroom. This specialization provides educators with skills for classroom management, technology infusion, assessment, and curriculum development, as well as in-depth study of the effects of psychology, culture, and society on learning while meeting the challenges of state and national standards. Course content is research-based and infuses best practices in education

Program of Study

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

Specialization: Educational Technology
Noncertification Track (Major Code F644)

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CIT 502:	Research in Education: Process and Application (3 credits)

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

Specialization: Environmental Education
Noncertification Track (Major Code F551)

About the Specialization

The M.S. in Education with a specialization in Environmental Education focuses on the complex relationship of human society to the natural and built environment. This specialization helps professional educators to foster and impart the interdisciplinary knowledge, values, attitudes, and commitment needed to understand and resolve environmental issues. Course content recognizes that environmental educators may work in diverse settings.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ECAI 501:	Education and Society (3 credits)
CIT 502:	Research in Education: Process and Application (3 credits)	OCEE 530:	Environment and Society (3 credits)
OCEE 500:	Foundations of Environmental Education – Theory (3 credits)	CIT 609:	Special Topics in Curriculum Design 1 (3 credits)
CAE 502:	Internet for Educators (3 credits)	OCEE 540:	Interpreting our Environment (3 credits)
OCEE 510:	Foundations of Environmental Education – Evaluation (3 credits)	OCEE 550:	Reason for Hope (3 credits)
CIT 501:	Curriculum and Instruction (3 credits)	CIT 610:	Special Topics in Curriculum Design 2 (3 credits)
OCEE 520:	Teaching Environmental Concepts (3 credits)	**Total Credits Required for Completion 36**	

Master of Science in Instructional Design and Diversity Education
(Major Code F658)

The M.S. in Instructional Design and Diversity Education (IDDE) with concentrations in Gifted Education, Reading, or Teaching English to Speakers of Other Languages (TESOL) provides a solid foundation in instructional design as well as in assessment and evaluation practices that apply to the areas of cross-cultural awareness and classroom culture. This major will enable practitioners to develop curricula to meet 21st century demands, design learning modules using a problem-based learning approach, and effectively teach a student population that is increasingly diverse. Through their selected concentrations, graduates may obtain a Florida or Nevada state-approved endorsement in English to Speakers of Other Languages (ESOL), Gifted Education, or Reading. Course content is research based and infuses best practices in education. Students seeking certification/licensure and not residing in Florida or Nevada should contact the department of education in the state in question to confirm certificate of licensure requirements.

Program Learning Outcomes
This program aims to impart the following skills:
- Increase competence and effectiveness in interaction with diverse groups,
- Apply appropriate methods for conducting quantitative and qualitative research in diversity education,
- Understand assessment and analysis of needs, performance improvement and systematic design of instructional materials and programs,
- Demonstrate global competency through knowledge of the environments, political systems, economies, societies and the transnational flow of goods, peoples, ideas and values,
- Demonstrate an understanding of diverse teaching and learning styles of teachers and students, and
- Apply leadership skills and conceptual knowledge to culturally diverse settings.

*Please refer to the *Master of Science in Education* section of the catalog (pages 27-29) for admission and graduation requirements.

Program of Study
Foundation Coursework
EDU 5000: Orientation to the Graduate Teacher Education Program (0 credit)
CUR 526: Educational Research for Practitioners (3 credits)
IDDE 610: Learning Theories and the Practice of Instructional Design (3 credits)
IDDE 625: Program Assessment and Evaluation for Diverse Classrooms (3 credits)
IDDE 630: Diversity: Cross Cultural Awareness (3 credits)
IDDE 640: Diversity and Social Justice (3 credits)
IDDE 650: Global Awareness and Classroom Culture (3 credits)

Concentration Areas
Gifted Education
EDU 550: Introduction to the Nature and Needs of Gifted (3 credits)
EDU 555: Seminar for the Guidance of Gifted Children (3 credits)
EDU 551: Educational Procedures for the Gifted (3 credits)
EP 5281: Developing Creativity in Gifted Student (3 credits)
EP 5282: Educating Special Populations of Gifted Students (3 credits)

Total Credits Required for Concentration Areas 15

Reading Concentration**
RED 570: Foundations of Reading: Theory and Practice (3 credits)
RED 575: Contemporary Foundations of Reading: Research Perspective (3 credits)
RED 554: Assessment in Reading (3 credits)
*RED 555: Supervised Reading Practicum I: Individual Remediation (3 credits)
*Elective (3 credits)
RED 587: Supervised Reading Practicum II: Group Remediation (3 credits)

*RED 555 was formally RED 500: Techniques of Corrective and Remedial Reading

Total Credits Required for Concentration Areas 18

Teaching English to Speakers of Other Languages (TESOL) Concentration
TSOL 569: Methodology of TESOL (3 credits)
TSOL 515: Curriculum Development for TESOL (3 credits)
TSOL 562: Cross-cultural Communication and Understanding (3 credits)
TSOL 567: Applied Linguistics (3 credits)
TSOL 547: Testing and Evaluation of ESOL (3 credits)

Total Credits Required for Concentration Areas 15

Capstone
IDDE 699: Applied Professional Experience in Diversity Education (3 credits)

**Students selecting the Reading Concentration must take a three credit Master's level course in lieu of IDDE 0699.

Total Credits Required for Completion 36

Master of Science in Instructional Technology and Distance Education (Major Code F509)

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

Program 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

Program Admission Requirements
Please see *General Student Information* and *M.S. in Education* section for admission information. The following are specific admission requirements for entry into the M.S. in ITDE program.

a. Applicants must submit test scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE – There is no minimum score required). The test must have been taken within the past 5 years.
b. Two letters of recommendation
c. Copy of current Resume of Curriculum Vitae

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

Program Completion Timeline
The program (coursework and dissertation) is designed to be completed in five terms; however, students have a maximum of 6 years to complete the program. Students who are unable to complete all degree or program requirements within the established time frame will be dismissed from the program.

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDD 8001:	Instructional Design (3 credits)
EDD 9100:	Leadership* (3 credits)	EDD 8012:	Managing and Evaluating ITDE (3 credits)
EDD 9100 S:	Leadership Simulation* (3 credits)	EDD 8123:	Advanced Applications in ITDE (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDD 6000:	Portfolio in ITDE 3 credits)
EDD 7007:	Principles of Distance Education (3 credits)	**Elective	Any EDD course (3 credits)
EDD 8008:	Principles of Instructional Technology (3 credits)	ITDE 6016:	Master's Extension I (0 credit)
EDD 7005:	Instructional Media (3 credits)	**Total Credits Required for Completion 33**	

***Elective must be any EDD (doctoral level) course, but cannot be an ITDE course.**

Master of Science in Leadership

(Major Code F987)

The Master of Science in Leadership was developed in collaboration with the H. Wayne Huizinga School of Business and Entrepreneurship. The degree consists of two core courses developed by the faculty of each school and two separate tracks. Students may choose either the track offered by the Huizinga School of Business and Entrepreneurship, or the track offered by the Fischler School of Education and Human Services to complete their degree. The Fischler track was developed for advisors, coordinators, trainers, supervisors, administrators, and directors of private schools, colleges and universities, professionals in human services and non-profit organizations, and the military. The program is designed to develop practitioners who can translate leadership perspectives and applications into the fields of education and human services. The curriculum fosters the development of leadership skills to organize, motivate, and lead others to achieve organizational and team goals.

All current information about the MSL program, including the application, may be accessed online at *http://www.fischlerschool.nova.edu/programs/ms/leadership/leadership.htm*.

Program Learning Outcomes
This program aims to impart the following skills:
- Demonstrate content area competencies and skills,
- Use appropriate technology to access information,
- Apply theoretical, conceptual, and practical knowledge to improve situations in the work setting,
- Apply knowledge and theory to practice with competence, and
- Apply basic principles of practice to specific cases.

Program Admission Requirements
Please see General Student Information for admission information.

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	MSL 0686:	Strategic Leadership in Education and Human Services Organization (3 credits)
MSL 0680:	Leadership Theory and Practice (Core Course) (3 credits)	MSL 0687:	Current Organizational Issues and Trends in Educational and Human Services Organizations (3 credits)
MSL 0681:	Leading Change (Core Course) (3 credits)	MSL 0688:	Leadership in the Information Age (3 credits)
MSL 0682:	Ethical Leadership (3 credits)	MSL 0689:	The Business of Leadership: Special Topics (4 credits)
MSL 0683:	Research for Leaders in Education and Human Services (3 credits)	MSL 0690:	International Leadership Perspectives (3 credits)
MSL 0684:	Organizational Systems (3 credits)	MSL 9100:	Leadership Seminar (3 credits)
MSL 0685:	Leading Learning Communities (3 credits)	MSL 9100S:	Leadership Simulation (3 credits)

Total Credits Required for Completion 40

Master of Science in Medical Education
(Major Code F559)

The M.S. in Medical Education is designed to help university physician faculty and community clinical preceptors develop and enhance their professional education and teaching skills and to enhance their ability to facilitate the learning process of students and residents.

Program Learning Outcomes
The outcomes of this program are based on the Professional Competencies for Teachers of the Twenty-First Century, developed by the Florida Education Standards Commission, Florida Department of Education. These educational standards have been combined with the medical standards to arrive at the appropriate outcomes for this program. The outcomes are designed to meet the needs of medical and health professions educators who will be involved in the education and training of physicians and other health care professionals who will be practicing in an environment that requires graduates to be self-directed learners and problem solvers. The participants in this program will be able to:

- Analyze medical and other health professions students' and residents' learning needs and practice techniques which accommodate the linguistic and cultural differences of these trainees (Assessment).
- Identify medical and other health professions students' and residents' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction (Assessment).
- Employ traditional and alternative assessment strategies in determining medical and other health professional student and resident mastery of specified outcomes (Assessment).
- Provide opportunities for medical and other health professional students and residents to learn from each other (Communication).
- Encourage medical and other health professional students and residents to develop open-ended projects and other activities that are creative and innovative (Critical thinking).
- Provide opportunities for medical and other health professional students and residents to learn higher-order thinking skills (Critical thinking).
- Recognize the learning styles of medical and other health professional students and residents and provide for a range of activities (Diversity).
- Develop a repertoire of techniques and strategies to effectively facilitate the instruction of all students and residents (Diversity).
- Use alternative instructional strategies to develop concepts and principles and be aware of the rationale for choosing different methods (Human Development).
- Facilitate the communicate knowledge of subject matter in a manner that enables medical and health professional students and residents to learn (Knowledge of Subject Matter).
- Use the materials and technologies available to develop learning activities for students (Knowledge of Subject Matter).
- Use learning time effectively, maintain instructional momentum, and make effective use of time for administrative and organization activities (Learning Environment).
- Plan and conduct lessons with identified medical and health professional student and resident performance and learning outcomes (Planning).
- Plan activities that utilize a variety of support and enrichment activities and materials (Planning).
- Select and utilize education software for instruction and management purposes based upon reviews and recommendations of other professionals (Technology).
- Use technology to manage, evaluate, and improve instruction (Technology).
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences (Instructional Content and Practice).
- Select, adapt, and use instructional strategies and materials according to characteristics of the learner (Instructional Content and Practice).
- Use research-based best practices for effective management of teaching and learning (Planning and Managing the Teaching and Learning Environment).
- Design plans that incorporate the use of technology, including adaptive and assistive technology (Technology).

Program Admission Requirements
The following are specific admission requirements for entry into the M.S. in Medical Education program. Please see *General Student Information* for additional admission information.
   a. Proof of a terminal degree in any health professions field. (This is usually a doctorate for most medical and other health care disciplines. Examples of exceptions are physician assistant and nursing faculty when a Master's will be accepted.)
   b. Verification letter indicating appointment to the faculty of applicant's school.
   c. No GRE or minimum GPA is required for admissions into the program

Transfer of Credit
No transfer credits will be accepted in this program.

Program Completion Timeline

The program is designed to be completed in 3 years; however, students have a maximum of 6 years to complete the program. Students who are unable to complete all degree or program requirements within the established time frame will be dismissed from the program.

Graduation Requirements

Please refer to Graduation in the *General Student Information* section of the catalog to find all degree completion requirements. Specific program completion requirements can be located within the Master of Science in Education section or contact an Academic Advisor.

Program of Study

HED 600:	Practicum in Teaching Medical and Other Health Professions Students in a Diverse Learning Environment (6 credits)	HED 630:	Practicum in Effective Instruction Strategies in Health Professions Education (6 credits)
HED 610:	Practicum in Implications of the Domains of Human Development on Health Professions Students (6 credits)	HED 640:	Practicum in Assessment and Measurement in Health Professions Education (6 credits)
HED 620:	Practicum in Technology Resources for Health Professions Education (6 credits)	HED 650:	Practicum in Research in Health Professions Education (6 credits)

Total Credits Required for Completion 36

Master of Science in Speech-Language and Communication Disorders
(Major Code F537 or A537 for Florida Approved Program – See Page 80)

The Master of Science in Speech-Language and Communication Disorders Program focuses on training speech-language pathologists to provide a full range of services to individuals with communication disorders in a variety of professional settings. In addition, the program is state approved in Florida and Nevada that focuses on training speech-language pathologists to provide a full range of services to individuals with communication disorders in a school or classroom setting. This major provides scientifically-based academic and clinical curricula to foster critical thinking and application of best practices. Course content is research-based and aligns directly with the Florida Department of Education's certification requirements for speech-language pathology, Florida Licensure awarded by the Florida Department of Health, Nevada Department of Education's certification requirements for speech-language pathology, and the Certificate of Clinical Competence awarded by the American Speech-Language and Hearing Association (ASHA). This program is also accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of ASHA.

Program Learning Outcomes
The 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 and Communication Disorders, 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 September, 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. Students are required to attend a three day New Student Orientation prior to the first semester of course work 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 SLCD, meet some of the faculty, and participate in speech and hearing screenings. 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), (6th edition), prior to the orientation meeting. Students should review the SLCD Web site *(http://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 SLCD (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 enrolled into the SLCD program will have a criminal background check in preparation for clinical placements.

Clinical Practicums
The Clinics for Speech-Language and Communication Disorders are located on the NSU Main and North Miami

Beach campuses, and a variety of offsite contracted locations. Clinical hours obtained in the Clinic and off campus practicum sites may only be counted toward American Speech-Language-Hearing Association (ASHA) certification requirements if the student earns a passing grade for each clinical assignment. Only clinical practicum hours earned while the student is/was enrolled in a university program, and under the supervision of an ASHA certified SLP or Audiologist may be counted toward the degree and certification.

The Program is affiliated with more than 400 off-campus sites around the country, for clinical and externship placements. Students are not permitted to make their own clinical or externship arrangements.

Program Admission Requirements

The following are specific admission requirements for entry into the Master of Science program in Speech-Language and Communication Disorders. Please see General Student Information for additional admission information.

a. An official transcript from a regionally accredited institution indicating a conferred bachelor's or graduate degree
b. Evidence of a cumulative GPA of a 3.0
   - Applicants must have attained grades of B or better in prerequisite courses.
   - Applicants who have earned a grade lower than a B in a prerequisite course must repeat the course. For applicants who must repeat more than three prerequisite courses, the GPA may be considered for conditional admission upon recommendation of the SLP admission committee.
   - Applicants who have logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding an ASHA-CCC may submit these records to the program advisor.
c. Applicants whose native language is not English may be required to demonstrate English proficiency through results of the Test of English as a Foreign Language (TOEFL)
d. Three letters of recommendation
e. Qualified applicants will be invited to participate in a face-to-face or telephone interview and must complete and submit the Interview Contact Information Form that is included in the application packet.
f. Two written essays (in the application packet)
g. Students seeking Florida DOE certification must meet criteria for the Florida State Approved Program, Florida Initial Certification Plan (ICP) for Speech-Language Pathology.

International Students

International students must present verification of student visa or residency status.

Due to availability of clinical placements, students who live outside of the United States, including Canada, during their course of study will not be eligible for admission to the Master of Science in Speech-Language and Communication Disorders [SLCD] program. Furthermore, students accepted to the SLCD program may not relocate outside of the United States, including Canada, before the completion of the degree.

Prerequisite Courses

Prerequisite courses will be accepted as part of the applicant's bachelor's degree coursework if the applicant earned a grade of B or higher in each required prerequisite course. Prerequisite courses will only be accepted if taken within the past 10 years of the date of application to the program. If the applicant did not complete the required prerequisites as part of their undergraduate program, courses may be taken as post baccalaureate work.

Transfer of Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog, and must have been taken within 5 years prior to admission. Approval of transfer credit will be granted only after the student has submitted a written request for consideration with the program director or his/her designee. The student must provide catalog course descriptions and may be required to provide course syllabi. Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, and 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.

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 degree in Speech-Language and Communication Disorders for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program director.

SLCD Fees
Students enrolled in the SLCD program are subject to the following additional fees.

1. **Lab**: Students enrolling in clinical classes (SLP 6005, 6101, 6102, 6110, 6120, and 6130) pay a $200 fee per lab class.

2. **Out-of-State Externship Fee**: $750 for each clinical lab experience and each externship (over and above tuition and lab fee). This fee applies to externship assignments within the continental United States.

3. **Out-of-Tricounty-Area Clinic (in Florida) Lab and Extern Fees**: $200 over and above tuition and lab fees
4. **Late Registration**: $100

Deposit Policy

Applications are brought before the SLCD Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of $500 will be required as confirmation of acceptance.

The deposit schedule is: June 1 for students admitted for fall; October 1 for students admitted for winter; January 1 for students admitted for summer. After one year of acceptance date, students who have not enrolled will be withdrawn and must reapply for admission and will be governed by the policies in place at that time.

Program Completion Timeline

The master's program may be completed in eight semesters but must be completed within 6 years from the time graduate courses have begun. Students who are unable to complete all degree or program requirements within the established time frame will be dismissed from the program.

Graduation Requirements

To complete the M.S. in Speech Language and Communication Disorders a student must:
- Satisfactory completion of all required courses and labs in the major
- Successful completion of the required clinical experiences totaling a minimum of 400 accrued hours
- Maintained cumulative grade point average of 3.0 or higher
- Successful completion of the required capstone
- Successful completion of the required portfolio
- Passing scores for the required sections of the Florida Teacher Certification Exam (indicated for Florida Department of Education certification requirements)
- Completion of the Praxis Exam
- Completed application for degree and satisfaction of all Fischler School of Education and Human Services and Nova Southeastern University financial obligations.

Certificate of Clinical Competence

This program designed to prepare students to meet the standards for ASHA certification. A comprehensive list of ASHA certification standards is available at *http://www.asha.org/certification/*

Council of Academic Accreditation of the American Speech-Language-Hearing Association (CAA) Complaint Policy

The Nova Southeastern University Master's Degree program in Speech-Language and Communication has been awarded accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. Students enrolled in a program that is accredited by the CAA are eligible to apply for the ASHA Certificate of Clinical Competence (CCC). Should a student enrolled in the program wish to file a grievance against the program, the following conditions must be met:

- Grievances must be against an accredited educational program, or program in candidacy status in speech-language pathology and/or audiology
- Grievances must relate to the standards for accreditation of educational programs in audiology and speech-language pathology
- Grievances must include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA

All grievances must be signed and submitted in writing to:

Chair, Council on Academic Accreditation
in Audiology and Speech-Language Pathology (CAA)
American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, Maryland 20850-3289

Program of Study

Prerequisite Courses

SLP 5001: Anatomy and Physiology of Vocal and Hearing Mechanisms (3 credits)
SLP 5002: Phonetics (3 credits)
SLP 5003: Neuroanatomy and Physiology (3 credits)
SLP 5004: Hearing and Speech Science (3 credits)
SLP 5005: Speech and Language Development (3 credits)
SLP 5007: Directed Observation (1 credit)
SLP 5008: Evaluation of Speech-Language Disorders (3 credits)
SLP 5010: Treatment of Speech and Language Disorders (3 credits)
SLP 5300: Audiology (3 credits)
SLP 5400: Rehabilitation for People Having Hearing Impairment (3 credits)

Core Courses (41 credits)

SLP 6000: Differential Diagnosis of Language and Speech Disorders (3 credits)
SLP 6011: Language and Learning Disabilities in School-age Children and Adolescents (3 credits)
SLP 6012: Communication Disorders in Infancy through Preschool Age (3 credits)
SLP 6015: Clinical Processes (3 credits)
SLP 6020: Language Disorders in Adults (3 credits)
SLP 6025: Augmentative and Alternative Communication (3 credits)
SLP 6030: Voice Disorders (3 credits)
SLP 6040: Fluency (2 credits)
SLP 6050: Motor Speech Disorders (3 credits)
SLP 6055: Dysphagia (3 credits)
SLP 6060: Phonological Disorders (3 credits)
SLP 6070: Research Methods in Speech-Language Pathology (3 credits)
SLP 6075: Seminar in Professional Issues (3 credits)
SLP 6078: Technological Applications in CSD* (0 credit)

*Required attendance at the South Florida Main Campus

SLP 6091: Multicultural and Counseling Issues (3 credits)

Elective Courses

Six elective credits must be selected.

SLP 6013: Autism Assessment: A Communication-Based Perspective(3 credits)
SLP 6014: Autism Spectrum Disorders (3 credits)
SLP 6021: Cognitive Communication Disorders (3 credits)
SLP 6023: Advanced AAC Technology (1 credit)
SLP 6024: Promoting Literacy in Individuals with Significant Communication Difficulties (1 credit)
SLP 6026: AAC Assessment (1 credit)
SLP 6027: AAC Strategies for the Beginning Communicator (1 credit)
SLP 6028: Low-Tech Communication Aids (1 credit)
SLP 6029: AAC in the Curriculum (1 credit)
SLP 6037: Craniofacial Anomalies (3 credits)
SLP 6057: Medical Aspects of Communication Disorders (3 credits)
SLP 6080: Directed Research (1-6 credits)
SLP 6203: Organization and Management of School-Based SLP Programs (3 credits)
SLP 6400: (Central) Auditory Processing Disorders (1 credit)

Labs and Externships (Required)

SLP 6005: Diagnostics Lab (1 credit)
SLP 6101: Clinical Lab 1 (1 credit)
SLP 6102: Clinical Lab 2 (1 credit)
SLP 6110: Externship (1 credit)
SLP 6120: School Externship, K–12
Or (1 credit)
SLP 6130: Pediatric Externship—Non-school Setting(1 credit)

Capstone (Required)

SLP 6200: Capstone (0 credit)

Total Credits for Completion (plus prerequisites) 52

Additional Florida Department of Education Approved Program Requirements for SLP

- Two education courses (may be part of undergraduate degree program, or may be taken concurrently with masters in SLP course work)
  - Survey of Exceptional Education
  - School Organization or General Curriculum
- Florida Teaching Certification Examinations in
  - Subject Area Examination in Speech and Hearing Handicapped, K-12
  - Professional Education Test
- Successful completion of School Externship SLP 6120
- Successful completion of Portfolio
- Successful completion of knowledge and skills required by the American Speech-Language Hearing Association
- Successful completion of Capstone Course and practice Praxis Exam in Speech-Language Pathology
- Completion of the Praxis Exam in Speech-Language Pathology
- Degree Application *http://www.nova.edu/cwis/registrar/instructions.html*

Collaborative Master's Degree Programs

The FSEHS offers a variety of programs/specialization areas through collaborative initiatives with other institutions at NSU. Our partnerships with NSU's 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.

Criminal Justice Institute

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

Master of Human Services: Child Protection
Specializations in the following areas:
> Administration for Child Protective Services
> Advocating for the Special Needs Child's Education
> Child Protection and Juvenile Justice
> Family Systems and Support

Graduate School of Humanities and Social Sciences

http://www.nova.edu/shss
Master of Science (M.S.) in Cross Disciplinary Studies
Concentration in Education

Shepard Broad Law Center

http://www.nsulaw.nova.edu/online/msedl
Master of Science (M.S.) in Education Law

Master's Degree Course Descriptions

APR 650 Educational Field-Based Project (3 Cr)
The Field-Based Project is intended to engage the students in a problem solving experience designed to improve or enhance an educational situation. This process is systematic and involves the student in (a) submission of a structured proposal, (b) active intervention, (c) evaluation of the implemented activities and outcomes, and d) completion of a final report. **Prerequisite/s: 24 credits (33 for ESE), including EDU 5000, CUR 526, and EDU 601.**

ATH 500 Leadership in Athletic Administration (3 Cr)
This course will give students a greater sensitivity, understanding, and appreciation for the responsibilities, duties, and techniques required to function effectively as an educational leader and administrator within the total area of management and administration of sports and fitness organizations. It is further expected that students will acquire a deeper understanding and respect for the need and appropriate application of measurement and evaluation techniques in the decision-making process.

ATH 510 Socio-Cultural and Ethical Foundations of Sport (3 Cr)
This course will enable students to have an understanding of the socio-cultural environment in which sport exists, the socio-cultural and ethical dilemmas confronted in sport, the social stratification and mobility opportunities provided through sport, the commercialization and mass media exploitation in sport, and the barriers to sport participation, including ethical and gender issues. Philosophical, political, societal, moral, race, class, and sexuality issues within sport will be addressed.

ATH 520 Essentials of Sport Law (3 Cr)
This course will provide athletic administrators with an awareness of the legal implications of their actions. This course will introduce the student to the U.S. legal system and focus on the areas of tort, contract, agency, professional sport law issues and constitutional law as they apply to sports. It will provide the student with a foundation of comprehensive information that is relevant to practitioners in the sport industry and provide the student with a better understanding of the law in general.

ATH 530 Marketing in Athletic Administration (3 Cr)
This course will expose the student to fundamental concepts of marketing, emphasizing how those concepts are applied to the domestic sports industry as well as to the international market. The course will focus on the unique aspects of sport, such as its particular product and life cycle profiles, the sport consumer and the various marketing tools and strategies that can be utilized to successfully bring the product to market, specifically the classic marketing mix, targeting, segmentation, program implementation and control.

ATH 540 Economics and Finance in Athletic Administration (3 Cr)
This course will teach the student to analyze the financial implications and operating procedures of the athletic industry, including where revenue is obtained, how it is spent, and how to effectively utilize remaining resources to help foster future growth. Finance is the key for any decision making process, and a thorough knowledge of financial concepts, systems, statements, budgets, forecasts and planning is the key to making athletic administrative decisions.

ATH 550 Event Planning and Public Relations in Athletic Administration (3 Cr)
This course provides the student with the history and evolution of event management; explores the myriad of types of events that are offered in the marketplace; evaluates an event based on information gained; and presents an event that the student will produce, including all that is involved in running a successful event from inception to completion. This course will teach the student how to effectively communicate goodwill and promote a favorable relationship with a variety of administrators, personnel, the community, and the media.

ATH 560 Field Experience Advising (0 Cr)
This course is a prerequisite for Field Experience in Athletic Administration I and II and Applied Research in Athletic Administration I and II. The purpose of this course is to offer individual advising about careers in athletics so that a student can successfully glean skills and techniques from the field experience. Students will learn how to create a professional résumé and cover letter to prepare them for future professional experiences. Students who are able to complete an applied field experience will be responsible for locating the site for their applied field experience, obtaining approval from the instructor, and applying for the applied field experience. These students will take ATH 670 Applied Field Experience I in the following term. Students are encouraged to complete an applied field experience; however, students who are unable to complete an applied field experience will propose an applied research project and take ATH 671 Applied Research in Athletic Administration I in the following term.

ATH 670 Applied Field Experience in Athletic Administration I (3 Cr)
This is part I of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will commence the applied field experience and glean the skills necessary to function effectively in the applied field experience. In addition, this course will teach students about the purpose of an electronic portfolio, how to map out the electronic portfolio in advance, and how to create an electronic portfolio plan. **Prerequisite: successful completion of ATH 0560.**

ATH 0671 Applied Research in Athletic Administration I (3 Cr)
This is part I of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete an applied research project. In addition, this course till teach students about the purpose of an electronic portfolio, how to map out the electronic portfolio in advance, and how to create an electronic portfolio plan. **Prerequisite: successful completion of ATH 0560.**

ATH 0675 Applied Field Experience in Athletic Administration II (3 Cr)
This is part II of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete the applied field experience that they commenced in ATH 0670 and will finalize and present the electronic portfolio. **Prerequisite: Successful completion of ATH 0670.**

ATH 0676 Applied Research in Athletic Administration II (3 Cr)
This is part II of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience

before entering the athletic industry. In this course, students will complete an applied research project and will finalize and present the electronic portfolio. **Prerequisite: Successful completion of ATH 671.**

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 includes the fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore Internet terminology, Internet services, forms of Internet communication and retrieval of information. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access and use in the K-12 environment will be discussed. Target audience: classroom teachers and media specialists working with grades Kindergarten through 12.

CAE 504 Introduction to Web Authoring (3 Cr)
This introductory project-based course examines and demonstrates the elements of Web page development including page and site design, copyright issues, HTML coding, and World Wide Web related resources. Each participant will use problem-based learning experiences to create basic web pages culminating in a final WWW site. **Prerequisites: Basic computer skills, experience using the Internet.**

CAE 505 Web Authoring 2: Beyond Basic WWW Page Development (3 Cr)
Students will supplement the WWW page developed in Web Authoring I using more advanced authoring techniques such as tables, image maps, frames, forms, and JavaScript. Students will examine inquiry-based learning and complete projects that integrate Web Authoring inquiry-based pedagogy in website design. **Prerequisites: CAE 504 Web Authoring I, experience using the Internet.**

CAE 507 Video and Multimedia for Education (3 Cr)
This course introduces elements of audio, video and multimedia creation for individual computer based learning and distance delivery. Students will create educational multimedia materials for teaching and learning in a variety of formats using new technologies and software.

CAE 510 Web 2.0 Tools: Applications for Teaching and Learning (3 Cr)
This course provides students with the knowledge, skills, and tools to integrate Web 2.0 tools into classroom instruction. Students will research and learn to use popular free educational Web 2.0 tools and resources, create learning activities, and develop teaching and learning resources that can be used immediately in classrooms with students.

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 emotional and behavioral

disabilities.

CBD 509 Social Skills Training (3 Cr)
This course introduces participants to the application of social skills training for teaching children and youth with coginitive and behavioral disorders to become socially and emotionally competent. The cognitive, behavioral, environmental, and cultural contexts of social skills are explored. Strategies for teaching social skills are also discussed.

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. The course also provides participants with 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 identified with emotional and behavioral disorders (EBD). Participants will develop an undertanding of diverse theoretical perspectives, definitions, and intervention models; symptomology and etiological factors that contribute to EBD; and descriptive data currently used in both the literature and 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 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 which have been used successfully in remediation. 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 professional and academic contexts of the field of emotional and behavioral disorders. The course content integrates the mulitple perspectives necessary for understanding and influencing student'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 the 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 reading diffulties. Understanding of best practice strategies for teaching and adapting reading will be applied through a major research project.

CIT 500 Theories of Learning (3 Cr)
Learning theory remains a crucial component of instructional delivery. Instruction should be tailored to the learning process, and learning theory provides a framework for analysis of teaching practices. This course examines various learning theories that directly impact education and their influence on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment, and reorganization for school change will be discussed. Classroom teachers and media specialists working with kindergarten through Grade12 will find this course particularly useful.

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)
Taken as the first course of each specialization, CIT 502 begins a process that continues throughout the student's program of study, emphasizing research skills and development of an applied research project. Prerequisites or corequisites to subsequent courses in all NGTE majors, CIT 502 is the first component of an integrated three-part process that continues with four to eight weeks of implementation and culminates with a final report generated in CIT 610.

CIT 503 Assessment of Learning (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, role of standardized testing in education, and the relationship of learning, assessment and decision-making will also be examined.

CIT 505 Management and Organization of Educational 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 Appropriate Curriculum Practices in Multicultural Settings (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 an independent study of special topics and issues in curriculum planning, organization, and design. It is designed to have the student learn from a variety of online resources. This course is designed for students who have completed programs of study in NGTE and allows the student to pull together many elements from other past courses.

CIT 610 Special Topics in Curriculum Design 2 (3 Cr)
This course is designed to provide analysis and synthesis of formal applied research in a selected work setting. Students will present and evaluate the results of a research project, analyze and evaluate the research methods used, and offer recommendations for integrating the project in the work setting and beyond. They will also complete tasks that demonstrate leadership, ensure improvement in educational activities, and/or enhance technology integration in the work setting. **Prerequisite: CIT 502.**

CSE 501 Computing Resources for Teachers (3 Cr)
This computer literacy course is designed for computer science education majors. Educational applications of technology and the use of hardware, software, and peripheral devices are emphasized.

CSE 505 Computer Applications for Teachers (3 Cr)
Computer science education majors will apply computer application programs in educational settings. An overview will be given of the wide variety of applications of computers for enhancing administrative and educational tasks to improve problem solving. **Prerequisite: CSE 501.**

CSE 510 Instructional Applications of Technology: Introduction to Programming Concepts (3 Cr)
Extending basic applications of computers will help candidates blend critical thinking skills and technology to improve the educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the Logo and Alice environments, and graphics. **Prerequisites: CSE 501 and CSE 505.**

CSE 515 Methods of Teaching Computer Science K-12 (3 Cr)
Candidates will investigate instructional strategies for designing and teaching computer science courses in kindergarten through grade 12. Included in the course is a review of the instructional elements of computer science. A systematic design model will be used to develop a course curriculum plan. **Prerequisites: CSE 501, CSE 505, CSE 510, CSE 520, CSE 525, CSE 530, CSE 535.**

CSE 517 Web Applications for Computer Science Education (3 Cr)
Candidates will use current Web development software to create instructional and informational Web pages for PreK-12 classrooms and schools. Elements of Web page design and formatting that are appropriate for PreK-12 students, along with sources of Web utilities, will be emphasized. **Prerequisites: CSE 501 and CSE 505.**

CSE 525 Introduction to Structured Programming for Computer Science Educators (3 Cr)
Using the concepts of problem solving, critical thinking, and pseudocode, candidates will analyze assigned tasks and develop structured approaches to designing computer programs using the structured programming languages. **Prerequisites: CSE 501 and CSE 505.**

CSE 530 Introduction to Programming in C++ for Computer Science Educators (3 Cr)
This course introduces the C++ programming language. Candidates will apply problem solving and critical thinking skills to analyze assigned tasks and develop structured approaches to designing computer programs. AP Computer Science A test topics will be covered. **Prerequisites: CSE 501 and CSE 505.**

CSE 535 Java for Computer Science Educators (3 Cr)
The Java programming language is used to introduce and reinforce problem-solving through modular and object-oriented programming and applications of programs in a Web-based environment. This course introduces graphical user interfaces (GUIs), event-driven programming using abstract window toolkits (AWTs), and the placement of Java code within an HTML-based Web page. **Prerequisites: CSE 501 and CSE 505.**

CSE 540 Data Structures for Computer Science Educators (3 Cr)
Candidates will develop skills in creating and testing programs to solve complex problems. Data abstraction and modularity are stressed. 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. **Prerequisites: CSE 501, CSE 505 and CSE 530 or CSE 535.**

CSE 545 Networking in Computer Science Education Environments (3 Cr)
Basic networking theory and practice appropriate for the PreK-12 computer science lab or classroom are introduced. Resources to support computer networks are identified. **Prerequisites: CSE 501 and CSE 507.**

CSE 560 Data Presentation Software for Educators and Administrators (3 Cr)
Candidates will use software (Excel, Internet Explorer, PASW-SPSS – Student Version, and Word) to obtain, organize, and present educational data in table and graphical formats. Benefits, comparisons, selection of software, and presentation techniques will be emphasized. This course will benefit administrators and teachers who need to compile, analyze, and communicate educational statistics.

CSE 699 Applied Professional Experience in Computer Science Education (3 Cr)
Candidates will apply professional experiences in Computer Science Education in PreK-12 computer labs and classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisites: 24 credits including CUR 526.**

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 in Charter Schools (3 Cr)
This course will focus on the development of an effective and efficient charter school community and public relations plan. Communication and Public Relations strategies will be explored throughout the course that effectively and efficiently collaborate, cooperate, and communicate with all charter school stake holder groups.

CSED 504 Teaching Exceptional Education Students in a Charter School Classroom (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 Charter Schools (3 Cr)
Using the principles of curriculum development and related research, students will explore research based curriculum and instructional models; develop a comprehensive curriculum, instruction, and assessment plan applicable to all student populations. Additionally, the curriculum and instruction plan developed will compare and contrast traditional and charter school models effectiveness in meeting the cognitive needs of all student populations.

CSED 591 Assessment and Student Evaluations in Charter Schools (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.

CSED 698 Charter 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 and Leadership.

CUR 506 Curriculum and Instruction (3 Cr)
This course provides a comprehensive analysis of the process of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instruction. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course will conclude with an in-depth study of a number of models of curriculum development.

CUR 526 Educational Research for Practitioners (3 Cr)
This course introduces students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. These skills include the use of electronic databases, synthesizing research for application in instruction and training, developing objectives to evaluate both progress and process, and collecting and analyzing data within an educational context. Students are required to design an action research project that is relevant to their specialization.

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

EC 500 Child Growth and Development (Birth through Age 8) (3 Cr)
Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human development, including the physical, socioemotional, cognitive and creative domains.

EC 501 Language Acquisition and Development (3 Cr)
This comprehensive course provides students with a background in how children acquire communication and language skills. Understandings of the developmental rationale and progression needed to determine appropriate strategies that recognize, acknowledge and strengthen typical individual language patterns is emphasized. The components of the learning interrelationships of communication skills and language forms with applications for infants through school age children are presented.

EC 502 Program Development for Children Ages 3 through 5 (3 Cr)
This course covers methods and curriculum development for programs for children ages 3 through 5. Attention is given to planning, design, implementation and evaluation of programs. Criteria for the analysis and selection of materials are discussed.

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. Field experiences are integrated.

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

EC 517 Seminar on Family Systems for Early Childhood Educators (3 Cr)
This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) entailed in the family as a social institution and their impact on the child. Emphasis is placed on 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 Classrooms—Birth through Age 8 (3 Cr)
This course is aimed to offering students 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 Children Ages Birth through 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 526 Family Literacy (3 Cr)
Students explore methodologies to support parents and family members in literacy processes at home at school. Strategies for integrated curricular home/classroom activities are discussed. Selection and use of ESOL strategies, language and culturally appropriate materials for second language learners are discussed. Lesson planning and assessment issues are emphasized. Appropriate field experiences are integrated.

EC 531 Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth-Age 4) (3 Cr)
Thhis course examines the planning, selection of materials, and implementation of integrated developmentally appropriate social studies and literacy experiences for children ages birth-4. DAP curricular criteria by NAEYC, NCSS, IRA and GEE/DEC will be discussed. Attentio will be placed to curricular adaptions for children with linguistic differences (ESL). Students will engage 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 criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will be examined. Appropriate field experiences are

provided.

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)
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 Emergent Literacy (Children 3-5 Years Old) (3 Cr)
In this course students will study the strategies for instructing the essential language arts skills of reading, writing, speaking and listening. Researched techniques to help children become fluent, flexible and effective users of oral and written language are explained. The framework of the course is based on a constructivist perspective for learning, respect of diversity and instruction-based assessment.

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 Perspectives (3 Cr)
This course examines the cognitive and social milestones from birth through age 5 from the perspective of multi-cultures. Students engage in the discussion of the socieal expectations and cognitive parameters across cultural groups both in the U.S. and from other parts of the world. Students will examine current research findings and developmental theories. Appropriate field experiences will be provided.

EC 620 Research Issues in Child Development (3 Cr)
This course provides an overview of the research process and of research issues related to each of the developmental areas (social-emotional, cognitive, language, physical). Students examine topics linked to the process of growth and development and to the education of children ages birth through eight. Appropriate field experiences are integrated.

EC 699 Applied Professional Experience (3 Cr)
This course will require students to participate and document applied professional experiences in an early childhood setting (Preschool-Grade 3). Students will maintain a reflective journal and create a course folder to demonstrate achievement of professional and content standards. **Prerequisite/s: 24 credits, including EC 620**.

EC 5015 Teaching and Working with 5-Year Old Children: The Kindergarten Classroom (1 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 5275 Learning Center Management for the Early Childhood Classroom (Birth to age 8) (3 Cr)
This course will provide guidelines for the effective use of learning centers as a teaching strategy and a helpful tool for classroom organization. Use of learning centers in inclusive classrooms, guidelines for selection of themes for centers, and selection of appropriate materials for children will be discussed. Students will examine guidance principles and recommendations for assessment of children's experience.

EC 5280 Multicultural Children's Literature (3 Cr)
This course examines appropriate children literature representative of different cultural groups. Students will engage in the discussion of selected literary works from the different genres including riddles, songs, nursery rhymes, chants, and picture books. Lesson planning, design and selection of props and storytelling techniques will be discussed. **Prerequisite/s: EC 620.**

ECAI 501 Education and Society (3 Cr)
This course investigates the impact of society on education. Synthesis and analysis of historical issues as they relate to current society will be addressed. Strategies for successful education within the current societal structure will be a focus.

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 various learning theories that directly impact education and their influences on teaching and learning process. This course will examine the prominent theories of learning and the work of the theorists who are the proponents of these theories. In addition, the course will examine multiple intelligences and their implications for the teaching/learning process.

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 (3 Cr)
This course offers a variety of strategies and hands-on ideas for fostering creativity in the K-12 international school environment. The course examines methods for planning creative activities, assignments that call for original work, assessment of creativity, models for enrichment in international schools, independent learning, self-initiated projects, and classroom experimentation.

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)
This course examines how to develop and implement appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for students with limited English proficiency (LEP) and culturally different learners as it pertains to the ECIS effective practices for LEP students, 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 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 Assessment and Evaluation (3 Cr)
The purpose of this course is to emphasize the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

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 the International "teacher leadership institute," participants must also successfully complete the artifact component.

ECSE 699 Applied Professional Experience in Early Childhood Special Education (3 Cr)
This course will require students to participate and document applied professional experiences in an early childhood special education setting (infant, toddler, preschool, or kindergarten). Students will maintain a reflective journal and create a portfolio to demonstrate achievement of professional and content standards. **Prerequisites: 24 credits, inlcuding EDU 5000, CUR 0526, and EDU 0601.**

EDL 500 Problem Solving and Visionary Leadership (3 Cr)
Effective educational leaders need to be able to work with and through others. Through the activities in this course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the students' ability to problem solve, interpret various types of data, and communicate information to diverse types of stakeholders.

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.

EDL 506 Standards-Based Curriculum and Assessment (3 Cr)
This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement.

EDL 510 Ethical School Leadership (3 Cr) Student will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies are also included.

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 Human Resources – Process and Staff Development (3 Cr)
This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics.

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 placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships.

EDL 545 Administration of School Improvement Process (3 Cr)
Emphasis will be placed upon the student's becoming acquainted with the basic elements of school improvement processes and being exposed to school improvement strategies through simulated experience and field activities including the process of creating and managing change, mission identification, assessment, and goal statements. Emphasis will be given to local school improvement strategies. (Nevada only)

EDL 550 Electronic Tools for Educational Leaders (3 Cr)
This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course

EDL 669 Educational Leadership Internship (3 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of the educational leader.

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 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. A field experience component is included.

EDU 514 Pre-Internship Practices (3 Cr)
This course is an introduction to educational aspects necessary for successful state certification. Seminar instruction focuses on lesson planning, vocabulary/educational terminology acquisition, and instructional management techniques for prospective classroom teachers and school library media specialists. School site observation and participation introduces tudents to current teaching and management practices and the school environment. Students are placed in classrooms or school library media centers with experienced cooperating teachers who have clinical educator training and ESOL certification/endorsement. This placement occurs through the university office in cooperation with school districts.

EDU 529 Seminar in Secondary Education (3 Cr)
This seminar provides an opportunity to discuss issues unique to secondary education. These issues include conflicting views on the purpose of secondary education, contemporary educational policy and/ or legal/organizational issues and finally issues related to curricular and instructional practices. The students will also study the strategies of a well researched and documented effective secondary teacher.

EDU 550 Introduction to Nature and Needs of the Gifted (3 Cr)
This course includes basic knowledge of the gifted including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted. **Prerequisite/s: EDU 555, EDU 551, EP 5281, and EP 5282.**

EDU 551 Educational Procedures for the Gifted (3 Cr)
This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role-playing. It also includes lesson development techniques so that the gifted child may achieve a balance between cognitive and affective areas. **Prerequisite/s: EP 5281, EP 5282.**

EDU 555 Seminar for the Guidance of Gifted Children (3 Cr)
This course focuses on topics that assist educators working with the special needs of gifted students. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices. **Prerequisite/s: EDU 551, EP 5281, and EP 5282.**

EDU 561 Independent Study for Research on Gifted Students (3 Cr)
This course is designed to give opportunities for research and in-depth theoretical readings in a substantive area of gifted education not normally covered within the standard courses. Research projects and advanced readings will vary according to individual interest.

EDU 601 Professional Seminar I (0 Cr)
This course is designed to assist the students in understanding the portfolio process that is a program requirement. Students will become acquainted with the organization and strategies for managing the portfolio based on the Educator Accomplished Practices. Instruction will emphasize the procedures for creating, assessing, and recording of evidence of achieving the Educator Accomplished Practices. Students will learn how to show their proficiency in each Accomplished Practice through the use of work created for courses in the Graduate Teacher Education Program.

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 student's professional settings. **Prerequisites: EDU 601, a completed and bound portfolio.**

EDU 610 BrainSMART Science, Structure, and Strategies (6 Cr)
Learn the principles that drive the BrainSMART process for effective instruction; discover strategies that have been shared with more than 75,000 educators who reach more than a million students; see BrainSMART authors model strategies with students; discover fascinating breakthroughs in brain and student achievement research that explain why some approaches to instruction work so well; learn how nutrition impacts mood and learning; and how learning changes the physical structure of the brain.

EDU 612 Thinking for Results: Applying the Science of Student Achievement (6 Cr)
Experience the exhilaration of discovering a process for increasing students' ability to think more effectively; learn about the cognitive assets that increase student achievement; discover the Drive Your Brain system for maximum learning from the BrainSMART authors; and equip yourself with a toolbox of strategies for helping students learn more effectively. The question will no longer be, "How smart am I?" but "How smart will I become?". **Prerequisite/s: EDU 610.**

EDU 614 Differentiated Instruction: Respecting Brain-Based Learner Differences (6 Cr)
Research suggests that less than 25 percent of students learn best with standard instruction techniques. Learn how male/female brain differences may impact communication and learning; discover a process for reading the barcode of your students' brains; gain strategies for presenting lessons in ways that maximize achievement by energizing and engaging students' brains in meaningful learning; master a toolbox of approaches for facilitating learning; and avoid seven of the most common teaching mistakes. **Prerequisite/s: EDU 610 and EDU 612.**

EDU 617 Courageous Learners: Tools for Teaching Students At Risk (6 Cr)
In many classrooms today, teachers are faced with the challenge of supporting the success of students who are at risk of academic failure. Learn the Courageous Learners framework for looking at this challenge; master a new approach for understanding and reaching students with attention deficit disorder (ADD); discover tools for increasing motivation and enhancing academic achievement by all students; and see the BrainSMART authors model strategies that work well with students who learn differently. **Prerequisite/s: EDU 610, EDU 612 or EDU 621, and EDU 614 or EDU 622.**

EDU 619 Student Achievement and Classroom Management (6 Cr)
Research suggests that 80% of classroom management problems may be avoided by a brain-friendly approach to instructional design. Learn how to harness five forces of classroom management that influence the climate of your classroom. **Prerequisite/s: EDU 610, EDU 612, EDU 614, and EDU 617.**

EDU 0621: Brain-Based Foundations for Beginning Reading (6 Cr)
This course focuses on an introduction to brain structure and function related to language development and beginning literacy in the primary grades. Phonemic awareness, reading readiness, emergent literacy, and multiple approaches to the teaching of phonics are addressed. Classroom assessment that guides teachers to appropriate interventions with young students is a focus. Emphasis is placed on a balanced approach to reading that includes diverse methodologies for vocabulary development, as well as increased comprehension and fluency in the primary grades.

EDU 0622: Connecting the Brain to Higher-Order Thinking and Literacy (6 Cr)
In this course, students will learn the importance of metacognition and the use of specific cognitive strategies in reading classrooms of upper elementary grades. An introduction to terms associated with the brain (e.g., frontal lobes), its executive function capability, and the importance of thoughtful reading are explored. Research that focuses on model upper elementary grade reading classrooms will be analyzed and current issues such as the importance of nonfiction and learning across the content areas will be examined. Teachers will use assessments and instructional methodologies for the purpose of increasing thinking, and specifically, comprehension, in reading.

EDU 0623: Brain-Based Differentiated Reading Instruction (6 Cr)
In this practical course, students will learn brain-based principles and strategies for differentiating instruction to increase the likelihood that all students will have success, including those who have reading challenges. Specifically, the focus will be on

teaching methodologies to reach boys effectively, as well as girls; reaching those who have difficulty maintaining attention during reading; teaching Limited English Proficiency (LEP) students; and identifying the brain system differences that occur when readers struggle. Participants will complete assessments and instructional plans for a balanced reading program, as well as an individualized reading roadmap appropriate for all types of readers.

EDU 688 Teaching Internship Seminar (9 Cr)

This course offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week internship that consists of two components. The central coursework is composed of a 12-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the intern will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; Preprofessional Educator Accomplished Practices; teaching strategies; current trends in education; review and discussion of essential teaching competencies; Bloom's Taxonomy as it relates to comprehensive assessment; self-assessment; and assessment of the teaching experience. This culminating course will address Reading and ESOL competencies and skills which will be demonstrated in the classroom or clinical setting, resulting in the improvement of literacy-related challenges that are experienced by students with special needs, including English language learners.

EDU 689 Supported Teaching Externship (9 Cr)

The purpose of EDU 689 is to provide support for Initial Certification students who are hired as full time teachers before completing the internship. (Students must have completed the Florida Teacher Certification Exam prior to graduation.) Areas covered include on-site classroom management assistance, the effective use of individualized authentic assessment, lesson planning and implementation of established curriculum, and assistance in preparation for the FCAT.

EDU 699 Teacher Leadership Institute: Action Research Project (6 Cr)

The Teacher Leadership Institute is a GTEP pilot program designed to provide selected participants with opportunities for professional development, which will enhance their leadership skills. The course will be highly interactive and encourage participants to braden their leadership skills beyond their individual classrooms. The selected participants will gather to listen to presentations, interact and share knowledge and experiences, collect information, and obtain resources and materials that will be helpful and valuable to them in their own school settings. The purpose of this program is to involve selected participants in discussions and sharing and ignite and reenergize tin them their own leadership behavior. Resource people are invited to share their experiences, expertise and views on matters of primary concern to school communities. In lieu of the practicum, the participant will attend three Institutes, which will be offered throughout the year. To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component. **Prerequisite/s: EDU 610, and EDU 612. Prerequisite Additions: Degree Candidacy.**

EDU 5000 Orientation to the Graduate Teacher Education Program (0 Cr)

This seminar provides an orientation to the program and technology skills necessary for successful participation in the M.S. and Ed.S. programs of the Fischler School of Education and Human Services. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will also practice technology skills, i.e., using email, sending attachments, navigating the Internet to locate university Web sources, accessing library materials through the NSU Electronic Resources, using APA form and style, locating and using program Web sites, and using the online course management system. The seminar also provides students an opportunity to meet with an Academic Advisor/Enrollment Services Representative. Attendance in this non-credit seminar is required for all entering M.S. and Ed.S. students.

EDU 6505 Special Topics in Education I (3 Cr)

Special Topics in Education I involves the qualitative analysis emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study.

EDUB 699 Teacher Leadership Institute: Action Research Project (6 Cr)

One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate and action research project using a topic that relates to what you are learning in the program. **Prerequisite/s: EDU 610, EDU 612, EDU 621, EDU 614 or EDU 622, and EDU 617 or EDU 623.**

EDUC 610 Classroom and Instructional Management (6 Cr)

Participants will examine theoretical concepts and practice strategies critical to the successful management of instructional programs study behaviors in interactive, inquiry-based learning environments. Emphasis will be placed on the methodologies needed to design instructional programs that meet the academic and social needs of students; increase student achievement and motivation; create nurturing, cooperative classrooms; and enhance overall teaching effectiveness.

EDUC 620 Instruction and Assessment for Diverse Classrooms (6 Cr)

This course block focuses on the integration of assessment strategies and tools with instructional methodologies and programming as a means to meet the needs of diverse populations of learners. Participants will develop a repertoire of skills needed to modify curricula and instruction, as well as to create balanced assessment plans that include standardized testing, teacher-made tests, portfolio assessment, and performance tasks. The impact of federal, state, and local regulations and policies on inclusive educational programming will be addressed.

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. Participants will examine both the art and science of professional development for educators. Teachers will engage in analyses of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of a Research Project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio.

EDUC 640 Cognitive Curriculum (6 Cr)

This course block is designed to provide the knowledge and skills necessary for participants to create curricula and experiences that promote the acquisition and use of creative, critical thinking, and problem solving skills among classroom learners. Participants will learn

to use problem-based learning, thematic teaching, project-based learning, service learning as vehicles to develop implement and coherent, integrated curriculum. Emphasis will be on curricula that foster the ability to transfer learning from the classroom model to new and novel situations, and to establish connections between the "real world" and the classroom.

EDUC 650 Instructional Modes and Technology (6 Cr)
The focus of this course block is on the fundamental principals underlining the models of teaching and the technological tools that complement and support each model. Participants will identify, select, evaluate, integrate and implement models and appropriate tools as a means to maximize learning opportunities for students. Emphasis will be placed on the theoretical congruence of identified teaching models with selected technological resources.

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)
Instructional Strand 1: Reading and Language Arts Across the Curriculum. Instructional Strand 2: Language, Learning and Technology. 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)
Instructional Strand 1: Brain Compatible Mathematics along with Instructional Strand 2: Math Throughout the Curriculum. Develop instructional activities in math that inspire learning in all students. Using research-based best practice, learn how to encourage logical-mathematical thinking and integrate math across 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)
Instructional Strand 1: Exploring Multimedia Tools for the Classroom. Instructional Strand 2: Incorporating Multimedia into Teaching. 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 intelligences 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 Study – Curriculum and Teaching (3 Cr)
The course will examine the advent of the musical theatre 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 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.

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)

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.

EIA 558 Cinematherapy II: Personal and Social Awareness trough Cinema (3 Cr)

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 give students an 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.

EIA 600 International Arts and Culture Infusion (3 Cr or 6 Cr)

The International Arts and Culture Infusion Course has two components: the study of a unique interdisciplinary arts education methodology and the study of European Culture through field trips and on-site experience in and around the beautiful coastal village of Oskarshamn, Sweden. This course runs parallel to a Lovewell Cultural Exchange Workshop for Swedish and American teenagers being offered in the same location. Students will live and take their meals alongside the Lovewell staff, Swedish artists (in music, theatre, dance and design) and teenage artists enrolled in the Lovewell Program. Graduate students will participate in cultural field experiences such as informative tours of Axel Petersson's sculpture museum, the Kalmar Castle, local concerts and pre-Viking ruins on an island near Oskarshamn. Graduate students will also learn about the Lovewell Method. This methodology not only trains students in professional creative, conceptual and performing arts skills, it develops higher levels of social, organizational and motivational skills. Students interface with artists from Sweden and America and the artistic staff of a Lovewell Workshop in progress as they follow the development of the creative process through the opening night of an original bi-lingual interdisciplinary production as it is presented to the Swedish community. This experiential approach to a common goal project creates a fertile learning environment and an educational opportunity that stimulates many learning styles, especially in this highly aesthetic international setting. This course facilitates expansive and creative thinking in students, artists, teachers, schools and ultimately ripples out helping to create a true international cultural community. It also provides an unforgettable European adventure.

EIA 630 International Cinema Studies in Italy (3 Cr)

International Cinema Studies: 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 Cinecitta, 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. Prerequisites: 30 credits of coursework in the EIA program. **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 Capstone Course in 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 Management and Administration of Educational Programs (MAEP) is reviewed in this course. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as an administrator. The program comprehensive examination is administered as part of this course.

EL 698 Administrative Internship (3 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of the educational leader.

EL 699 Administrative Internship (6 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are useful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired experiences.

ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr)
This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts.

ELE 503 Reading in the Elementary Classroom (3 Cr)
This course focuses on the key theories and models of the reading process and a critical evaluation of competing ideologies and approaches. Emphasis is placed on understanding reading theory and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, diagnosing and treating reading disabilities, and analyzing the impact of language and social contexts on reading instruction.

ELE 504 Methods of Teaching Reading in the Elementary School (3 Cr)
This course focuses on the practical application of reading theory in an elementary classroom through the selection and use of a variety of methods, materials and approaches for the learner's continuous improvement. In this course, emphasis is placed on the application of curriculum models as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations. **Prerequisite/s: ELE 503.**

ELE 505 Teaching Visual Arts and Music in the Elementary School (2 *Cr*)
This course focuses on the skills and techniques, cultural and historical connections, creation and communication, aesthetic and critical analysis, and design and use of appropriate assessment strategies in teaching visual arts and music in the elementary school.

ELE 506 Teaching Physical Education and Health Education in the Elementary School (2 *Cr*)
This course focuses on physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education and health education in the elementary school.

ELE 540 Creativity in the Elementary School (3 Cr)
The purpose of this course is to focus on the foundations and techniques of art, music, and physical education as integrated aspects of the school curriculum. A review of the principles behind the concept of creativity and its relationship to daily classroom activities is also considered.

ELE 601 Teaching Language Arts in the Elementary School (3 Cr)
This course focuses on research, trends, professional improvement, and pedagogy in the area of language arts. Emphasis is placed on knowledge and comprehension of the language arts subject area, the design and implementation of instructional strategies that integrate technology and reinforce effective communication skills, and the use of performance-based assessment with diverse populations of elementary students.

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)
This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. **Prerequisites: ELE 502, ELE 503, ELE 504, ELE 505, ELE 506, ELE 601, and ELE 602.**

ELE 699 Applied Professional Experience in Elementary Education (3 Cr)
This course will require graduate students to complete applied professional experiences in Elementary Education in K-6 educational settings. Graduate students will maintain a reflective journal and create a workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisites: 24 credits, including CUR 526.**

EM 500 Philosophy of School Library Media Programs (3 Cr)
This course includes the functions of the school 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, and visual media; and includes methods of teaching media production.

EM 510 Media for Children (3 Cr)
This course provides an overview of the developmental stages of children; the use 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 online information resources; techniques for providing reference and information services; and methods of teaching reference strategies to students and staff. **Prerequisite/s: EM 500, EM 505, and EM 525**.

EM 517 PowerPoint for Educators (3 Cr)
This course is designed to provide educators/candidates with the opportunity to develop basic and advanced skills necessary to begin effectively creating presentations in Microsoft PowerPoint.

EM 520 Instructional Role of the Media Specialist (3 Cr)
This course emphasizes the school library media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media into 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 addresses the 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 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 program, including program policies, circulation and inventory systems, budgeting, staffing, marketing, facilities use, 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 545 Production of Instructional Video Programs (3 Cr)
This course provides experience for educators in the production and use of instructional video programs. Scripting, production, and editing techniques are explored and the role of video in classroom instruction and multimedia development is examined.

EM 560 Using the Web for Research (3 Cr)
This course gives students a comprehensive introduction to the World Wide Web and its use as a research tool. An overview of online databases, along with resources that helps students to use the American Psychological Association (APA) form manual, is provided.

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 580 Social Netwroking Technologies for Educators (3 Cr)
Blogs, Facebook, MySpace, Wikis, YouTube–what will be the next online social networking technology available to students? More importantly, how can educators apply these online social networking technologies to standards-based content? In this course, candidates will develop strategies to identify and effectively apply appropriate social networking technologiesin educational settings. Candidates will discuss and reflect upon issues relating to access, parental support, privacy, and online safety. Methods for assessing student-developed products will be discussed and demonstrated.

EM 699 Applied Professional Experience in Educational Media (3 Cr)
Candidates will apply professional experiences in Educational Media in PreK-12 school library media centers and classrooms, reflect on activities, and collect samples of student work and assessment used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 EM credits, including CUR 526.**

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 explore recent developments in reader response theory and recent directions in the use of questioning strategies, literary attitude scales, storytelling, reading aloud, reading inventories, and the integration of language arts through the study of literature.

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

ENG 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.

ENG 699 Applied Professional Experience in English Education (3 Cr)
This course will require graduate students to complete applied professional experiences in English/language arts classrooms. Students will maintain a reflective journal and create a file that includes samples of their students' work and the assesment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526**.

EP 650 Assessment, Diagnosis, and Nature of children with Autism Spectrum Disorder (3 Cr)
This course focuses on providing information and discussion about the major social, behavioral, communication, and learning characteristics of autism spectrum disorders (ASD). Theories as to etiology and prevalence will be discussed and researched. Screening and diagnostic tools used to identify individuals with ASD will be reviewed. A variety of discipline-specific tools and strategies to assist in educational planning will be reviewed. Methods for adapting assessment strategies to better evaluate individuals with ASD will be discussed. The role of the parents in the assessment process and methods to share assessment information with them will be studied. Field experience is embedded into the course through observations of individuals with ASD and interviews with families.

EP 655 Nature of Autism: Intervention Methods, Strategies, and Application (3 Cr)
This course focuses on review of research-based interventions from classroom structure and organization through application and assessment of intervention strategies. Interventions designed to ameliorate deficits in the areas of academics, communication, learning readiness, independence, social skills, and behavior will be highlighted. The class will also focus on accommodations and modifications needed to include individuals with Autism Spectrum Disorders (ASD) in the general education curriculum. The role of collaboration among school personnel, with families and community agencies to advocate and promote for the success of the student with ASD will be addressed. Students will participate in field work through designing classroom environments, developing Individual Education Program (IEP) goals and a teaching plan for a student, implementing an intervention, collecting and analyzing data from the intervention, and presenting it to the class.

EP 660 Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 Cr)
Students will focus on assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community for students with autism spectrum disorder (ASD). Students will learn to generate hypotheses about the functions of challenging behavior as they relate to communication skills and identify positive behavioral support strategies to implement to replace the negative behaviors. Positive behavioral support, functional behavioral assessment, functional communication training, and other more traditional behavior management strategies will be discussed. Students will participate in a field experience that involves completing a functional assessment through direct and indirect assessment and developing a positive behavioral support plan based on that assessment.

EP 665 Language, Communication Development and Augmentative Communication in Autism Spectrum Disorders (3 Cr)
Communication is one of the most significant deficits for most individuals with Autism Spectrum Disorders (ASD). This course will focus on the nature of the language and communication difficulties and methods for remediating them using high and low levels of technology. Research supporting the use of a variety of augmentative and alternative communication (AAC), language facilitation, and assistive technology to support communication development will be discussed. The role of assistive technology in language facilitation, teaching literacy, and providing a method for communication for children who are nonverbal will be reviewed. Students will complete field experiences to create communication and literacy activities for home and school settings.

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 Additions: 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 students to complete applied professional experiences in Exceptional Student Education in K-12 educational settings. Students will maintain a reflective journal and create a portfolio that includes samples of their students' work and the assessment instruments they used to demonstrate achievement of professional and state standards, under the guidance of a certified teacher in exceptional student eucation.

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 modern technologies and principles of instructional design curriculum development in producing programs of instruction.

HED 600 Practicum I: Teaching Medical Students and Other Health Professions Students in a Diverse Learning Environment (6 Cr)
HED 600 will assist the participants in adapting instruction in their medical area of expertise to the ways in which their individual students learn best. Research in the field of education suggests that students' academic performance improves when instructors match their instructional strategies to students' learning styles. The practicum will include guidelines for identifying students' learning preferences and identifying instructional strategies and environments to address these preferences.

HED 610 Practicum II: Implications of the Domain of Human Development on Health Professions Students (6 Cr)
This practicum addresses the nuances of adult learning emphasizing the relationship between knowledge of diversity and human development in devising effective learning environments. Theoretical and applied aspects of human development and learning theory are addressed as a means to incorporate such knowledge into academic planning and programming.

HED 620 Practicum III: Technology Resources for Health Professions Education (6 Cr)
This practicum helps the participant become familiar with current and emerging technologies use to deliver or facilitate instruction. Participants will learn about the various computer technologies used in the classroom and other environments where health professional students learn. They also will become familiar with various on-line resources appropriate to the health professions education process.

HED 630 Practicum IV: Effective Instruction Strategies in Health Professions Education (6 Cr)
This practicum addresses the relationships between medical content and contexts, adult learning, and general human development knowledge as a means to devise effective learning environments. The course addresses theoretical and applied aspects of human development and learning theory as a means to incorporate such knowledge into academic planning and instructional programming.

HED 640 Practicum V: Assessment and Measurement in Health Professions Education (6 Cr)
This practicum addresses diverse assessment strategies, including standardized and non-standardized tests, emphasizing authentic assessment processes. It will address test analyses, item analyses, and general assessment materials construction principles. The use of assessment data in the context of instructional planning and curriculum development also will be addressed.

HED 650 Practicum VI: Research in Health Professions Education (6 Cr)
This practicum engages the participant in a problem-solving experience designed to improve or enhance the health professions education process. A formal practicum proposal will be submitted. There will be active participation and implementation of the research. Evaluation of the project activities will take place and the final product submitted by the participant.

IDDE 610 Learning Theories and the Practice of Instructional Design (3 Cr)
A solid foundation in learning theory is an essential element in the preparation of Instructional Design (ID) professionals. This course will provide the instructional designer an understanding of the strengths and weaknesses of major learning theories in order to apply added knowledge when designing and redesigning learning for the diverse classroom.

IDDE 625 Program Assessment and Evaluation for Diverse Classrooms (3 Cr)
This course is designed to assist teachers with developing, delivering, and evaluating instruction and assessment practices that will enhance the abilities of diverse and multicultural learners. It is also designed to encourage teachers to share research and best practices in collaborative communities of peers leading to growth in their professional lives. Areas covered will include varied methods of instruction and assessment, best practices for diverse and multicultural classrooms, and assessment of personal growth as well as that of students and peers.

IDDE 630 Diversity: Cross Cultural Awareness (3 Cr)
The purpose of IDDE 630 is twofold: (1) The first purpose is to help students begin to understand the diversity of human experiences, internally and externally. The course will examine ways people interface with their environment. The course also addresses the internal processes (e.g., feelings, thoughts, assumptions, values, and perceptions). The focus on "diversity" entails exploring similarities and differences, commonalities and idiosyncrasies, shared and inconsistent experiences. (2) The second purpose is to explore one's own cultural background (e.g., ethnicity) to better understand the foundation and roots of one's values and how they influence behavior in social and professional interactions.

IDDE 640 Diversity and Social Justice (3 Cr)
This course focuses on the relationships between and among diversity, social justice, and education, examining privilege, power and oppression, and the process of social activism to achieve equity. It will address socio-political, economic, and legal issues and their impact on social justice.

IDDE 650 Global Awareness and Classroom Culture (3 Cr)
Theorists agree that teaching global awareness in the classroom adds to the students' knowledge base, enriches the curriculum, engages students, improves school performance, and helps children deal with the increasingly diverse communities in which they live. This course will prepare teachers to empower increasingly diverse student populations to meet the demands of an interdependent world—thus, changing the traditional classroom culture with added knowledge about the complexity and interdependency of world events and issues.

IDDE 699 Applied Professional Experience in Diversity Education (3 Cr)
This course will provide an extension of learning into various school-community settings. The course is designed for teachers to personally experience learning and diversity in a community setting and thus experience learning in the same way their students will be expected to learn through problem-based methodology. This course has two segments: (a) selection and orientation to community settings, and (b) field work in the selected setting. With the assistance of advisors, course participants will actually identify and design a community/service project for themselves and complete it. A program advisor will help the students design the experience. The program administrator or appropriate designee will approve the design, monitor, and evaluate the experience. This is the capstone course in the IDDE program; therefore, students should have completed most or all of their IDDE program coursework prior to enrolling in this course. **Prerequisite/s: EDU 5000, CUR 526, IDDE 610, IDDE 625, IDDE 630, and IDDE 640, IDDE 650.**

INED 500 Comparative International Education (3 Cr)
This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course.

INED 691 Action Research in Practice (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 Advisor and the Reader will be the culminating product. **Prerequisite/s: CUR 526 and at least one additional course**.

INED 692 Action Research in Practice (Part 2) (3 Cr)
The students will actively engage in problem-solving in an educational setting. Each student will implement his/her approved INED 691 proposal for a minimum of 12 weeks, monitor progress toward the objectives, using formative and summative assessment strategies, analyze the resulting data, and write a final report. **Prerequisite: INED 691.**

ITEP 510 Education Content and Language Learning for ESL Educators I (0 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Psychological Foundation of Education course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content-based approach to language learning.

ITEP 520 Education Content and Language Learning for ESL Educators II (0 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Curriculum and Instruction course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content-based approach to language learning.

ITEP 530 Education Content and Language Learning for ESL Educators III (0 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Classroom Management and Organization course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content-based approach to language learning.

ITEP 540 Education Content and Language Learning for ESL Educators IV (0 Cr)
This course introduces the non-native intermediate speaker of English to the skills necessary to improve their skills in the writing, reading and analysis of academic text. Additionally, this course prepares students for classroom instruction through the development of speaking and listening skills needed for educational classroom success. Students develop the skills necessary for success in the classroom, progressing from writing of paragraphs to essays. Reading, speaking and listening language skills will be developed through the inclusion of interactive educational scenarios. The terminology, concepts and content of the Educational Research for Practitioners course will be the basis of the language development activities of the course. This will enable students to learn about the educational field in a content-based approach to language learning.

LANG 530 Advanced Spanish Grammar and Composition I (3 Cr)
This course will review the structure and grammar of modern Spanish. Students will examine the more complex aspects of language usage; including tense structure, as well as augment ad refine their use of lexicological items. The course will also address elements of writing and style. Emphasis will be placed on correct grammar and clear expression of thought in short writing assignments and

exercises. **Prerequisite: CUR 526.**

LANG 531 Advanced Spanish Grammar and Composition II (3 Cr)
This course continues the review the structure and grammar of modern Spanish started in LANG 530. Students will examine the more complex aspects of language usage, including tense structure, as well as augment ad refine their use of lexicological items. The course will also address elements of writing and style. Emphasis will be placed on correct grammar and clear expression of thought in short writing assignments and exercises. **Prerequisite: LANG 530 or permission by the instructor.**

LANG 545 Peoples and Cultures of Spain (3 Cr)
This course will cover Spanish history and culture from Roman times to the Hapsburg Empire, focusing on the multiplicity of ethnic and cultural groups that shaped Spanish identity and thought, paying particular attention to 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 traits. Prerequisites: LANG 530 and LANG 531

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 Spanish Linguistics for Teachers (3 Cr)
An introduction to linguistics for Spanish teachers, this course will focus on phonetics, morphology, syntax and language acquisition, with special emphasis on dialectal variation throughout the Spanish-speaking world.

LANG 551 Teaching Spanish to Heritage Speakers (3 Cr)
This course will examine how to teach Spanish to students who grew up in homes where Spanish was spoken.

LANG 556 Peoples and Cultures in Early Latin America (3 Cr)
This course examines Pre-Columbian societal patterns, the arrival of the Europeans in the New World, the introduction of slavery and the creation of a new Latin American identity. The relationship between culture and ethnicity will be discussed at length. **Prerequisite/s: LANG 545.**

LANG 560 Representative Spanish Authors (3 Cr)
Readings from selected masterpieces of Spanish Literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: LANG 530 and LANG 531.**

LANG 561 Representative Spanish Authors II (3 Cr)
Readings from selected masterpieces of Spanish literature (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)
This course is a survey of the literary expression of Latino/a writers in the United States, as they interpret their history, status and place in American society. The course will give teachers a broad overview so that they can integrate those writers and texts into the classroom. **Prerequisite/s: LANG 530 and LANG 531.**

LANG 575 Spanish Children's Literature (3 Cr)
This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works 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 576 Readings in Content Area Spanish (3 Cr)
Students will be exposed to high-intermediate educational content-based Spanish Language instruction and they will be given an opportunity for extensive reading comprehension exercises and acquisition of vocabulary in the areas of social studies, science, math and art. Practice in preparing content area lesson plans in Spanish will be emphasized. **Prerequisites: LANG 530 and LANG 531.**

LANG 580 Foreign Language Methods (3 Cr)
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. (Open to all students, no prerequisites).

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)

LANG 699 Applied Professional Experience in Spanish Language Education (3 Cr)
This course requires graduate students to complete applied professional experiences in elementary, middle school and/or high school Spanish language classrooms. As this course is the culmination of students' work in their graduate Spanish education specialization, the focus will be on applying the knowledge and skills students have acquired and developed. Students will submit

reflections on their experiences conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s: 24 credits, including CUR 526.**

MAT 504 Algebra in the Classroom (3 Cr)
This unique algebra course will enable students to tap into the power of mathematics. The course is designed to help participants make sense of the mathematics they will learn. Real-world examples are provided throughout the course to help teachers see and teach students why it is important to learn mathematics and how people use it on a daily basis. Through the course work, teachers will acquire the knowledge and skills needed to teach algebra content to their students.

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 506 Strategies for Teaching Calculus (3 Cr)
This course examines issues related to teaching calculus in middle and secondary schools. It will help prepare teachers for the challenges they face in delivering the content for topics including set theory, function, sequences and series, limit, and continuity. There will be an emphasis on gaining basic knowledge of the concepts and theories of calculus and preparation of instruction that will help facilitate the learning of calculus in the classroom.

MAT 507 Linear and Abstract Algebra for Teachers (3 Cr)
This course investigates the concept of linear and abstract algebra through real-life problem-solving situations. Graduate students will be exposed to a variety of successful teaching strategies that will facilitate the learning of these concepts.

MAT 508 Conquering the Teaching of Calculus (3 Cr)
This course will introduce the principles of calculus through hands-on experiences. There will be application of Mamikon's graphical approach to calculus in practical and easily understandable approaches in K–12 classrooms.

MAT 509 Learning and Teaching Geometry in the K-12 Classroom (3 Cr)
This course enables teachers to learn and organize materials known to geometry into a logical deductive system through the medium of play. Graduate students will examine topics in Geometry, integrate technology, and identify effective strategies to use with their students.

MAT 510 Research and Applied Mathematical Experiences in Schools (3 Cr)
This course will require graduate students to complete applied professional experiences in Math Education in K–12 educational settings. A major outcome of this class will enable graduate students to analyze assessment data and plan appropriate math programs for a targeted population. The course focuses on providing opportunities for graduate students to learn how to assemble a Mathematics Assistance Project using mentors.

MAT 511 Teaching Probability and Statistics in the K-12 Classroom (3 Cr)
This course will examine issues related to probability and statistics. Graduate students will explore means of collecting, classifying, representing, analyzing, and interpreting data. Given certain data and conditions, the graduate students will make connections to everyday-life occurrences and be exposed to hands-on strategies in the teaching of probability and statistics in the classrooms.

MAT 512 Pre-Algebra and Elementary Number Theory for Teachers (3 Cr)
This course is designed to present and explore the essential skills of arithmetic as they apply to algebra. Topics of modular arithmetic, modular equation set, group, field, bar code, and code breaking will be introduced.

MAT 513 Problem-Solving Strategies in Mathematics Classrooms (3 Cr)
This course will concentrate on the role of problem-solving in the mathematics classroom. Through the exploration of various mathematics contexts, students learn to solve and pose problems, and communicate their problem-solving strategies, by engaging in mathematical demonstrations. The goal is to provide the skills and strategies needed for developing and implementing successful problem-solving lessons.

MAT 514 Topics in Applied Algebra and Geometry (3 Cr)
This course covers concepts in number theory, the real number system as well as algebra and geometry. The emphasis is on algebraic models (linear, quadratic, and exponential) and their applications. Additionally this course will serve students well as a foundation course leading to further study in more advanced topics in algebra, geometry, trigonometry and calculus.

MAT 515 Probability and Statistics (3 Cr)
This course is designed to give students an introduction to probability and statistics with a focus on problem solving. The course includes set theory, Venn diagrams, combinations and permutations, probability, and expected value and concludes with a unit on descriptive statistics and normal distributions. A class project requires students to think and write critically as well as apply the concepts learned in the course.

MAT 516 Elements of Differential Calculus (3 Cr)
The first course in a two class calculus sequence focusing on Limits, Continuity, Definition of the Derivative, rules of Differentiation, Implicit Differentiation, Applications of the Derivative: Curve Sketching, Related Rates, and Optimization Problems.

MAT 517 Elements of Integral Calculus (3 Cr)
A continuation of MAT516 beginning with differentiation and applications of exponential and logarithmic functions, indefinite integrals via the antiderivative. Definite integrals and calculating areas using Riemann sums and The Fundamental Theorem of calculus. Properties of the definite integral, integration by substitution, integration by parts, use of integration tables, additional applications of the definite integral. **Pre-requisite: MAT 0516.**

MAT 522 Methods of Teaching Middle and Secondary Mathematics (3 Cr)
MAT 0522 is specifically designed for pre-service teachers and for practicing teachers seeking certification in middle or secondary mathematics. This course will provide math educators with a study program to enhance the understanding of mathematical concepts in the Middle and Secondary grades, including pedagogical strategies to teach these concepts in modern classrooms. It has been

designed to align with the National Council of Teachers of Mathematics (NCTM) Standards, the Sunshine State Standards (SSS), Educator Accomplish Practices, and correlates the recommended pedagogical strategies with the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles.

MAT 662 History, Current Trends, and Technology in Mathematics Education (3 Cr)
This course traces the development of several branches of mathematics, including logic, algebra, and analysis of functions from ancient to modern times. The aim of the course is to familiarize graduate students with developments in a rapidly changing field, with particular attention given to curricular patterns and instructional practices in mathematics. It further examines the role of technology in mathematics education and its impact on teaching, learning, assessment, and teacher preparation.

MAT 680 The K – 12 Mathematics Curriculum: Teaching, Learning, Assessment, and Diversity (3 Cr)
This course will help graduate students integrate the National Council of Teachers of Mathematics (NCTM) standards with their own mathematics curriculum. A major emphasis is to improve classroom teaching practices and to assess learning outcomes. In addition, application of conceptual understanding and issues related to diverse learners are emphasized.

MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)
This course provides an overview of those conditions which impair learning mathematics. Graduate students will focus on analyzing various inhibitors in K – 12 mathematics, such as dyscalculia and "math anxiety." The content will include reviewing policies, theories, methods, techniques, and ethical principles for individuals with exceptional learning needs. There will be an examination of differentiated instructional strategies for teaching math to students who have fear of mathematics or limited math comprehension.

MISL 690 International School Leadership Perspectives (0 Cr)
This course focuses on the key leadership behaviors and practices involved in leading education and human services organizations internationally. It provides insights on current international affairs, cultural diversity issues, and the ramifications for leading an organization in an international environment.

MSL 680 Leadership Theory and Practice (3 Cr)
This is the introductory leadership course in the MS in Leadership program delivered by the H. Wayne Huizenga School of Business and Entrepreneurship and the Fischler School of Education and Human Services. The course examines leadership as a process with a tri-fold focus: the leader, the followers, and the situation. Students will have the opportunity to explore leadership theories and build leadership skills. An additional focus will be on leadership development.

MSL 681 Leading Change (3 Cr)
Leaders in organizations are continuously required to lead their organizations through the change process. Participants will explore various organizational systems such as organizational culture, diversity, effective work relationships, and steps necessary for the change process. Armed with this knowledge, the effective leader will succeed in moving their organization through change.

MSL 682 Ethical Leadership (3 Cr)
Leadership studies have acknowledged the significance of the ethical dimensions of leadership and their effects on organizations and personnel. Ethics and values have attained prominent status as factors which can shape behaviors and performance in organizations. This course is designed to analyze and consider the practical and fundamental relationships between leadership and ethics. Topics include moral reasoning, confronting ethical dilemmas, analyzing power and authority, managing ethics in organizations, communicating values in an organization, and the personal and professional manifestation of ethical leadership.

MSL 683 Research of Leaders in Education and Human Resources (3 Cr)
This course introduces the student to the role and importance of research as an organizational and educational leadership tool. Identifying a research topic, developing a problem statement, developing a hypothesis, reviewing the research, sampling, measurement, data collection, proposal writing, and ethical considerations of research are topics included in this course. Basic statistical techniques are also introduced.

MSL 684 Organizational Systems (3 Cr)
This course examines the role of leadership in diverse educational and human service organizations. Various models and paradigms presented through use of metaphors stretch the students' imagination and invite further analyses of the students' own places of work. By learning how to read and apply organizational metaphors, students will better understand their own organizations and how they function.

MSL 685 Leading Learning Communities (3 Cr)
This course examines the concept of learning communities from organizational and individual leadership perspectives. Emphasis is placed on developing leadership skills and strategies needed to create and sustain learning communities. Models from educational and human service organizations are examined. Creating, leading, and sustaining learning communities along with visionary leadership are needed to promote organizational effectiveness and move organizations forward.

MSL 686 Strategic Leadership in Education and Human Services (3 Cr)
This course focuses on the critical analysis of strategic leadership. Students identify organizational strengths and needs in order to develop a strategic plan to achieve organizational mission, vision, and objectives. Nowhere is this as important as for individuals leading educational, human services and non-profit organizations. The essential elements of strategic leadership, team building and team collaboration are highlighted as essential elements of the developmental process.

MSL 687 Current Organizational Issues and Trends in Educational and Human Services Organizations (3 Cr)
This course is designed to offer students the opportunity to explore current issues and trends in the context of their workplace. Changing social conditions, cultural influences, and ethical considerations are discussed in relation to educational and human services organizations.

MSL 688 Leadership in the Information Age (3 Cr)
This course provides students with the tools to create a model of integrated leadership through the alignment, development, and improvement of current data systems within the organization. Students will develop an understanding of the needs of the organization's constituency and how to develop continuous improvement processes through the use of technology.

MSL 689 The Business of Leadership: Special Topics (4 Cr)
The course offers students the opportunity to apply the concepts of leadership and problem solving to real life experiences as they explore an area of individual interest. Readings from the "masters" in the field provide a framework for case studies, web seminars, and projects.

MSL 690 International Leadership Perspectives for Educators (3 Cr)
This course focuses on the key leadership behaviors and practices involved in leading education and human service organizations internationally. It provides insights on current international affairs, cultural diversity issues, and the ramifications for leading an organization in an international environment.

MSL 9100 Leadership Seminar (3 Cr)
This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. **Corequsite/s: MSL 9100 and MSL 9100S must be taken simultaneously.**

MSL 9100S Leadership Simulation (3 Cr)
MSL 9100 applies problem solving and critical thinking skills in a real world-like, risk-free, and immersive environment. Through rich dialog and collegialcollaboration, students will serve in a variety of key leadership roles within a city administration using a cutting-edge interactive simulation of a virtual city. Over a period of 15 weeks, you will be engaged in making vital decisions relating to the quality of life of Centerville. **Corequsite/s: MSL 9100 and MSL 9100S must be taken simultaneously.**

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 specific environmental issues, and then offer opportunities to develop tools to teach students about a variety interdisciplinary complexities.

OCEE 530 Environment 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 (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 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 555 Supervised Reading Practicum I: Individual Remediation (3 Cr)
This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading instruction, and evaluation of remedial reading techniques and materials. **Prerequisite/s: RED 0554 and RED 570.**

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 for broadening children's understanding of literature in specific content areas.

RED 565 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 6-12. 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. **Prerequisite/s: RED 0570.**

RED 570 Foundations of Reading: Theory and Practice (3 Cr)
This course examines and presents a general overview of the nature of reading and reading models; describes and defines the reading process including patterns that make it possible for readers to decode words that are unfamiliar to them. The course also explores the theoretical basis for different reading systems including research-based methods in the instruction of phonics and phonemic awareness. It also provides opportunities for practical application of the reading theories.

RED 575 Contemporary Foundations of Reading: Research Perspective (3 Cr)
This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level, 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 for the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct and select tests that would provide valid measures of instructional objectives. **Prerequisite/s: RED 570, RED 554, RED 500.**

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, including diverse and LEP learners. **Prerequisite/s: EDU 601, RED 0570.**

RED 587 Supervised Reading Practicum (3 Cr)
The student will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the student will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting which includes culturally and linguistically diverse students**. Prerequisite/s: 24 credits, including EDU 5000, EDU 601, and CUR 526**

RED 588 Applied Field Experience: Reading Practicum (6 Cr)
The student will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the student will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

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 course focuses on the administration and supervision of reading progams in grades PreK – 12. The role of the reading specialist in supervising and improving reading instruction will be researched. **Prerequisite/s: RED 570.**

SCI 523 Methods in Science Education (3 Cr)
This course provides an overview of current practices in curriculum and instruction in the modern science classroom. 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). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school.

SCI 600 Foundations of Physical Science for Teachers (3 Cr)
This course examines content and methods for teaching physical science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The topics of the subject matter content are concepts in force and motion which are developmentally appropriate for elementary, middle, and secondary school students. There will be a field experience in a local school.

SCI 601 Inquiry-Based Space Science for Teachers (3 Cr)
This course examines content and methods for teaching space science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Space science is a growing field, yet now well established in public school curricula. There is an emphasis on integrating space science concepts with established science topics in K-12 coursework. There will be a field experience in a local school.

SCI 602 Teaching Comprehensive Ocean Science (3 Cr)
This course examines content and methods for teaching ocean science in the Pre K – 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 Pre K – 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 concepts I matter and energy leading to chemistry in the Pre K – 12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Elementary and middle school students study concepts in matter and energy in a hands-on activity-based learning method which created a foundation of understanding for later high school study of chemistry which utilizes both concrete and abstract learning strategies. There will be a clinical field experience in a local school.

SCI 605 Interdisciplinary Earth Science for Teachers (3 Cr)
This course examines content and methods for teaching concepts in earth science in the Pre K – 12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Earth science has become increasingly important in the modern school curriculum as the conservation of the natural environment has become more of a concern to society. This course explores the relationship between science, technology, and society in our endeavor to understand and preserve Earth's environment. There will be a clinical field experience in a local school.

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 699 Applied Professional Experience in Science Education (3 Cr)
This course will require graduate students to complete applied professional experiences in Science Education 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 standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, and EDU 601.**

SLP 5001 Anatomy and Physiology of Vocal and Hearing Mechanisms (3 Cr)
This course is an introduction to the anatomy and physiology of the auditory and vocal mechanisms.

SLP 5002 Phonetics (3 Cr)
This course focuses on the history, theory, and application of phonetics, including sampling and transcription techniques.

SLP 5003 Neuroanatomy and Physiology (3 Cr)
This course is an introduction to the anatomy and physiology of the developing and mature human nervous system.

SLP 5004 Hearing and Speech Science (3 Cr)
This course will provide information regarding the physical basis and process of production and perception of hearing, language, and speech, and will discuss the 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.

SLP 5010 Treatment of Speech and Language Disorders (3 Cr)
This course provides an overview of treatment strategies used in management of communication disorders.

SLP 5300 Audiology (3 Cr)
This course will provide instruction in test administration and interpretation of standard and specialized tests of auditory function.

SLP 5400 Rehabilitation for People Having Hearing Impairment (3 Cr)
Prevention and remediation of communication problems resulting from hearing impairment populations from birth to geriatrics.

SLP 6000 Differential Diagnosis of Language and Speech Disorders (3 Cr)
This course provides a knowledge base for normal and disordered speech sound development. Theories of assessment and intervention are discussed, and application, analysis and comparison is stressed for all theories and approaches presented. A variety of procedures for identification and remediation of articulatory and phonologic disorders are presented. Traditional therapeutic techniques and current diagnostic and intervention strategies are highlighted. A noncredit lab is required.

SLP 6005 Diagnostics Lab (1 Cr)
Emphasis on analysis and interpretation of data and the impact on differential diagnosis. **Corequisite: Concurrent registration in SLP 6015 (for on-site student) or SLP 6102 (for online student).**

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 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.

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.

SLP 6013 Autism Assessment: A Communication-Based Perspective (3 Cr)

This course will provide information about critical issues in assessing communication and language in children and adults with autism spectrum disorders. This course will focus on implementing effective evidence-based assessment strategies in order to develop appropriate communication goals and strategies for individuals with autism spectrum disorders. Lectures, case reports, videotaped demonstrations, and hands-on learning activities will be completed. **Prerequisites: SLP 6011 and SLP 6012.**

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. **Prerequisite/s: SLP 6011, SLP 6012, SLP 6025, and SLP 6070.**

SLP 6015 Clinical Processes (3 Cr)
Clinical Processes will provide a base of knowledge and fundamental skills needed for beginning supervised clinical practice. This course will review the basic aspects of delivery of treatment services for communication disorders, including communication skills, interpersonal skills, behavioral management skills, intervention strategies and processes, data management, and clinical writing skills. Emphasis will be placed on basic clinical intervention processes common to a variety of disorder areas. Students participate in a clinical assignment involving observation and some direct patient, client contact. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, SLP 6020, and SLP 6060.**

SLP 6020 Language Disorders in Adults (3 Cr)
This course provides a knowledge base for evaluation and treatment of disorders of language of adults including aphasia, closed-head injury, right hemisphere damage, and dementia. **Prerequisite/s: SLP 6070.**

SLP 6021 Cognitive Communication Disorders (3 Cr)
This course provides a knowledge base for adult and pediatric acquired and developmental cognitive communication disorders. Topics include attention, memory, reasoning/problem solving, executive function, learning, processing, and language. The diagnosis and treatment of these deficits in patients at many levels of recovery will be discussed. **Prerequisite/s: SLP 6011, SLP 6012, and SLP 6020.**

SLP 6022 Program Development for Individuals with AAC Needs (1 Cr)
This course covers current trends and state-of-the-art practices for developing programs to ensure that AAC users develop communication skills that will lead to a strong quality of life. Topics to be discussed include self-determination, family-centered planning, and long range planning. A variety of tools and approaches will be discussed. **Prerequisite/s: SLP 6025.**

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. **Prerequisite/s: SLP 6025.**

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 of 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. **Prerequisite/s: SLP 6025.**

SLP 6025 Augmentative and Alternative Communication (3 Cr)
This course will review the basic aspects of the field of augmentative communication, including aided and unaided symbols, strategies, and techniques. An overview of augmentative communication assessment and intervention principles and procedures will be presented. This course will address the needs of individuals with little or no functional speech across the life span, including etiologies such as severe aphasia, autism, cerebral palsy, dual sensory impairment, mental retardation, progressive neurological diseases, and traumatic brain injury. **Prerequisite/s: SLP 6011 or SLP 6012 and SLP 6020.**

SLP 6026 AAC Assessment (1 Cr)
This course will provide information about evaluation procedures for the individual with severe communication disorders. 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. **Prerequisite/s: SLP 6025.**

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 placed on planning for meaningful communication that generalizes to daily living situations. **Prerequisite/s: SLP 6025.**

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. **Prerequisite/s: SLP 6025.**

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, and access skills (direct selection and scanning). Issues relevant to students in the

primary grades, in later elementary school, in middle school and in high school will be discussed. **Prerequisite/s: SLP 6025.**

SLP 6030 Voice Disorders (3 Cr)
Etiological factors, and procedures for diagnosis, treatment, and interdisciplinary management of individuals with functional and/or organic voice and resonance disorders, e.g., dysphonia secondary to nodules, hypernasality secondary to cleft palate resonance. **Prerequisite/s: SLP 6070.**

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. **Prerequisite/s: SLP 6025.**

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.

SLP 6050 Motor Speech Disorders (3 Cr)
Education and training in the assessment and management of motor speech disorders across the lifespan. Discussion of the nature, etiology, diagnosis, and management of motor speech disorders with emphasis on differential diagnosis and treatment. **Prerequisite/s: SLP 6070**.

SLP 6055 Dysphagia (3 Cr)
Provides information about normal anatomy and physiology of the swallow. Using an evidence-based model, information about the evaluation and treatment of swallowing disorders is provided. Common etiologies for dysphagia (e.g. neurogenic, and head and neck cancer) are addressed for the adult population. An overview of pediatric dysphagia is provided. Current issues and controversial topics are discussed in a framework of questions students should consider. Examples of ethical questions in the management of dysphagia are presented. Students are afforded the opportunity to view fiberoptic endoscopic
evaluation of swallowing (FEES). Video views of normal and abnormal swallows through video fluoroscopic evaluation are
provided through a noncredit required lab. **Prerequisite/s: SLP 6050.**

SLP 6057 Medical Aspects of Communication Disorders (3 Cr)
The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines, and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas and report writing for the medical model of treatment will be a significant focus of the course. **Corequisite: Concurrent registration in one of the following courses: SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP6120, or SLP 6130.**

SLP 6060 Phonological Disorders (3 Cr)
An analysis and comparison of systematic distinctive features and phonologic processing theory and application.

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)
This course provides a forum for discussion of historical and current, ethical, legal, and legislative issues and trends in speech-language pathology. Professional practice issues in a variety of settings are presented and discussed. **Corequisite: Concurrent registration in one of the following courses: SLP 6005, SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP6120, or SLP 6130.**

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 (0 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.

SLP 6080 Directed Research (1-6 Cr)
This course provides students with an opportunity to develop clinically relevant research skills and gain hands-on experiences with research practices. Students work collaboratively with selected faculty members to plan and conduct their research projects. The scope and depth of the project varies according to the number of credits for which the course is taken. Students must secure faculty permission in advance of registering for this course. **Prerequisite/s: SLP 6070.**

SLP 6091 Multicultural and Counseling Issues (3 Cr)
This course will provide a forum for discussion regarding multicultural issues in the provision of services to culturally and
linguistically diverse populations. Counseling approaches for use with clients and/or families with communication problems through

effective interpretation, information dissemination, and discussion will be explored. **Corequisite: Concurrent registration in one of the following courses: SLP 6005, SLP 6015, SLP 6101, SLP 6102, SLP 6110, SLP6120, or SLP 6130.**

SLP 6101 Clinical Lab 1 (1 Cr)
This course has dual components; students will provide treatment to assigned patients as well as attend weekly class meetings. Participation in a direct patient contact supervised clinical practicum will occur with supervised clinical practice performed in the treatment of speech, language, and hearing disorders. Development and application of appropriate treatment plans, collaborative supervisory meetings, self analysis skills, research, and completion of written documentation is expected. Discussions on professional topics such as supervision, prevention, portfolio development, child/elder abuse neglect and case studies will be covered. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, SLP 6015, SLP 6020, and SLP 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. **Prerequisite/s: SLP 6101**.

SLP 6110 Externship (1 Cr)
Off-campus placements in an adult placement (hospital, agency, private practice). Students must 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. Students must meet the schedule required by the facility to which the student is assigned. The student attends scheduled class meetings. **Prerequisite/s: SLP 6101, 6102.**

SLP 6130 Pediatric Externship—Non-School Setting (1 Cr)
Off-campus placement in a non-school 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: SLP 6102.**

SLP 6200 Capstone (0 Cr)
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. **Corequisite: First semester of externship.**

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).

SLP 6203 Organization and Management of School-Based Speech-Language Pathology Programs (3 Cr)
This course will address the challenges facing school-based speech-language pathologists. Topics will include: legislative mandates; current issues in education and the impact of these issues on the traditional roles of school-based speech-language pathologists; organization and management of school speech-language programs; active participation on the educational team; service delivery models for diverse populations; use of technology in schools; treatment outcomes and accountability measures; marketing services in the schools and the community; creative program ideas. **Prerequisite/s: SLP 6000, SLP 6011, SLP 6012, and SLP 6060.**

SLP 6400 (Central) Auditory Processing Disorders (1 Cr)
The course will provide an overview of the characteristics of an auditory processing disorder, evaluation tools used for diagnosing the disorder, differential diagnosis considerations, effects of (C)APD on language skills and academic achievement, and treatment approaches found to be effective through clinical research. **Prerequisites: SLP 6000, 6011 and 6012**.

SST 524 Methods for Teaching Social Studies (3 Cr)
This course examines the origins and evolving state of social studies and citizenship education across the Nation. Based on theory, research and practical experiences this course focuses on the art, science and craft of social studies teaching with an emphasis on engaging students in the construction of knowledge. A major part of this course is developing approches to analyzing and improving social studies instruction while incorporating emerging technologies.

SST 612 Economics in the Middle and Secondary Curriculum (3 Cr)
In this course teachers licensed to teach social sciences will develop a sound foundation in the principles of economics and their applications in the world in which we live. It is expected that the teachers will plan motivating lessons to teach these principles at the middle and secondary levels. Economics also help to provide a framework for the study of history and current events.

SST 614 Geography in the Middle and Secondary Curriculum (3 Cr)
This course provides an overview of the broad field of geography and the effects of geography on the human condition. The intention is to provide both information and to increase skills so that the participants will develop innovative geographic education materials for use in secondary classrooms.

SST 615 Teaching Current Trends in World History in the Middle and Secondary Curriculum (3 Cr)
In this course students will study current trends and issues from a world historical perspective. This will be accomplished through research and discussion of the many sides of viewing a trend or issue. Students will have the opportunity to study and debate the complex interrelationships surrounding an event or trend. By doing this students will learn how to seek patterns in these interrelationships and then project meaning to human life **Prerequisite/s: SST 627 and SST 629.**

SST 616 Sociological Perspectives in Our Multicultural Society (3 Cr)
This course provides an in-depth study of racial and ethnic relations in America, past to the present. The focus is on interracial and interethnic groups from a sociological analytical perspective interspersed with historical interactions that affected each group.

SST 622 Consent of the Governed: American Government (3 Cr)
This course will examine how the Unites States is governed today by studying the Framer's intentions and how they have been implemented and adapted over the years. In addition, there will be an exploration of issues that the Framers had not envisioned, and how the American people and the basic institutions of government have responded and adapted to these new demands.

SST 623 American History I in the Middle and Secondary Curriculum (3 Cr)
American History (Pre-colonial times through the Reconstruction Period) will be reviewed, discussed and researched in this course. This period in American history will be studied through the lenses of the 10 NCSS standards; culture; time; continuity & change; people; places & governance; production; distribution & consumption; science, technology & society; and civic ideals & practice. Emphasis will also be placed on intergrating the latest curricula practices and teaching strategies using State Standards as a guide.

SST 625 American History II in the Middle and Secondary School (3 Cr)
This intensive course covers American history from the *Reconstruction* through the *present*. This period will be studied through the lenses of the ten standards of the Social Studies Curriculum: culture; time, continuity & change; people, places & environment; individual development & identity; individual groups & institutions; power, authority & governance; production, distribution & consumption; science, technology & society; and civic ideals & practices. Emphasis will be placed on intergrating the latest curricula practices, state standards, teaching strategies and assessments into the curriculum.

SST 627 World History I in 5-12 Curriculum (3 Cr)
This course explores the world from its beginnings to the 1500s by studying the significant physical, cultural, economic, religious, and political features that shpaed the world during these times.

SST 629 World History II in 5-12 Curriculum (3 Cr)
This course provides an in-depth study of major events from the 1500s to the present. It includes significant interactions among the peoples of Africa, Asia, Latin America, and the Middle East. Curriculum strategies and activities will be structured so that middle and secondary students will become more global in their thinking and see themselves as concerned citizens of the world.

SST 630 Contemporary Social Problems and Issues (3 Cr)
This course provides an opportunity to study social problems and issues, and their causes and consequences, in our global society. Relevant sociological theory, concepts, and perspectives provide a systematic framework for examining specific social issues such as race, ethnicity, poverty, gender, addictions, family structure, and terrorism.

SST 699 Applied Professional Experience in Social Studies Education (3 Cr)
This culminating course provides the opportunity for the candidates to apply the content knowledge and the professional development skills acquired in their graduate courses to social studies classrooms at the middle and secondary school levels. These applied professional experiences allow the graduate students to demonstrate effective teaching practices that increase student learning.

SSV 500 Mitigation and Prevention (3 Cr)
Mitigation and Prevention: This course will provide an overview of operational responsibilities and skills necessary for school officials charged with the safety and security of school staff and students using an all hazard approach. Mitigation and Prevention will introduce school officials to the necessary steps in identifying potential barriers to "hardening" the school site in emergency situations and recommending proactive measures to see that all students and staff learn and work in a sage and secure environment.

SSV 501 Emergency Preparedness (3 Cr)
This course will provide a comprehensive study in the development of a school's safety plan. Using an all hazard approach, the components of a school safety plan will be developed, focusing on a rapid, coordinated, effective response when a school emergency occurs. Realizing that every school must have an emergency plan tailored to its unique needs, this course will assist administrators in identifying critical components of the pain. Tabletop exercises will be developed to practice the recommendations of the safety plan.

SSV 502 Response and Recovery (3 Cr)
This course is designed to follow the emergency plan designed in SSV 0501. Topics discussed will include: determining if an emergency is occurring, identify the needed response, and coordinating appropriate personnel. This course will address the emotional impact of a school emergency and the need to return to the educational focus of the schools as quickly as possible. The planning and practicing of drill will be developed and discussed, as well as taking part in the tabletop exercises.

TEFL 515 Curriculum and Materials Development (3 Cr)
This is an introduction to curriculum development for Teachers of English as a Foreign Language (TEFL). The focus of this course is the processes involved in developing, implementing, and evaluating language programs and any organized course of language instruction. This course provides tools for the process of review and reflection by surveying approaches to language curriculum development and materials and by examining ways of addressing the issues that take place in developing and evaluating language programs and language teaching materials.

TEFL 530 Technology in TEFL (3 Cr)
This course explores the various technological options at the disposal of English as a Foreign Language (EFL) teachers which include language software, commercial, and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate them in the technology and language standards of their respective countries. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their EFL classrooms.

TEFL 535 Teaching English to Adolescents and Adults (3 Cr)
This course describes the different learning styles that adolescents and adults bring to learning English as a foreign language. The role of the teacher in the various stages of the teaching and learning process and in various learning contexts is examined. Information is presented regarding the planning and implementation of teaching methodologies that address the specific needs and interests of adolescent and adult learners of English as a foreign language.

TEFL 547 Testing and Evaluation in TEFL (3 Cr)
The emphasis of this course is on formal English proficiency testing, the improvement of English proficiency testing, and understanding of test results. The course provides an overview of formative and summative assessments in the English as a Foreign Language (EFL) classroom. Additionally, the course provides a summary of reliability and validity in tests and the stages of test development.

TEFL 562 Sociolinguistics for TEFL Practitioners (3 Cr)
This course serves to acquaint course participants with major figures and various elements of the field of sociolinguistics. Elements of Sociolinguistics which will be addressed in the course include relationships between languages/dialects, socioeconomic status, gender, ethnicity and geography. Course participants will review the latest research in sociolinguistics and apply this research to their own teaching contexts in their respective countries.

TEFL 563 International Englishes: Historical Development and Usage (3 Cr)
This course investigates the historical development and usage of varieties of International English. The English language has the standing of the major international language. How English has developed, and arrived at that status, what are its current varieties, and what the future holds for international communication through this language are the major themes presented. Through analysis of online international news journals, students will compare how similar issues are presented differently, from a cultural and a technical writing perspective. The varieties of English throughout the world will be compared to local usage. Students will gain an appreciation of how language changes through cultural contact.

TEFL 567 Applied Linguistics for Teaching English as a Foreign Language (3 Cr)
This course is an introduction to the linguistics principles and terminology that inform English language learning methodology. This course will identify and apply the principles of English phonology, morphology, syntax, and semantics to an analysis of English language learner skills. There will be an emphasis on using linguistics as a tool for teaching English as a foreign language. The course will review possible problems encountered by students learning English as a foreign language.

TEFL 569 Methods of Teaching English as a Foreign Language (3 Cr)
Methods of teaching English as a foreign language considers the best methods to teach English as a global language. The course examines the use of methods in teaching the skills of speaking, reading and writing in the foreign language context. It presents students with the latest developments in the area of methodology, classroom techniques and dynamics. Furthermore, it is concerned with context-sensitive teaching, the role of the non-native English speaking teacher, and the role of educational technology. A DVD-based set of assignments is included, providing real classroom case studies as a basis for thought- provoking discussion and modeling.

TEFL 574 Computer Assisted Language Tests for Teaching English as a Foreign Language (3 Cr)
This course presents a critical review of research and practice that addresses controversial issues in computer assisted language tests (CALTs). Some of the issues reviewed in the course are whether CALTs are equivalent to paper and pencil-tests, whether CALTs can enhance test validity, and what impact CALTs might have on the learner. These issues are discussed at length from both theoretical and practical perspectives. A description of test-authoring software and an awareness of the advantages of such a system are explored.

TEFL 575 Structure of English (3 Cr)
This course is primarily designed to provide course participants with a survey of the major components of the structures of English and their grammatical functions. Course participants will review English grammar websites in order to determine their applicability to the TEFL classroom.

TSOL 500 Foundations of Bilingual Education (3 Cr)
This course provides a broad foundational basis for understanding the history and legal basis of bilingual education in the United States and the NSU candidate's state of residence. Ethical, legal, historical and linguistic aspects of second language education are explored. Florida students learn the basics of the Florida Consent Decree and explore its specific remedies. The course is not applicable towards the Florida add-on TESOL endorsement, but is required of all M.S. in TESOL degree candidates and Nevada bilingual endorsement programs.

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, Pre K 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 ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students. This is a required course for the M.S. degree in TESOL and for the Nevada and Florida add-on ESOL Endorsement.

TSOL 520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)
TSOL 520 is required by all ICP candidates enrolled in an approved Florida ESOL infused program. The course also fulfills the Nevada bilingual endorsement requirement for acquisition of theories of second language acquisition. It focuses on second language development, covering language learning theories, methods, ans 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 reasearch and resouces 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. This course fulfills the requirement for the M.S. degree in TSOL and a TSOL endorsement to meet Nevada State bilingual certification.

TSOL 547 Testing and Evaluation in TESOL (3 Cr)
This course is written for those who are working with English language learners (ELL)s in elementary and secondary schools, and in sheltered and mainstreamed English for Speakers of Other Languages (ESOL) programs. This course will help ESOL educators to recognize the progress ELL students make, and to identify ways of documenting that growth. Sound evaluations assume the need for substantial assessment skills on the part of the evaluator to deal effectively with a wide range of issues that arise.

TSOL 562 Cultural and Cross-Cultural Studies (3 Cr)
The course examines cultural factors that may influence learning. The course focuses on concepts of culture and cultural issues as they are viewed by different theoretical perspectives. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom so that it will facilittae better learning. This course is required for M.S. in TESOL and for the Florida and Nevada add-on ESOL Endorsement.

TSOL 567 Applied Linguistics (3 Cr)
This course provides an introduction to the linguistic principles and terminology that infrom Enlgish Language Learning (ELL) methodology. Students will analyze phonological, morphological, syntactical, and lexical aspects of the ELL student. Emphasis will be on first and second language acquisition. Students will gain insight and understanding about linguistic issues and stay current with important linguistic research. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement.

TSOL 569 Methodology of TESOL (3 Cr)
A survey of techniques, instructional skills and strategies for teaching English to non-native speakers in grades K-12. Required 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. This course is required for the M.S. in TESOL degree.

TSOL 580 Dual Language Classrooms: Teaching Math, Science, and Social Studies to Speakers of Other Languages (3 Cr)
This course covers various aspects of teaching English language learners (ELLs) in order to determine what conditions can enhance their achievement in math, science, and social studies. It provides an exploration of advanced methods of teaching ELL's in the content areas, integrating all language production and reception skills within a content/theme-based pedagogical framework. Key issues in content area teaching and learning will be explored with the goal of identifying specific concepts, components, and strategies for optimum subject area instruction in ESOL and bilingual classroom settings. This course fulfills the Nevada bilingual endorsement requirement for methods of teaching math, science, and social studies in the native language.

TSOL 699 Applied Professional Experience in TESOL (3 Cr)
This course will require graduate students to document applied professional experience with students whose first language is not English within a K-14 educational setting. Graduate students will maintain a reflective journal, develop an evaluative portfolio of one studení' work, use and evaluate multiple assessment instrucments, and demonstrate application of the state professional and content standards. **Prerequisite/s: 24 credits, including CUR 526.**

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. **Prerequisite/s: URBE 500.**

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. **Prerequisite/s: URBE 500.**

URBE 503 Instructional Methods in 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. **Prerequisite/s: URBE 500.**

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. **Prerequisite/s: URBE 500.**

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. **Prerequisite/s: URBE 500.**

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. **Prerequisite/s: URBE 500.**

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. **Prerequisite/s: URBE 500.**

URBE 508 Instructional Methods for the Social Studies in Urban Schools (3 Cr)
This course provides the opportunity to explore current methods for teaching the social studies 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. **Prerequisite/s: URBE 500.**

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.

Fischler School of Education and Human Services

Educational Specialist Programs

Educational Specialist Programs

The Fischler School of Education and Human Services offers the following Educational Specialist (Ed.S.) programs:

Ed.S. with Specializations in:
- Brain-Based Teaching (BrainSMART®)-Instructional Leadership
- Computer Science Education
- Curriculum and Teaching
- Curriculum/Instruction Management and Administration
- Early Literacy and Reading
- Educational Leadership (Florida Approved Program)
- Educational Media
- Elementary Education
- English Education
- Gifted Education
- Mathematics Education
- Reading Education
- Reading Specialist (Nevada Approved Program)
- Science Education
- Teaching English to Speakers of Other Languages (TESOL)
- Technology Management and Administration

Educational Specialist

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

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

Note: Prior to enrollment in a graduate course, all applicants must register for the M.S./Ed.S. orientation course (EDU 5000 – Orientation to the Graduate Teacher Education Program).

Educational Specialist Mission Statement

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

Program Learning Outcomes

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

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

Program Admission Requirements

The following are specific admission requirements for entry into The Ed.S. program. Please refer to the *General Student Information* section in this catalog for additional requirements.

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

Transfer of Credit

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

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

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

Program Completion Timeline

Master's and Educational Specialist students are allotted six (6) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this six (6) year timeframe will be subject to dismissal. For exceptions and further information on the Educational Specialist Program Completion Timeline policy please refer to the Student Handbook section of the catalog.

Graduation Requirements

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

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

- Successfully complete EDU 5000,
- complete all coursework,
- maintain an overall 3.0 GPA,
- complete a capstone project,
- complete all testing requirements for their given specialization/program (contact an Academic Advisor, and see the specific program testing requirements),
- apply for degree conferral, and
- meet all financial obligations to the university.

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

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 FSEHS admission requirements.

Specialization Area Educational Specialist	Florida State Approved Certification Program	Nevada State Approved Licensure Program	Non-Certification Program
BrainSMART			x
Computer Science Education			x
Curriculum and Teaching			x
Early Literacy and Reading			x
Educational Leadership	x	x	
Educational Media			x
Elementary Education			x
English Education			x
Gifted Child Education			x
Mathematics			x
Reading Education Specialist		x	x
Science Education			x
TESOL			x

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

The following are sample curricula for each of the FSEHS 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 Advisor for most updated curriculum information. Program prerequisites are monitored through Student Services and may not be reflected in the following outlines.

Educational Specialist with a Concentration in Brain-Based Teaching (BrainSMART® Program)

(Major Code F811)

The Brain-Based Teaching Instructional Leadership program is a distance education degree program designed for teacher leaders, educators in all disciplines, district administrators, and school personnel who have already earned their master's degree and want to move their professional skills to the next level without leaving their homes and schools. The program focuses on equipping participants with knowledge of how breakthroughs in brain research, student achievement, instructional leadership, and cognition can be translated into best practices in the classroom and on a schoolwide basis. Graduates of the BrainSMART program will earn an Ed.S. with a major in Brain Research. **The BrainSmart Instructional Leadership program is not a certification/licensure program.**

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

Program Learning Outcomes
This program aims to impart the following skills:
- Demonstrate an understanding of how the human brain functions within the context of instructional leadership.
- Discover what current research suggests are the keys to increasing student learning and achievement.
- Create a deeper understanding of how mental models govern what educators think and do within the school environment.
- Construct a practical framework for teacher leadership with the goal of improving student learning in schools through differentiated instruction.
- Analyze current trends and innovations in the areas of curriculum, research, human development, evaluation and assessment.
- Enhance teacher leadership through the creation of a plan for systemic change in a school or school system.

Program Admission Requirements
The following are specific admission requirements for entry into the Ed.S. Brain-Based Teaching Instructional Leadership program. Please see General Admission Requirements for additional admission information.

- An official transcript from a regionally accredited institution indicating a conferred master's and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs).

Transfer of Credit
No transfer credits will be accepted in the BrainSMART program.

Program of Study – Instructional Leadership

EDU 730:	The Neurobiology of BrainSMART Instructional Leadership (6 credits)	EDUB 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)
EDU 731:	Best Practices in Thinking for Leading (6 credits)	EDUB 719:	Current Research in Human Development (3 credits)
EDU 732:	Differentiated Instructional Leadership (6 credits)	EDUB 729:	Evaluation and Assessment Practices (3 credits)
EDUB 702:	Curriculum Trends and Innovations (3 credits)	EDUB 799:	Teacher Leadership Institute: Leading Brain-Based Change (3 credits)
EDUB 708:	Research and Design in Education (3 credits)	**Total Credits Required for Completion 36**	

Educational Specialist Programs of Study

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

About the Specialization

The Ed.S. with a specialization in Computer Science Education focuses on training educators in the area of technology and learning. This specialization provides educators with the skills to design computer science learning facilities and incorporate technology into instruction. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to Graduate Teacher Education Program (0 credits)	CSE 760:	Computer Science Education and Distance Learning (3 credits)
EDU 708:	Research Design in Education (3 credits)	CSE 765:	Leadership in Computer Science Education (3 credits)
CSE 720:	Current Research in Computer Science Education and Technology Systems (3 credits)	EDU 729:	Evaluation and Assessment Practices (3 credits)
CSE 730:	Programming Languages for Instruction (3 credits)	CSE 770:	Survey of Programming Languages for Computer Science Educators (3 credits)
EDU 704:	Comparative Studies of Education Systems (3 credits)	EDU 719:	Current Research in Human Development (3 credits)
CSE 738:	Computer Science Learning Facilities Design and Maintenance (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)		

Total Credits Required for Degree Completion 36

Specialization: Curriculum and Teaching
Noncertification Track (Major Code F540)

About the Specialization

The Ed.S. with a specialization in Curriculum and Teaching focuses on training educators in the areas of curriculum design and instruction. This specialization provides educators with the skills to blend learning theories and curriculum design to enhance student achievement. Course content is research-based and infuses best practices in education.

Program of Study

EDU5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 723:	Values, Ethics, Character Education (3 credits)
EDU 708:	Research and Design in Education (3 credits)	EDU 724:	Critical and Creative Thinking Processes in the K-12 Classroom (3 credits)
EDU 704:	Comparative Studies of Education Systems (3 credits)	EDU 725:	Models of Teaching Curriculum (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)	EDU 726:	Issues in Curriculum and Teaching (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	EDU 727:	Curriculum, Teaching and Supervision: School Leadership Roles (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
EDU 722:	Effective Teacher Behaviors (3 credits)		

Total Credits Required for Degree Completion 36

Specialization: Early Literacy and Reading Education
Noncertification Track (Major Code F547)

About the Specialization

The Ed.S. with a specialization in Early Literacy and Reading Education focuses on training educators in the areas of language acquisition and literacy development for children from birth to age eight. This specialization provides educators with advanced skills for assessment, curriculum development, and teaching reading, as well as a foundation in human development and the impact of society and cultures on language development and literacy. Course content is research-based and aligns directly with the professional practice standards set forth by both the National Association for the Education of Young Children and the National Board for Teaching Standards.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credits)	EDU 702:	Curriculum Trends and Innovations (3 credits)

EDU 708:	Research Design in Education (3 credits)	EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	EDU 729:	Evaluation and Assessment Practices (3 credits)
LTRC 704:	Research in Language and Literacy Development: Social and Cultural (3 credits)	LTRC 722:	Research in Oral and Written Language Development (3 credits)
LTRC 711:	Assessment in the Literacy and Reading Classroom (3 credits)	LTRC 735:	Advanced Seminar in Children's Literature (3 credits)
LTRC 712:	Play, Culture, and Emergent Literacy (3 credits)	RED 587: Or	Supervised Reading Practicum (3 credits)
LTRC 716:	Curricular Approaches and Prescriptive Instruction in Early Literacy Programs (3 credits)	APR 750:	Educational Field-Based Project (3 credits)

Total Credits Required for Degree Completion 36

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

About the Specialization

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

Program of Study

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

Total Credits Required for Completion 36

Additional Graduation Requirements

1. Students must successfully complete the Florida Educational Leadership Exam (FELE)
2. Educational Leadership students who reside in Georgia are required to take and pass all sections of the Georgia Assessment for the Certification of Educators (GACE) for Educational Leadership.

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

About the Specialization

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

Additional Admission Requirements

1. Valid Nevada Permanent Teaching License or Valid Professional Teaching License/Certificate
2. Nevada Student Enrollment Agreement (available in application packet)

Program of Study

EDU 5000:	Orientation to Graduate Teacher Education Program (0 credit)	EDU 708:	Research Design in Education (3 credits)
EDL 702:	Standards-Based Curriculum and Assessment (3 credits)	EDL 710:	Ethical School Leadership (3 credits)

EDL 750:	Technology for Educational Leaders (3 credits)	EDL 700:	Problem Solving and Visionary Leadership (3 credits)
EDL 730:	Organizational Management of Schools (3 credits)	EDL 725:	Personnel Selection and Development (3 credits)
EDL 705:	Educational Budgeting and Finance (3 credits)	EDL 745:	Administration of School Improvement Process (3 credits)
EDL 720:	School Law for Administrators (3 credits)	EL 699:	Administrative/Educational Leadership Internship (6 credits)

Total Credits Required for Completion 36

Additional Graduation Requirements

1. **Nevada** residents are required to take and pass all sections of the Praxis II exam: (0411) Educational Leadership: Administration and Supervision, minimum score: 141

2. Educational Leadership students who reside in **Georgia** are required to take and pass all sections of the Georgia Assessment for the Certification of Educators (GACE) for Educational Leadership.

3. Educational Leadership students who reside in states other than Georgia are required to complete their state's department of education Educational Leadership exam requirement. If there is no Educational Leadership state test requirement, students are required to complete and pass the Praxis II exam: Educational Leadership: Administration and Supervision.

Specialization: Educational Media
Noncertification Track (Major Code F543)

About the Specialization

The Ed.S. with a specialization in Educational Media focuses on training educators in the area of library and media center leadership. This specialization provides educators with the skills to design educational media centers and services. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000	Orientation to the Graduate Teacher Education Program (0 credit)	EM 710:	Current Research in Educational Media (3 credits)
EDU 704:	Comparative Studies of Education Systems (3 credits)	EM 720:	Instructional Models for Educational Media Centers (3 credits)
EDU 708:	Research Design in Education (3 credits)	EM 728:	Educational Media Center Facilities Design and Maintenance (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)	EM 730:	Electronic Resources and Systems in Educational Media Centers (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	EM 735:	Leadership in Educational Media Settings (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	EM 740:	Evaluation of Educational Media Centers and Services (3 credits)
		APR 750:	Educational Field-Based Project (3 credits)

Total Credits Required for Completion 36

Specialization: Elementary Education
Noncertification Track (Major Code F511)

About the Specialization

The Ed.S. with a specialization in Elementary Education focuses on training educators in the area of kindergarten through grade six instruction. This specialization provides educators with advanced knowledge for teaching critical thinking, creativity, and multiple subject areas in the elementary classroom. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ELE 712:	Mathematical Reasoning and Problem Solving in the Elementary Classroom (3 credits)
EDU 708:	Research Design in Education (3 credits)	ELE 715:	Critical Thinking in the Elementary Classroom (3 credits)
EDU 702:	Curriculum Trends and Innovations (3 credits)	ELE 714:	Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)	ELE 711:	Literacy: Theory and Practice in the Elementary Classroom (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	ELE 713:	Scientific Inquiry and Discovery in the Elementary Classroom (3 credits)

EDU 729:	Evaluation and Assessment Practices (3 credits)	ELE 716:	Creative Thinking in the Elementary Classroom (3 credits)
APR 750:	Educational Field-Based Project (3 credits)		

Total Credits Required for Completion 36

Specialization: English Education
Noncertification Track (Major Code F652)

About the Specialization

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

Program of Study

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

Total Credits Required for Completion 36

Specialization: Gifted Education
Noncertification Track (Major Code F527)

About the Specialization

The Ed.S. with a specialization in Gifted Education focuses on training educators to develop and administer gifted education programs. This specialization provides educators with the skills to design curriculum, evaluate programs, and instruct gifted students, with an emphasis on developing critical thinking skills. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 759:	Critical Thinking and Gifted Students (3 credits)
EDU 708:	Research Design in Education (3 credits)	EDU 761:	Independent Study for Research on Gifted Students in National and International Programs (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	EDU 757:	Designing Curriculum for the Gifted: Focus on Culturally and Linguistically Different Students (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)	EDU 762:	Applied Research Project in Gifted Education (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	EDU 760:	Gifted Students in the Regular Classroom (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
EDU 756:	Administration of Gifted Programs (3 credits)		

Total Credits Required for Completion 36

Specialization: Mathematics Education
Noncertification Track (Major Code F653)

About the Specialization

The Ed.S. with a specialization in Mathematics Education focuses on training educators to develop and administer mathematics programs in k-12 schools, as well as in the areas of middle and secondary school mathematics. This specialization provides educators with skills for assessment, curriculum development, grant writing, and teaching subject areas such as geometry, algebra, and calculus. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 702:	Curriculum Trends and Innovation (3 credits)
EDU 708:	Research Design in Education (3 credits)	EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	MAT 700:	Incorporating Calculus Ideas (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	MAT 702:	Probability and Statistics for the Educational Specialist (3 credits)
MAT 704:	Algebra for Teachers (3 credits)	MAT 680:	The K-12 Mathematics Curriculum:
MAT 705:	Advanced Problem-Solving Strategies for Teachers (3 credits)		Teaching, Learning, Assessment and Diversity (3 credits)
MAT 701:	Creative Geometry for the Classroom (3 credits)	MAT 711:	How to Obtain Funding in Mathematics Through Grants and Sponsorship (3 credits)

Total Credits Required for Completion 36

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

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	RED 731:	Interpreting Research in Reading Education (3 credits)
EDU 708:	Research Design in Education (3 credits)	RED 732:	Reading Disorders: Diagnosis and Remediation (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	RED 733:	Academic Literacy Issues in Middle and Secondary Grades (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)	APR 750:	Educational Field-Based Project (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	LTRC 711:	Assessment in the Literacy and Reading Classroom (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	LTRC 722:	Research in Oral and Written Language Development (3 credits)
RED 730:	Critical Issues in Reading (3 credits)		

Total Credits Required for Completion 36

Specialization: Reading Education
Noncertification Track (Major Code F513)

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

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)
EDU 708:	Research Design in Education (3 credits)	EDU 719:	Current Research in Human Development (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	EDU 729:	Evaluation and Assessment Practices (3 credits)
RED 730:	Critical Issues in Reading (3 credits)		**Choose two of the following three-credit courses:**
RED 731:	Interpreting Research in Reading Education (3 credits)	LTRC 711:	Assessment in the Early Literacy and Reading Classroom (3 credits)
RED 732:	Reading Disorders: Diagnosis and Remediation (3 credits)	LTRC 716:	Curriculum Approach and Prescriptive Instruction in Early Literacy Programs (3 credits)

| RED 733: | Academic Literacy Issues in Middle and Secondary Grades (3 credits) | LTRC 722: | Research in Oral and Written Language Development (3 credits) |
| APR 750: | Educational Field-Based Project (3 credits) | LTRC 735: | Advanced Seminar in Children's Literature (3 credits) |

Total Credits Required for Completion 36

Specialization: Science Education
Noncertification Track (Major Code F656)

About the Specialization

The Ed.S. with a specialization in Science Education focuses on training educators in the areas of advanced secondary school sciences. This specialization provides educators with knowledge of multiple science areas, such as quantum physics, molecular biology, and meteorology and climatology, as well as skills to instruct students in this content area through a variety of learning techniques. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 730:	Descriptive Quantum Physics for Teachers (3 credits)
EDU 708:	Research Design in Education (3 credits)	SCI 731:	Teaching Molecular Biology (3 credits)
EDU 702:	Curriculum Trends and Innovation (3 credits)	SCI 732:	Trends in Planetary Science Education (3 credits)
EDU 714:	Families, Schools, and Communities: Ethical Issues and Practices (3 credits)	SCI 733:	Teaching New Concepts in Deep Sea Exploration (3 credits)
EDU 719:	Current Research in Human Development (3 credits)	SCI 734:	Population Education and the Environment (3 credits)
EDU 729:	Evaluation and Assessment Practices (3 credits)	SCI 735:	Teaching Meteorology and Climatology (3 credits)
		APR 750:	Educational Field-Based Project (3 credits)

Total Credits Required for Completion 36

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

About the Specialization

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

Program of Study

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

Total Credits Required for Completion 36

National Graduate Teacher Education Online Program (NGTE)

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.

Nova Southeastern University is fully accredited by the Southern Association of Colleges and Schools (SACS). NGTE programs are aligned with appropriate national standards. Because our students come from many states as well as areas outside the United States, these programs are not developed in accordance with any particular state certification requirements.

NGTE program 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 Learning Outcomes
Before the point of graduation, Educational Specialist students will provide evidence of:
- Demonstration of the professional practices aligned with the Educator Accomplished Practices / INTASC Core Standards at the preprofessional level.
- The ability to use research, assessment data, and research methodology in decision making for school change.
- The ability to understand and be able to implement multiple instructional designs to support the learning needs of a diverse student population.
- Competencies to evaluate strategies of teaching and learning that ensure the success of all students.
- Proficiency in using advanced technology to deliver best practices in instruction.

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 Field Associate. The Field Associate, 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 three 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. All NGTE courses are 6 weeks in length.

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. Upon admission, contact the Field Associate for their desired specialty area.
3. Register prior to the registration deadline of the term their assigned cluster is to begin.

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

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

- EDU 5000—Orientation to the Graduate Teacher Education Program
- Core courses—NGTE 700 and NGTE 702
- Applied Field Experience Selections—Administrative Internship, Educational Applied Research

Program Completion Timeline
NGTE clusters are designed to allow students to complete their program requirements within a 12- to 14-month time frame. If students require a leave of absence, they will have to leave the cluster and rejoin another cluster when they are ready to return. Under such circumstances, NGTE allows students 6 years in which to complete all degree and program requirements. The beginning of the 6-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

nondegree-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 allotted time will be dismissed from the program.

Specialization Areas
Graduates of this program will earn an Educational Specialist (Ed.S.) degree in one of the following specialization areas:
Curriculum/Instruction Management and Administration
Technology Management and Administration

Programs of Study
The following 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 1 and 2) at the beginning of the registration period.** Outlines are subject to change. Students should contact their Field Associate for the most updated curriculum information. Program prerequisites are monitored through Student Services and may not be reflected in the following outlines.

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

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

Program of Study

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

Total Credits Required for Completion 30

Specialization: Technology Management and Administration
Noncertification Track (Major Code F518)

About the Specialization
The educational specialist with a specialization in technology management and administration focuses on training educators to effectively plan, manage, train, and integrate technology into educational settings. This specialization provides educators with the skills to select and implement school-wide or district-wide educational technology systems and distance learning programs. Course content is research-based and infuses best practices in education.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	NGTE 715:	Educational Diversity and Community (3 credits)
NGTE 700:	Educational Inquiry and Electronic Research Technologies (3 credits)	TMA 711:	Educational Technology Project Management (3 credits)
TMA 701:	Educational Technology Trends and Issues (3 credits)	GRA 710:	Grant Writing (3 credits)
NGTE 705:	Today's Educational Leader (3 credits)	TMA 716:	New Technologies: Selection and Evaluation (3 credits)
NGTE 706:	Managing Change in the Educational Environment (3 credits)	TMA 721:	Distance Education: Systems and Methods (3 credits)
		NGTE 720:	Seminar in Program Synthesis (3 credits)

Total Credits Required for Completion 30

Educational Specialist Degree Course Descriptions

APR 750 Educational Field-Based Project (3 Cr)
The Field-Based Project is intended to engage the students in a problem solving experience designed to improve or enhance an education situation. This process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation a final report/product. **Prerequisite/s: 24 credits, including EDU 5000 and EDU 708.**

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 Management for Curriculum and Instruction (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.

CSE 720 Current Research in Computer Science Education and Technology Systems (3 Cr)
Candidates will identify and survey current research topics, projects, and professional offerings in computing for educational purposes. Current use of instructional hardware, software, programming languages, methods, and projects in learning communities that cross curricular areas is emphasized.

CSE 730 Programming Languages for Instruction (3 Cr)
The comparison and evaluation of instructional strategies and programming languages that are used for instructional purposes are emphasized, with the focus being on the foundations of introductory, structured, and object-oriented approaches. At the completion of this course, candidates will demonstrate selection and instruction in languages that meet standards-based, curricular frameworks.

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 emphasized.

CSE 760 Computer Science Education and Distance Learning (3 Cr)
Current delivery formats and platforms will be introduced to computer science educators who design, facilitate, or provide distance learning courses. A variety of tools that support distance learning are identified and evaluated.

CSE 765 Leadership in Computer Science Education (3 Cr)
The development of curriculum and professional trends that support strong computer science education programs are identified and evaluated. Policies, practices, standards, and statutes that impact computer science education and computing across the curriculum are compared and evaluated. Professional advancement opportunities in computer science education are emphasized.

CSE 770 Survey of Programming Languages for Computer Science Educators (3 Cr)
A review of instructional and emerging programming languages used in the computer science education curriculum is surveyed and reviewed. 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.), is emphasized.

EDL 700 Problem Solving and Visionary Leadership (3 Cr)
Effective educational leaders need to be able to work with and through others. Through the activities in his course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the student's ability to problem solve, interpret various types of data, and communicate information to diverse types of stakeholders.

EDL 702 Standards-Based Curriculum and Assessments (3 Cr)
This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement.

EDL 705 Educational Budgeting and Finance (3 Cr)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of the charter school movement.

EDL 710 Ethical School Leadership (3 Cr)
Student will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forcer, and a thorough conversance with the Florida Principal Competencies are also included.

EDL 720 School Law for Administrators (3 Cr)
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the United States Constitution and will include federal and state statutes and regulations (state and federal statutory and regulatory provisions) as well as tort and contract liability as they influence public education. Students will explore federal and state regulations that present specific processes and procedures to be implemented by school administrators in working with parents, students, and educators.

EDL 725 Human Resources and Staff Development (3 Cr)
This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics.

EDL 730 Management of Schools (3 Cr)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships.

EDL 745 Administration of School Improvement Process (3 Cr)
This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students. The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement.

EDL 750 Technology for Educational Leaders (3 Cr)
This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course.

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 Compensation, 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).

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 Studies of Education Systems (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 evaluation methods. Students will use technological resources to research education systems throughout the world in order to compare the educational system of the United States with selected educational systems of the world.

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.

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, e.g., 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. **Prequisite/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 studies on teacher characteristics will be analyzed to determine the validity of their design and outcome. Training protocols in these behaviors will be an important outcome of this course. This course will also provide an opportunity to reflect on the teaching profession from a philosophical and personal perspective.

EDU 723 Values, 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 Critical and Creative Thinking Processes in the K-12 Classroom (3 Cr)
The purpose of EDU 724 is to enhance the pedagogical skills and practices of classroom teachers. Strategies for developing and applying thinking skills will be emphasized. Students will learn how to apply thinking skills to daily lesson plans in all curriculum areas. Approaches to thinking skills will be examined.

EDU 725 Models of Teaching Curriculum (3 Cr)
Various models of teaching and curriculum development will be studied in this course as to their appropriate use in increasing students' capacity for personal growth, social growth, and academic learning. Students will explore multiple ways of constructing knowledge as they study and explore a variety of models of teaching that will enable them to enhance the learning environments for the students.

EDU 726 Issues Curriculum and 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 and renewal. This course will allow for in-depth exploration of specialized topics involving curriculum theory and practice and the professional development of teachers.

EDU 727 Curriculum, Teaching and Supervision: School Leadership Roles (3 Cr)
This course will assist educators in becoming skilled clinical supervisors. It provides the background and theories needed to understand supervision and its relationship to curriculum and instruction. Field assignments will provide opportunities to practice and receive feedback on conferences and observation techniques.

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 730 The Neurobiology of BrainSMART Instructional Leadership (6 Cr)
This course provides a framework for understanding and applying principles of instructional leadership within a neurobiological understanding of learning and leading. Instructional leadership is a process for encouraging improvements in instruction throughout the classroom and school. An instructional leader need not be defined by position or title, but rather by the desire and commitment to model effective instruction and to share what is being learned with others in a collegial way.

EDU 731 Best Practices in Thinking for Leading (6 Cr)
Mental models have a powerful influence on how schools and classrooms function. In this course a range of models, metaphors, and fields of research are explored from the areas of cognition and instructional leadership. Specific focus is directed toward discovering a framework for developing teacher leaders where research and best practices are examined. Research on the cognitive strengths that are essential for leading are also investigated and a range of strategies for improving strengths are discussed. Finally current research on the neurobiology of cognition is studied as are practical strategies for unleashing the brain's potential. In summary this course focuses on three dimensions of thinking for leading: the school wide dimension, the dimension of cognitive strengths, and the dimension of the neurobiology of leadership and change.

EDU 732 Differentiated Instructional Leadership (6 Cr)
The theory of differentiated instruction offers a powerful lens for looking at effective instructional leadership. The course explores several approaches to helping instructional leaders identify learner differences and adapt instruction. These approaches include the latest research on brain gender differences and the potential impact these studies may have on leadership effectiveness in organizations today, cognitive strengths, learner preferences, and a tool for reading the barcode of the brain are investigated. The emerging field of positive psychology is explored in the context of a differentiated leadership approach to increasing motivation and performance.

EDU 756 Administration of Gifted Programs (3 Cr)
This course focuses on the organization and administration of gifted programs from preschool to grade 12. The role of the administrator in providing programs and improving instruction for gifted and talented students and the problem solving process in resolving unique issues in gifted programs is emphasized.

EDU 757 Designing Curriculum for the Gifted: Focus on Culturally and Linguistically Different Students (3 Cr)
This course focuses on designing curriculum based on the characteristics, behaviors, and needs of atypical gifted students. Emphasis is placed on analyzing and developing instructional strategies for the atypical gifted and integrating technology into the planning and design of curriculum that addresses the social, emotional and linguistic needs of this special population of students.

EDU 759 Critical Thinking and Gifted Students (3 Cr)
This course focuses on the research related to hemisphericity and its relationship to critical and creative thinking in the intellectually and creatively gifted. Emphasis is placed on the identification, analysis, and evaluation of teaching strategies that encourage critical thinking, creative thinking, and problem solving in gifted students from pre-school to grade 12.

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 Students in National and International Programs (3 Cr)
This course is designed to give opportunities for research and indepth theoretical readings in a substantive area of gifted education not normally covered within the standard courses. Research projects and advanced readings will vary according to individual interest.

EDU 762 Applied Research Project in Gifted Education (3 Cr)
This course provides the opportunity to explore a problem-oriented, individual research project under the direction and supervision of a graduate faculty member.

EDU 5000 Orientation to the Graduate Teacher Education Program (0 Cr)
This seminar provides an orientation to the program and technology skills necessary for successful participation in the M.S. and Ed.S. programs of the Fischler School of Education and Human Services. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will also practice technology skills, i.e., using email, sending attachments, navigating the Internet to locate university Web sources, accessing library materials through the NSU Electronic Resources, using APA form and style, locating and using program Web sites, and using the online course management system. The seminar also provides students an opportunity to meet with an Academic Advisor/Enrollment Services Representative. Attendance in this non-credit seminar is required for all entering M.S. and Ed.S. students.

EDUB 702 Curriculum Trends and Innovations (3 Cr)
This course focuses on the analysis of current educational practices, models, and futuristic approaches. Emphasis is placed on the investigation of educational curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, home schooling). Integration of technology and multimedia is also included.

EDUB 708 Research and Design in Education (3 Cr)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative)i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation and appropriate analysis and interpretation of research findings.

EDUB 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 multiple cultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed.

EDUB 719 Current Research in Human Development (3 Cr)
This course engages students in the analysis of recent theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, e.g., brain research, learning styles, multiple intelligences, and neo-Piagetian studies.

EDUB 729 Evaluation and Assessment Practices (3 Cr)
The purpose of this course is to introduce elements of measurement and assessment essential to good teaching. The assessment of learning plays an important role in the instructional process and its effectiveness depends largely on the ability to construct and select tests and assessments that provide valid measures of learning outcomes. Areas addressed include educational testing and assessment, the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpreting test scores and norms.

EDUB 799 Teacher Leadership Institute: Leading Brain-Based Change (3 Cr)
The purpose of this course is to serve as a capstone experience for students of teacher leadership and school change. Integrating key aspects of the program with the discipline of educational and instructional leadership, the coursework, materials, and assignments are intended to provide a framework for analyzing, synthesizing, and constructing a plan that encompasses research, theory to practice application, and problem solving for the challenges to change within schools and school systems. After a review of the Ed.S. program coursework, compilation of a summary literature review, and preliminary plan, students will develop a plan for systemic change within the school that can realistically be applied to their work environments.

ELE 711 Literacy: Theory and Practice in the Elementary Classroom (3 Cr)
This course focuses on the development of a comprehensive theoretical framework for analyzing and evaluating literacy learning in the elementary classroom. Emphasis is placed on current research and methods in literacy instruction with a particular focus on curricular modifications and accommodations for diverse groups of elementary students.

ELE 712 Mathematical Reasoning and Problem Solving in the Elementary Classroom (3 Cr)
This course explores current research and best practices in inquiry teaching and discovery learning in the elementary science classroom. Emphasis is placed on using dynamic teaching methods that stimulate thinking and inquiry about scientific concepts and processes in diverse learners.

ELE 713 Scientific Inquiry and Discovery in the Elementary Classroom (3 Cr) This course explores current research and best practices in inquiry teaching and discovery learning in the elementary science classroom. Emphasis is placed on using dynamic teaching methods that stimulate thinking and inquiry about scientific concepts and processes in diverse learners.

ELE 714 Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 Cr)
This course explores current research for teaching multicultural and global understanding and investigating related issues through the social studies curriculum in the elementary classroom. The identification and application of developmentally appropriate

multicultural and global content and processes, instructional delivery models, and assessment techniques are emphasized throughout the course.

ELE 715 Critical Thinking in the Elementary Classroom (3 Cr)
This course explores current research in teaching critical thinking through the language arts in the elementary classroom. Emphasis is placed on implementing and modifying instructional models and strategies with diverse elementary populations to reinforce their understanding and application of critical thinking skills across the integrated language arts curriculum.

ELE 716 Creative Thinking in the Elementary Classroom (3 Cr)
This course explores current research in teaching creative thinking through the visual and performing arts in the elementary classroom. Emphasis is placed on strategies and techniques designed to enhance creative thinking in diverse learners through the arts.

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. Candidates will identify and survey related literature, projects, and offerings through professional organizations and learning communities. **Prerequisite Addition: Master's in Educational Media or Master's and certification in Educational Media.**

EM 720 Instructional Models for Educational Media Centers (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 Addition: 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 Addition: Master's in Educational Media or Master's and certification in Educational Media.**

EM 730 Electronic Resources and Systems in Educational Media Centers (3 Cr)
This course focuses on effective practices of evaluation, selection, implementation, maintenance, and upgrading of management systems, databases, informational and instructional delivery systems, and network agreements. Planning strategies for implementing technologies, assuring equity of access, supporting distance learning models, and managing intellectual property in the digital age are stressed. **Prerequisite Addition: Master's in Educational Media or Master's and certification in Educational Media.**

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. 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, candidates will acquire strategies that will help them to function as independent change agents in an educational media setting. **Prerequisite Addition: 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, evaluative criteria, and local policy to develop media center goals and objectives, as they develop and implementing practices of action research. There are no prerequisites for this course.

ENG 705 Language and Linguistics in Secondary English Language Arts Classrooms and Curricula (3 Cr)
Students will read and apply the theory that underlies major branches of language study and linguistics, review the rationale for the inclusion of language study (in addition to grammar and vocabulary expansion) and linguistic issues in secondary English language arts classrooms, and design lessons, units, and curricula that do so.

ENG 715 Composition Theory and the English Language Arts Classroom (3 Cr)
Students will enhance their knowledge of and apply major theoretical approaches to rhetoric/composition, the composing process, and composition pedagogy. They will discuss and design lessons, units, and curricula which integrate composition/rhetorical theory with composition pedagogy.

ENG 745 Literary Theory and English Language Arts Classrooms and Curricula (3 Cr)
This course will acquaint students with the major critical/theoretical approaches to literature, ask them to apply various critical stances, reflect on their own theoretical stances to literature and literature pedagogy, and design lessons, units and curricula which integrate theoretical approaches with instruction in literature.

ENG 765 Theory and Practice in Teaching Global Literature (3 Cr)
Students will read a number of global literary pieces (exclusive of U.S., Canadian, and Western European literature. Whenever the term *global literature* is used hereafter, it shall be defined in this manner.) and review theoretical stances on the teaching of global literature. They will create lessons, units, and curricula in which they apply their knowledge of global literature and theoretical approaches to its pedagogy.

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.

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 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 700 Incorporating Calculus Ideas (3 Cr)
This course is intended to deepen and enlarge the participant's understanding of calculus in order to incorporate calculus ideas in their lessons. Participants will learn innovative strategies to introduce the concepts of basic calculus in their classrooms. It introduces Graphing Lines, Graphing half-planes, conic sections, functions, limits, and integrals. It also includes computational calculus. Highlights of the course include several scientific projects that participants will be building and utilizing the product as models for their math students.

MAT 701 Creative Geometry for the Classroom (3 Cr)
This course places emphasis on geometric topics through the use of logic and problem-solving techniques. The emphasis is in teaching creative strategies for adaptation to the classroom. All course objectives are aligned to National Council of Teachers of Mathematics (NCTM) Standards, Florida Educator Accomplished Practices, and Sunshine State Standards.

MAT 702 Probability and Statistics for the Educational Specialist (3 Cr)
This course will help demonstrate to teachers' ways to present the concepts of chance phenomena. Graduate students will examine charts, tables, and methodology for collecting, analyzing, and interpreting data and learn to use these tools to enhance learning for their students.

MAT 704 Algebra for Teachers (3 Cr)
This course will teach participants to deliver basic algebraic concepts through the use of storytelling and other language arts activities. These math stories will help learners integrate algebraic concepts with other fields of learning. Through these innovative approaches, teachers will acquire the knowledge and skills needed to teach algebra content to their students.

MAT 705 Advanced Problem-Solving Strategies for Teachers (3 Cr)
This course provides graduate students with techniques and strategies to help their students solve a variety of word problems. Learners will be introduced to inductive and deductive reasoning, scientific notation and estimation, and operations with sets.

MAT 711 How to Obtain Funding in Mathematics Through Grants and Sponsorship (3 Cr)
In this course, the educational specialist will learn how to write a winning proposal through research and course work, students will design a successful mathematics intervention program for their targeted population. Participants will be engaged in both qualitative and quantitative research approaches. The emphasis will be reflecting on community needs and resources. As a major outcome of this class, students will develop an actual funding and grants proposal for their schools or districts.

NBPT 710 Documenting Professional Accomplishments and Building Portfolios (3 Cr)
Participants will identify and become familiar with the core propositions of National Board Professional Teaching Standards (NBPTS), and analyze the requirement for their chose NBPTS certification area. An underlying focus of the course is work that ensures the development of an understanding of the NBPTS certification processes, and the assessment center process. The coursework will focus on giving students a base of understanding for the pursuit of National Board Certification and a systematic approach to teaching, and analyzing the teaching practice in relation to the NBPTS core propositions and standards.

NBPT 720 Educational Reform Through the NBPTS (3 Cr)
This course will examine the fundamental perspectives of educational reform through the professional development of educators and the systematic teaching process of the NBPTS. This intense course initiates an educator's NBPTS candidacy. Participants analyze their portfolio requirements and evidence collection. Furthermore, participants learn about the descriptive, analytical, and reflective writing necessary for their portfolio entries. A closer look at the NBPTS's role in education reform as well as the global and local impact of National Board Certification (NBC) is explored.

NBPT 730 Practicum in Curriculum and Instruction (3 Cr)
This course provided a field experience in curriculum using the NBPTS practice of teaching as a system. It allows participants to demonstrate a systematic approach to teaching and to reflect on their current curriculum and instruction in relation to NBPTS. Analysis of student work, video taped lessons, and other documentations of professional practices are supported through the course assignments by a National Board Certified Teacher (NBCT) instructor and other NBCT mentors.

NBPT 740 Teacher Leadership and Advocacy Seminar (3 Cr)
This course facilitates the new role of the student as a National Board Certified Teacher (NBCT). Students will reflect and explore the role of a NBCT in the learning and educational community. The coursework will focus on current research and resources related to teacher leadership and advocacy.

NGTE 700 Educational Inquiry and Electronic Research Technologies (3 Cr)
NGTE 0700 examines and applies research paradigms, examples of sound research, and critical interpretation and evaluation of research and theoretical writing in the field.

NGTE 705 Today's Educational Leader (3 Cr)
This course provides students the opportunity to study leadership characteristics and styles. Students will assess their own strengths and areas for development in the practice of leadership. They will gain an understanding and appreciation for the impact their leadership behaviors have on their organizations and staff.

NGTE 706 Managing Change in the Educational Environment (3 Cr)
This course provides students with the skills and knowledge to serve as a catalyst for change and to assist others in the acceptance and adoption of educational innovation. Through examining pertinent literature and educational reform initiatives, they will identify elements of effective change strategies and develop leadership competencies needed to proactively manage personal and organizational change.

NGTE 715 Educational Diversity and Community (3 Cr)
This course provides students with the skills and knowledge to apply cognitive theory in instructional program management for special needs students whose learning necessitates experiential differentiation. Participants will examine and apply best practices to encourage and accommodate diversity and equity while simultaneously promoting academic excellence.

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, it provides the student with an opportunity to prepare a detailed statement of where the field is and where it is going. The course will also include practical applications of the research process to the student's professional settings. The Learning Program Review will provide the student with the opportunity to look back on the entire degree program in order to examine how it has contributed to the student's intellectual and personal development. It also includes all learning experiences that have taken place during the students NSU program.

RED 730 Critical Issues in Reading   (3 Cr)
Students will analyze major issues and trends in literacy by reading and interpreting current scientifically-based research studies and demonstrating how they could apply this research in the classroom.

RED 731 Interpreting Research in Reading Education (3 Cr)
This course prepares students with the skills needed to read, interpret, and evaluate research in the science of reading. Students will gain a knowledge base to help them make informed educational decisions based on research results. **Prerequisites: RED 570, RED 575**

RED 732 Reading Disorders: Diagnosis and Remediation (3 Cr)
In this course students will define reading disabilities, explore the causes of these disabilities, and classify and assess remedial methods for reading disabilities. In order to put these disabilities in perspective, students will identify components of language development and the models of spoken and written language.

RED 733: Academic Literacy in Middle and High School (3 Cr)
This course will focus on techniques for teaching the elements of academic literacy, (i.e. reading, reasoning, thinking and writing) for instruction in the content areas. The course will address adolescent literacy issues that middle and high school teachers should consider when preparing instruction.

SCI 730 Descriptive Quantum Physics for Teachers (3 Cr)
This course examines content and methods for teaching quantum physics. Students will descriptively explore the Big Bang Theory, atomic theory, and the contributions of Newton, Rutherford, Einstein, and Plank through the perspectives of two modern science researchers, Stephen Hawking and Brian Greene. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 731 Teaching Molecular Biology (3 Cr)
This course examines content and methods for teaching molecular biology. Students will explore the elements and molecules that compose living systems. There is an introduction to the subject of DNA and the applications of genetic engineering in biotechnology through the writings of two of the leaders in the field, Susan Aldridge and James Watson. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 732 Trends in Planetary Science Education (3 Cr)
This course examines content and methods for teaching planetary science. Students will explore newly discovered knowledge of the planets presented in the writings of the science journalist, Dava Sobel. There will also be an exploration of the history of space technology and exploration presented in one of Carl Sagan's final publications. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 733 Teaching New Concepts in Deep Sea Exploration (3 Cr)
This course examines content and methods for teaching new concepts in deep sea exploration. Students will first be introduced to a history of deep-sea exploration and concepts in physical oceanography. Next, students will explore ocean depths from the perspective of marine biologists. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school.

SCI 734 Population Education (3 Cr)
This course examines content and methods for teaching current knowledge of human population dynamics and the Earth's carrying capacity. Students will read selected books pertaining to population growth in a finite world and the ideas of scientists about a sustainable environment in the Twenty-first Century. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school.

SCI 735 Teaching Meteorology and Climatology (3 Cr)
This course examines content and methods for teaching current knowledge of weather and climate. Students will read selections pertaining to meteorology and climatology and the predictions of scientists about the global climate in the Twenty-first Century. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school.

TMA 701 Educational Technology Trends and Issues (3 Cr)
This course provides students the opportunity to explore and to investigate current practices and emerging trends and issues in the field of educational technology. This course is comprised of three parts. Part 1 focuses briefly on the historical foundations of technology in education. Part 2 includes best practices as documented in the research. Part 3 looks ahead to future uses and implementations of technology in education.

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 in 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 Education: Systems and Methods (3 Cr)
This course provides students with the theoretical framework of distance learning systems to support instruction and presents the practical considerations for planning and implementing distance learning programs in their district. Basic concepts of distance learning, planning, and program development, and the basic technologies being used are presented. Students will plan for distance learning programs to fill gaps in the instructional program in their district as well as create instructional presentations on the value and impact of distance learning programs on student achievement.

TSOL 710 Language Learning and Teaching for Multi-lingual Classrooms of the 21st Century (3 Cr)
This is an advanced course for principles of language learning and teaching focusing on the current classroom environments of the 21st century. This course is designed to prepare candidates with practical and theoretical understanding of implementing cultural infusion into language learning using various approaches of teaching. The course will focus on multicultural literacy, the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others. Research, theories, and best practice of language learning pedagogy will be combined with subject knowledge of the value of diversity, informed sensitivity and how to actively engage other cultures.

TSOL 720 International and National Assessment and Evaluation of English Language Acquisition (3 Cr)
This course examines various assessment measures and their role in the evaluation of the placement and progress of all English language learners in the United States and abroad. This course emphasizes the use of alternative assessments and reviews placement, diagnostic, outcomes, exit, and state mandated assessments. Alternative assessments, which are linked to standards, learning objectives, and national norms that will be connected to instruction will be examined. English language assessments used nationally and internationally will be reviewed.

TSOL 730 International and Comparative Education: Issues in Language and Literacy Policy (3 Cr)
This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different

countries are used as source materials for this course.

TSOL 740 International Englishes: History Issues and Teaching Trends (3 Cr)
This course investigates the history, structure, usage, and teaching of International English. The English language has the standing of the major international language. Its arrival at this status, its current varieties, and the possible futures as an international language communication are the major themes presented. Through analysis of online international newspapers and journals, students will compare how similar news events are presented, both from a sociolinguistic point of view and language structure. The varieties of English used throughout the world are compared to local usage. Issues concerning teaching English as a foreign language will also be introduced.

TSOL 750 Distance Education Technology for Teaching English as a New Language (3 Cr)
This course explores the various technological options at the disposal of teachers of English language learners which include language software, commercial and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate the in the technology and language standards of their respective states and nations. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their schools and colleges.

TSOL 760 Literature Review in TESOL (3 Cr)
This course provides practice in the creation and writing of a literature review in the field of TESOL in order to prepare for writing a TESOL-themed dissertation and ultimately to contribute to the TESOL knowledge base through teaching and professional writing. Issues addressed in the course include identification of previous research on a topic, establishing significance and importance of a topic, use of primary and secondary sources in TESOL, identification of instruments and procedures used investigating a TESOL topic, and creation of research questions as result of surveying the literature. The culminating task in the course will be an extensive literature review of the most current research on a TESOL topic.

Fischler School of Education and Human Services

Doctoral Programs

Doctor of Education

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

Doctor of Education Mission Statement

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

Certification/Licensure

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

Program Learning Outcomes

Irrespective of the concentration in which the student is enrolled, all students will be able to:
1. Demonstrates knowledge learned in the program by applying it to real settings. (Knowledge)
2. Conducts an independent research investigation that contributes to the general body of knowledge in a specific field or profession. (Research)
3. Solves diverse problems using information and skills acquired in the program to create solutions. (Problem solving)
4. Makes informed decision based on ethical and legal principles. (Ethics)
5. Formulates scholarly arguments supported by academic resources. (Communication)

Program Admission Requirements

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

a. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum CGPA of 3.0, and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs).
b. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program.
c. Current employment or relevant work experience in field.
d. Miller Analogies Test (MAT), or Graduate Record Examination (GRE®) Test Scores ** the test must have been taken within the past five (5) years (regardless of score).
   - MAT: Submit a test score report showing a raw score of 37(scaled score between 391-396)
   - GRE: Submit a test score report showing a combined score of 1000 on the verbal and quantitative sections **only.**

Note: Applicants who do not meet the minimum recommended test score are not required to submit additional information or retake the exam to be considered for admission.

e. Completion of the Doctoral Studies Orientation is required prior to beginning doctoral coursework.

Transfer of Credit

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

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

Acceptance of graduate coursework from other colleges and/or universities is not guaranteed. Applicants who wish to

request evaluation of prior coursework for consideration as transfer credit should fill out the Transfer of Credit request contained in the application and submit associated course descriptions and official transcripts at the time of application to the doctoral program.

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

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

Transfer of Credit from FSEHS Ed.S. Program
Students applying to the FSEHS Doctor of Education program may apply for a transfer of up to 15 credits from the earned FSEHS Educational Specialist degree as elective credits if:
    a.   the credits were earned within the preceding 5 years from the first term of enrollment
    b.   the credits were at the 700 level or above
    c.   the grade earned for each course was a B or better

Students wishing to apply for these transfer credits must complete the transfer credit application at the time of their application to the FSEHS doctoral program. For Educational Specialist (Ed.S.) specializations or programs of study see page 83.

Doctoral Program Completion Timeline

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

Graduation Requirements

Please refer to Graduation in the General Student Information section of the catalog to find all degree completion requirements. Any specific program completion requirements can be located within your concentration or contact your Doctoral Enrollment Counselor (DEC).

To complete the Doctorate in Education program a student must:

- Complete all coursework and apply for degree conferral,
- maintain a minimum overall 3.0 GPA,
- complete the online doctoral studies orientation,
- attend the mandatory summer conference,
- complete an applied dissertation,
- complete all testing requirements for their given program, if any (see a Doctoral Enrollment Counselor), and
- meet all financial obligations to the university.
- Nevada students enrolled in the Educational Leadership concentration area are required to have a minimum of 3 years teaching experience before degree conferral.

Doctoral Studies Orientation (DSO)

The purpose of the Doctoral Studies Orientation (DSO 8000) is to provide an overview of six areas critical to helping ensure success for doctoral students beginning the Ed.D. program. This noncredit course is a mandatory requirement for all doctoral students in NSU's Fischler School of Education and Human Services. Students should register for and complete the online DSO modules prior to beginning their first doctoral course. For additional information, please visit the DSO Web site at *http://www.schoolofed.nova.edu/dso.*

Summer Conference

Students are required to attend a one-week, Fischler School of Education and Human Services (FSEHS) Summer Conference on Global Leadership, Learning and Research. For additional information, please visit the Summer Conference Web site at *http://www.schoolofed.nova.edu/summer.*

Applied Dissertation

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

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.schoolofed.nova.edu/arc,* for more information about procedures, resources, and guidelines. There are three benchmarks in the completion of the applied dissertation: (1)

the concept paper, (2) the dissertation proposal and Institutional Review Board (IRB) approval, and (3) the final report.

Doctoral Programs of Study

General Program Requirements

All students enrolled in the Ed.D. program must complete the following general curricular requirements (worth 33 credits) and choose one area of concentration and corresponding number of electives (worth 33 credits). Total credits required for degree completion equals 66 (credits). Course requirements for each of the concentration areas are listed after the General Program Requirements.

Foundation Requirements (0 credit)

DSO 8000:   Doctoral Studies Orientation (online)
FSC 8000:   Summer Conference (onsite)

Core Courses

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

*Note: EDD 9100 and EDD 9100 S must be taken together.

Research Elective (*Students must select at least one of the following three-credit courses.*)

ARC 8912:   *Statistical Methods
ARC 8913:   *Program Evaluation
ARC 8914:   *Educational 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 Research

*Prerequisite: EDD 9300
** Prerequisite: ARC 8913
***Prerequisite: ARC 8912
****Prerequisites: ARC 8912 or ARC 8916

Applied Dissertation

ARC 8966:   Applied Dissertation Services 1: Concept Paper* (2 credits)
              Register in 2nd Term
ARC 8967:   Applied Dissertation Services 2: Dissertation Proposal* (5 credits)
              Register in 3rd Term
ARC 8968:   Applied Dissertation Services 3: Final Report* (5 credits)
              Register in 5th Term
ADS 8090:   Applied Dissertation Services I
              (Registration from 25th to 36th month – 0 credit)
ADS 8091:   Applied Dissertation Services II
              (Registration from 37th month to conferral – 0 credits)

Concentration Area and Electives (33 credits)

Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one of the following concentration areas listed. The number of credits required will vary based on the concentration chosen by the student. Through the electives component, students can individualize their doctoral studies even further. The electives may also be applied toward a second concentration (18–24 credits) or a minor (15 credits). Concentration and elective courses are offered online. Students must complete the minimum 66-credit to complete the doctoral degree including core, concentration and elective credits.

Total Credits for Completion 66

Concentration Area: Educational Leadership
(Major Code F872/A801)

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

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

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

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

Graduates will be able to:

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

Program of Study
General Program Requirements 33 credits
Concentration Area Courses (21 credits) — **Elective Courses (12 credits)**

EDD 8460: **Or**	The Principal and School Leaders (3 credits)	**Elective Courses for Candidates not seeking School-Level or District-Level Licensure**
EDD 8461:	The Superintendent and District Leaders (3 credits)	Elective (3 credits) Elective (3 credits)
EDD 8431:	Advanced School Finance (3 credits)	Elective (3 credits) Elective (3 credits)
EDD 8432:	Advanced School Policy (3 credits)	**Additional Elective Courses for Pennsylvania**
EDD 8434:	Advanced School Law (3 credits)	**Candidates seeking District-Level Licensure**
EDD 8442:	Ethics and Social Responsibility (3 credits)	EDD 8409: Multicultural Issues in Special Education (3 credits)
EDD 8472:	Human Resource Development (3 credits)	EDD 8411: Issues in Special Education Administration (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)	Elective (3 credits)

Candidates seeking initial licensure or certification at the building level or district level must complete either the building-level or district-level Reflection and Vision course, plus the internship

EDD 8462:	Reflection and Vision for School Leaders* (3 credits) **and**	EDD 8463:	Reflection and Vision for District Leaders* (3 credits) **and**
EDD 8498A:	Educational Leadership Internship for School Leaders * (6 credits)	EDD 8499A:	Educational Leadership Internship for District Leaders * (6 credits)
EDD 8498B:	Educational Leadership Internship for School Leaders * (0 credit)	EDD 8499B:	Educational Leadership Internship for District Leaders * (0 credit)
EDD 8498C: **Or**	Educational Leadership Internship for School Leaders * (0 credit)	EDD 8499C:	Educational Leadership Internship for District Leaders * (0 credit)

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

Minor/Electives (3-12 credits)
Candidates 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 Completion 66 or 72

Concentration Area: Health Care Education
(Major Code F873)

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

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

Concentration Learning Outcomes
Graduates of the Ed.D. with a concentration in Health Care Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:
1. Analyze learning needs in health care organizations by identifying and assessing relevant trends and issues.
2. Assess the impact of academic and educational programs for health care staff in dealing with clients, families, and communities.
3. Synthesize innovative educational interventions and best practices in health care education to effect behavioral, lifestyle, and compliance in defined client populations.
4. Evaluate implications for education and training caused by operational restructuring of health care organizations and client care delivery.
5. Evaluate and comply with legal aspects and regulatory requirements of health care education relating to the governing of client rights, workplace rights, and safety and risks in health care environments.
6. Analyze the development of health care policy including relevant social forces, cultural values, economics, politics, ethics, and law.

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (18 credits)
EDD 8020: Continuing Education for the Health Care Professions (3 credits)
EDD 8021: Contemporary Theories in Health Care Education and Promotion (3 credits)
EDD 8022: Trends in Health Care Policy (3 credits)
EDD 8023: Ethics and Professionalism in Health Care (3 credits)
EDD 8024:   Health Care Communications (3 credits)
EDD 8025:   Legal Aspects of Health Care Education (3 credits)
EDD 8026:   Health and Learning (3 credits)

Minor/Electives (15 credits)
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 Completion 66

Concentration Area: Higher Education Leadership
(Major Code F874)

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

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

Concentration Learning Outcomes

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

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

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (21 credits)

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

Choose one of the following courses

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

Minor/Electives (12 credits)

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 Completion 66

Concentration Area: Human Services Administration
(Major Code F875)

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

The graduates of the Human Services Administration concentration will be expected to lead change in human services agencies and programs using the latest theories

and research-based models available expanding their administrative competence and modeling visionary leadership; advocating and implementing educational improvement using current research, effective implementation of theories, culturally sensitive decision-making and strategic planning, and appropriate evaluation; and identifying and addressing contemporary and future issues in human services organizations.

Concentration Learning Outcomes

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

1. Demonstrate leadership potential in human services administration and programs through an understanding of contemporary theories of organizational behavior and leaders' influence on organizational behavior and performance.
2. Evaluate human services programs in terms of human resource planning, recruitment, selection, placement, compensation and evaluation of personnel in light of the diverse needs of the community these programs serve.
2. Evaluate present and emerging strategic human resource challenges and how an organization's human

resources influence its performance and productivity.
3. Analyze existing laws and policies governing human services organization and identify processes for new policy development including establishing rationales, communicating new policies to stakeholders, and enforcing such policies.
4. Explore the various aspects of organizational culture, and examine contemporary organizational theories as these relate to organizational behaviors within human service systems. Analyze the implications for leadership practice in the context of the current research literature.
5. Develop a strategic plan using current theory and principles of strategic planning including an analysis of barriers and facilitators of collaborative relationships among non-profit, for profit and government agencies.

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (18 credits)

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

Minor/Electives (15 credits)
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 Completion 66

Concentration Area: Instructional Leadership
(Major Code F876)

The primary goal of the concentration in Instructional Leadership is to prepare students for leadership and life-long learning in the fields of pre-kindergarten through 12th grade public and nonpublic schools and school systems. This concentration will help practitioners develop leadership skills associated with traditional instructional tasks including setting clear goals, allocating resources to instruction, managing curriculum, and monitoring lesson plans through self-reflection and analysis, and best practices through practical application.

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

Concentration Learning Outcomes
Graduates of the Ed.D. with a concentration in Instructional Leadership will demonstrate mastery of the following learning outcomes evidenced by their participation in class, in problem-based projects, completion of class assignments and class presentations, and/or field based experiences. Graduates will be able to:
1. Evaluate instructional practices to determine the effectiveness of teaching and develop appropriate prescriptions to develop high quality instruction for all students.
2. Provide quality professional development and utilize the knowledge of adult learning, constructivism, and personalized learning to design and evaluate professional development.
3. Use strategies, tools, and skills for dialogue, assessment protocols, and open space technology and be able to design a plan to improve instruction and build a community of practice.
4. Use assessment in a way that provides equity and fairness for all students as part of a commitment to moral (and ethical) leadership for the teaching profession.
5. Provide leadership in the design, implementation, and evaluation of quality curriculum.

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (18 credits)

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

Minor/Electives (15 credits)
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 Completion 66

Concentration Area: Instructional Technology and Distance Education
(Major Code F877)

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

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

Concentration Learning Outcomes
Graduates of the Ed.D. with a concentration in Instructional Technology and Distance Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:
1. Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies.
3. Use best practices, processes, and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementation, and policymaking.
4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.
5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion referenced measurement, formative and summative evaluation, and long-range planning.

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (24 credits)

EDD 7005:	Instructional Media (3 credits)	EDD 8012:	Managing and Evaluation of Instructional Technology and Distance Education (3 credits)
EDD 7007:	Principles of Distance Education (3 credits)	EDD 8119:	Contemporary Issues in ITDE (3 credits)
EDD 8001:	Instructional Design (3 credits)	EDD 8120:	Perspectives in ITDE (3 credits)
EDD 8006:	System Analysis and Design (3 credits)	EDD 8121:	Advanced Instructional Design (3 credits)
EDD 8008:	Principles of Instructional Technology (3 credits)	EDD 8122:	Professional Practice in ITDE (3 credits)
Choose any three of the following courses		EDD 8123:	Advanced Applications in ITDE (3 credits)
EDD 7123:	Digital Media for Instructional Technology and Distance Education (3 credits)	EDD 8124:	Theories of Learning (3 credits)

Minor/Electives (9 credits)
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 Completion 66

Concentration Area: Nursing Education
(Major Code F935)

The Doctor of Education with a concentration in Nursing Education is designed for registered nurses holding the Master's of Science in Nursing degree. The program provides advanced, subject-specific nursing education content courses along with education courses and applied research skills to develop scholar-teachers who are prepared to add to the body of knowledge and/or applied professional practices in nursing education settings. This program is for practicing licensed registered nurses and nurse educators who wish to obtain doctoral degrees and increase their knowledge and skills in nursing education. Applicants must hold a current, active U.S. nursing license and Master of Science degrees in Nursing. Graduates of foreign master's degrees in nursing programs must obtain permission from

the Director of Academic and Faculty Support assigned to the Nursing Program.

Concentration Learning Outcomes

Graduates of the Ed.D. with a concentration in Nursing Education will demonstrate mastery of the following learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:
1. Create content knowledge and/or professional practice
2. Conduct scholarly research in the content area
3. Defend reasoned solutions to complex problems
4. Communicate effectively
5. Demonstrate personal and professional integrity

Program of Study

General Program Requirements 33 credits

Program Requirement

EDD 8000:   Foundations of Graduate Studies in Education (3 credits)

Concentration Area Courses (18 Credits)

NSG 7000:   Theory Development for Nurse Educators (3 credits)
NSG 7140:   Theories of Education for Nursing Science (3 credits)
NSG 7150:   Instructional Design and Curriculum Development in Nursing Education (3 credits)
NSG 7210:   Evidence Based Evaluation for Nursing Education (3 credits)
NSG 7240:   Tests and Measurements in Nursing Education (3 credits)

Select One of the Following (3 Credits)

NSG 7220:   Higher Education Leadership in Nursing (3 credits)
NSG 7120:   Health Care Policy (3 credits)
NSG 7250:   Scholarship and Applied Research for Nurse Educators (3 credits)

Total Credits for Completion 66

Research Core Courses

ARC 8912:   Statistical Methods (3 credits)

ARC 8916   Qualitative Research (3 credits)

Adult Teaching and Learning (9 Credits)

EDD 7710:   Principles and Theories of Adult Education (3 credits)
EDD 7713:   Adult Development and Learning Styles (3 credits)
EDD 7714:   Adult and Continuing Education Program Planning (3 credits)
EDD 8010:   Curriculum and Program Development (3 credits)
EDD 9993:   Improvement of Instructional Strategies Within the Community College (3 credits)

Concentration Area: Organizational Leadership
(Major Code F878)

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

Concentration Learning Outcomes

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

1. Acquire organizational leadership skills.
2. Apply problem-solving skills in resolving organizational issues.
3. Utilize research effectively in formulating solutions.
4. Communicate effectively orally and in writing using state of the art technology.

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (18 credits)

EDD 8030:   Successful Strategic Action Plans (3 credits)
EDD 8125:   Leadership Development through Theory and Practice (3 credits)
EDD 8442:   Ethics and Social Responsibility (3 credits)

EDD 8472: Human Resource Development (3 credits)
EDD 8510: Leading in a Learning Organization (3 credits)
EDD 8511: Leading for Change (3 credits)

Minor/Electives (15 credits)
Adult Education and Human Resource Development and Conflict Resolution are good compliments to the OL concentration.

Total Credits for Completion 66

Concentration Area: Reading
(Major Code F513)

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

Concentration Learning Outcomes

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

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

Program of Study

General Program Requirements 33 credits

Concentration Area Courses (18-24 credits)

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

EDD 9001: Advanced Perspectives on Literacy Issues (3 credits)
EDD 9002: Reading Theory: Research and Practice (3 credits)

Students with a strong reading background can substitute electives for EDD 9001 and EDD 9002
EDD 9003: Advanced Seminar in Foundations of Reading Education (3 credits)

EDD 9004: Teaching Reading in Multicultural Classrooms (3 credits)
EDD 9005: Literacy Across the Curriculum (3 credits)
EDD 9006: Reading Intervention: Research and Practice (3 credits)
EDD 9007: Research and Practice in Literature for K-12 Classrooms (3 credits)
EDD 9008: Literacy Assessments in K – Grade 4 (3 credits)

Minor/Electives (9-12 credits)
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 Completion 66

Concentration Area: Special Education
(Major Code F879)

The primary goal of the concentration in Special Education is to provide students with a combination of theoretical and action-based learning opportunities; ultimately preparing them to serve as reflective decision-makers in instructional or administrative capacities. This includes those who seek a career as administrators, government policy specialists, college and university teachers, public and private agency or organization directors, program innovators, social planners, and special education consultants.

Course content follows a conceptualized design and facilitates the development of logical, critical, and reflective thinking skills in the areas of teacher collaboration, educational law, transition, assessment and evaluation, administration, and multicultural issues. All full time faculty members are former special education teachers or service providers and have a deep understanding of authentic instructional challenges in real-world contexts. Faculty works closely with students in all aspects of their doctoral preparation; mentoring them through numerous scholarly and professional experiences. The primary audience for the concentration is practicing teachers, administrators, parents or other service providers with a sincere desire to improve opportunities and the quality of life for individuals with disabilities.

Concentration Learning Outcomes

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

1. Administer, score, and interpret measures of development, academic performance, and behavior and compose comprehensive reports to provide a basis for effective individualized programming for individuals with disabilities.
2. Create a positive school climate for all individuals from differing races, genders, cultures, social classes, and those with disabilities.
3. Implement collaborative teaming approaches for the purpose of decision making related to instruction, curriculum development, social interactions, and interagency collaboration with school and agency staff, students, and family members.
4. Utilize analytical skills to identify and resolve problems in delivery of special education and related services while promoting accountability and school renewal.
5. Apply the laws, regulations, and policies from the federal, state, and district level that relate to individuals with disabilities and their families in educational, employment, and other community settings.

Program of Study

General Program Requirements 33

Concentration Area Courses (21 credits) (Select seven (7) of the following courses.)

EDD 8010:	Curriculum and Program Development (3 credits)	EDD 7042:	Advanced Applications in Technology in CSD (3 credits)
EDD 8401:	Special Education Law and Policy (3 credits)	EDD 8124:	Theories of Learning (3 credits)
EDD 8405:	Collaboration and Consultation (3 credits)	EDD 8402:	Families, the Law, and Exceptionalities (3 credits)
EDD 8407:	Assessment & Evaluation of Special Needs: Cognitive Domains (3 credits)	EDD 8403:	Conferencing with Parents and Families of Individuals with Disabilities (3 credits)
EDD 8408:	Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 credits)	EDD 8404:	Organization and Administration of Special Education Programs (3 credits)
EDD 8409:	Multicultural Issues in Special Education (3 credits)	EDD 8406:	Transition, Career Development, and Independent Living (3 credits)
		EDD 8411:	Issues in Special Education Administration (3 credits)

Minor/Electives (12 credits)

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 Completion 66

Concentration Area: Speech-Language Pathology
(Major Code F880)

The primary goal of the concentration in Speech-Language Pathology (SLP) is to provide practicing professionals with an expertise in the area of administration and supervision. The graduates of Speech-Language Pathology will be able to serve as leaders in the profession, develop skills as lifelong learners, become reflective decision makers, and conduct program evaluations. The primary audience for the concentration is practicing speech-language pathologists.

Additional Admission Requirements

- Candidates must provide valid documentation of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and a copy of current state SLP license.

Concentration Learning Outcomes

Graduates of the Ed.D. with a concentration in Speech-Language Pathology will demonstrate mastery of the following

learning outcomes as evidenced by their participation in class, participation in problem-based projects, completion of class assignments and class presentation, and/or field based experiences. Graduates will be able to:

1. Apply human resource management techniques to evaluate job performance, develop employees, and manage a diverse work force.
2. Analyze existing laws and policies governing human services organization and identify processes for new policy development including establishing rationales, communicating new policies to stakeholders, and enforcing such policies.
3. Utilize practical applications of organizational theories to manage the resources, budgeting process, an educational or health care facility, and organizational operations.
4. Examine the legal aspects of health care and education as it applies to the profession of speech-language pathology.
5. Develop an understanding of how to detect major changes in speech-language pathology, the knowledge and skills to develop interventions to meet the challenges of change, and the dispositions to implement those changes.

Program of Study

General Program Requirements 33

Concentration Area Courses (24 credits)

ARC 8913:   Program Evaluation
             (3 credits)
EDD 7040:   Clinical Supervision
             (3 credits)
EDD 8472:   Human Resource Development
             (3 credits)
EDD 7042:   Advanced Applications in Technology in Communication Sciences and Disorders
             (3 credits)
EDD 7043:   Regulatory, Legislative, and Educational Trends in CSD (3 credits)

EDD 8442:   Ethics and Social Responsibility
             (3 credits)
EDD 7713:   Adult Development and Learning Styles
             (3 credits)

Choose one of the following courses

EDD 8025:   Legal Aspects of Health Care Education
             (3 credits)
EDD 8401:   Special Education Law and Policy
             (3 credits)

Minor/Electives (9-15 credits)

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 Completion 66

Doctor of Education Minors

Adult Education
(Major Code F881)

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

Total Credits for Minor 15

Applied Behavior Analysis
(Major Code F891)

EDD 9650:	Behavioral Principles and Concepts (3 credits)
EDD 9655:	Functional Behavior Assessment (3 credits)
EDD 9660:	Applications of ABA in Education and Human Services (3 credits)
ARC 8919:	Single Subject Research (3 credits)
EDD 9665:	Leadership and Ethical Issues in Applied Behavior Analysis (3 credits)

Total Credits for Minor 15

Autism Choose any five of the following courses
(Major Code F882)

EDD 8801:	Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorders (3 credits)
EDD 8802:	Seminar in the Nature of Students with Autism Spectrum Disorders (3 credits)
EDD 8803:	Advanced Topics in Assessment of Students with Autism Spectrum Disorders (3 credits)
EDD 8804:	Advanced Topics in Interventions for Students with Autism Spectrum Disorders (3 credits)
EDD 8805:	Seminar in Professional Issues in Leading Programs for Students with Autism (3 credits)
EDD 8806:	Special Topics Across the Life Span for Individuals with Autism (3 credits)

Total Credits for Minor 15

Brain-Based Leadership
(Major Code F889)

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

Total Credits for Minor 15

Charter School Education Leadership
(Major Code F508)

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

Total Credits for Minor 15

Community College Leadership
(Major Code F890)

EDD 9991:	The American Community College (3 credits)
EDD 9992:	Community College Leadership and Change (3 credits)
EDD 9993:	Improvement of Instructional Strategies Within the Community College (3 credits)
EDD 9994:	Globalization of the Community College (3 credits)
EDD 8031:	Financing Institutions of Higher Learning (3 credits)

Total Credits for Minor 15

Conflict Resolution
(Major Code F883)

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

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

Total Credits for Minor 15

Curriculum Development
(Major Code F884)

EDD 7912:	Curriculum Articulation (3 credits)
EDD 7913:	Curriculum Renewal (3 credits)
EDD 7914:	Curriculum Teaching and Technology (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)
EDD 8124:	Theories of Learning (3 credits)

Total Credits for Minor 15

Early Childhood

Choose any five of the following courses
(Major Code F803)

EDD 8611: Best Practices in Programs for Young Children: Pedagogical Applications (3 credits)
EDD 8612: Critical Issues in Early Childhood Education in the Global Village (3 credits)
EDD 8613: Families, Children, and Communities in a Multicultural and Diverse Society (3 credits)
EDD 8614: Current Trends and Issues in Curricular Theory in Early Childhood Education (3 credits)
EDD 8615: Child Advocacy: Social Concerns in the Global Context (3 credits)
EDD 8616: Cultural Perspectives and Influences on Child Development (3 credits)

Total Credits for Minor 15

Gerontology

Choose any five of the following courses
(Major Code F885)

EDD 7607: Concepts and Controversies in Aging (3 credits)
EDD 7608: Humanities and Aging: An Exploration of Human Potential for Late Life Development (3 credits)
EDD 7609: The Psychology of Aging: A Study of Humanistic, Transpersonal, and Life-Span Development Theory (3 credits)
EDD 7610: Social Gerontology: The Sociology of Aging (3 credits)
EDD 7611: Aging and Ethnicity (3 credits)
EDD 7612: Biology of Human Aging (3 credits)

Total Credits for Minor 15

Human Resource Development

(Major Code F886)

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

Total Credits for Minor 15

School Business Leadership

Choose any five of the following courses
(Major Code F888)

EDD 8750: School Business Management (3 credits)
EDD 8751: Operational Planning and Budgeting in Schools (3 credits)
EDD 8752: Accounting, Auditing and Reporting for School Districts (3 credits)
EDD 8753: Facility Operations Management (3 credits)
EDD 8754: Maintenance and Operation of Ancillary Services in School Systems (3 credits)
EDD 8755: Advanced Budgeting, Planning and Evaluation in Schools (3 credits)

Total Credits for Minor 15

Urban Education

(Major Code F887)

EDD 8490: Culture of Urban Schools (3 credits)
EDD 8491: Economics of Urban Education (3 credits)
EDD 8492: Educational Policy and the Politics of Urban Education (3 credits)
EDD 8493: Historical Context of Contemporary Urban Schools (3 credits)
EDD 8494: Teaching, Learning, and Curriculum in Urban Contexts (3 credits)

Total Credits for Minor 15

Doctoral Program in Speech-Language Pathology (SLP.D.)
(Major Code F837)

The doctoral program in Speech-Language Pathology (SLP.D.) is designed to foster the continued academic education of speech-language professionals 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 providing an environment that nurtures the development of current practitioners and future leaders.

Doctoral Speech-Language Pathology Mission Statement
The mission of the doctoral program in Speech-Language Pathology (SLP.D.) is to foster the continued academic education of speech-language pathologists pursing an advance, 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 providing an environment that nurtures the development of current practitioners and future leaders.

Program Learning Outcomes
The SLP.D. graduate entering the profession will be able to do the following:
- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.
- 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.

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 is considered a hybrid model that takes place online or during weekend seminars. Students participate in faculty-directed independent reading and writing assignments between class meetings. A new cohort of 15 to 20 speech-language pathology professionals who live and work in a variety of settings is developed once a year. The cohort follows a Program of Study for matriculation through the courses.

The cohort is intended to serve as both an administrative and educational vehicle for the program. 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. Students who are unable to attend on-campus classes, due to geographic remoteness or other career/family constraints will use electronic communication and technologies to hear and view the SLP.D. classes online in their homes. All students are required to attend the Conference on Global Leadership, Learning and Research Summer Conference. This Summer Conference will be in conjunction with a week-long SLP.D. class.

Program Admission Requirements
The following are specific admission requirements for entry into the doctoral program in Speech-Language Pathology. Please refer to the *General Student Information* section of this catalog for additional admission information.
a) An official transcript from a regionally accredited institution indicating a conferred master's degree in speech-language pathology (minimum 3.2 grade point average is required).
b) Valid documentation of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and a copy of current state SLP licensure.
c) Employment in or access to professional field(s) appropriate to applicant's selected concentration.
d) Three professional letters of recommendation by three different individuals who can attest to the applicants ability to succeed in a doctoral program.
e) A test score report showing that the applicant received a raw score of 37 (scaled score 391-396) on the Miller Analogy Test (MAT) or a combined score of 1000 on the verbal and quantitative sections of the

Graduate Record Examination (GRE). The test must have been taken within the past 5 years, If the score fall below the minimum requirement, the applicant must submit a rationale, in essay format, providing an explanation of why scores do not reflect the applicant's academic potential.

f) Qualified applicants must participate in a face-to-face or telephone interview and must complete and submit the Interview Contact Information Form that is included in the application packet.

g) 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).

Transfer of Credit

A maximum of nine semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past 5 years, will be considered toward meeting the doctoral programs' degree requirements. Grades for courses transferred must be at the grade of A or B or equivalent. Acceptance of transfer credit is not guaranteed.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Speech-Language and Communication Disorders. Current doctoral candidates should request and receive prior written approval from the associate dean of speech programs before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

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

Program of Study

DSO 8000: Doctoral Studies Orientation (0 credit)

Core Courses

SLPD 7000: Technology and Instrumentation in Communication Sciences (1 credit)
SLPD 7030: Gerontology (2 credits)
SLPD 7040: Supervision (3 credits)
SLPD 7060: Genetics (2 credits)
SLPD 7070: Pharmacology (2 credits)
SLPD 7075: Counseling (2 credits)
SLPD 7080: Business Management and Leadership (2 credits)
SLPD 7200: Neuroscience/Neuropsychology and Communication Disorders (3 credits)
SLPD 7210: Advanced Seminar in Pediatric Development (3 credits)
SLPD 7220: Advanced Seminar in Voice and Swallowing (3 credits)
SLPD 7250: Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 credits)

Research Courses (12 credits)

EDD 9300: Methods of Inquiry (6 credits)
ARC 8912: Statistical Methods (3 credits)

Choose one of the following

ARC 8913: Program Evaluation (3 credits)
ARC 8915 Survey Research (3 credits)
ARC 8919: Single Subject Research (3 credits)

Benchmark Courses

ARO 8766: Applied Dissertation Services 1: Concept Paper —SLPD (2 credits)
ARO 8767: Applied Dissertation Services 2: Proposal —SLPD (5 credits)
ARO 8768: Applied Dissertation Services 3: Dissertation —SLPD (5 credits)
ADS 8090: Applied Dissertation Continuing Services I (0 credit)
ADS 8091: Applied Dissertation Continuing Services II (0 credit)

Total Credits for Completion 50

Doctoral Degree Course Descriptions

ADS 8090 Applied Dissertation Services I
Continuing dissertation services for students who complete all of their doctoral coursework during the first 24 months of the program. Students are automatically enrolled in ADS 8090. No charges will apply for services.

ADS 8091 Applied Dissertation Services II
Dissertation services for continuing doctoral students previously enrolled in ADS 8090 who did not complete the applied dissertation. ADS 8091 is also for currently enrolled students who are entering the 37 month of the doctoral program. Students are responsible for registering for ADS 8091. Service fees will apply.

ARC 8911 Research Design and Methods (3 Cr)
The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection, organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base. **Prerequisite: EDD 9300**

ARC 8912 Statistical Methods (3 Cr)
Statistical Methods is a course in applied statistics that will introduce concepts and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background required for doctoral-level research while emphasizing the application of statistics. **Prerequisite: EDD 9300**

ARC 8913 Program Evaluation (3 Cr)
This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing. **Prerequisite: EDD 9300.**

ARC 8914 Educational Assessment (3 Cr)
Course emphasis will be on equipping students with the necessary conceptual and technical understandings of the process of assessing individuals, as well as developing skills for formulating, conducting, and reporting educational assessments. Students will have the opportunity to conduct scholarly and professional reviews of assessment instruments and a variety of assessment studies. Students will also learn to integrate classroom assessment into instructional planning to improve student learning. Secondary foci of the course are writing instructional objectives, developing test items of various types, constructing rating scales and rubrics, and interpreting student performance. Statistical and psychometric concepts in assessment will be covered. This course will also explore the use of test and other assessment results in making instructional and placement decisions. Attributes of assessment practices, such as reliability and validity, will be discussed. **Prerequisite: EDD 9300.**

ARC 8915 Survey Research (3 Cr)
The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research. **Prerequisite: EDD 9300.**

ARC 8916 Qualitative Research (3 Cr)
The purpose of the Qualitative Research course is to introduce doctoral students to the principles of research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate. **Prerequisite: EDD 9300.**

ARC 8917 Advanced Program Evaluation (3 Cr)
This course is intended to provide students with an in-depth and comprehensive foundation in advanced program evaluation methods. Topics will include the development and use of logic models, as well as the use of quasi-experimental and randomized designs in evaluation research. A wide range of data-collection procedures, including conventional (e.g., systematic surveys) and unconventional (e.g., trained observer ratings) will be highlighted. The course will introduce a range of strategies for analysis of evaluation data that will facilitate the use of statistical procedures in evaluation research, address qualitative approaches to analysis of evaluation data, and provide guidance on the application of cost effectiveness and cost-benefit techniques in program evaluation. **Prerequisite: EDD 9300 and ARC 8913.**

ARC 8918 Advanced Statistical Methods (3 Cr)
This course is designed to provide students with an in-depth knowledge and application of sophisticated statistical procedures used in education and human services. Areas that will be covered will include factorial analysis of variance (ANOVA), univariate ANOVA post hoc tests, analysis of covariance (ANCOVA), repeated measures analysis, simple linear and multiple regression and power analysis. In addition, the course will encompass a review of select multivariate statistical techniques. This course will emphasize the application of these statistical procedures to real world situations that students may encounter in their research or work setting. **Prerequisite: EDD 9300 and ARC 8912.**

ARC 8919 Single Subject Research (3 Cr)
This course covers basic concepts and methods employed in single-subject research. Participants will learn about single-subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment. Important factors in designing and critically reviewing single-subject research will be presented, along with options for analyzing data from single-subject research studies. Ethical issues in single-subject research will also be reviewed. **Prerequisite: EDD 9300**

ARC 8920 Mixed Methods Research (3 Cr)
Mixed Methods is a course in research design that will introduce the concepts and methods of mixed methods approaches (i.e., incorporating both quantitative and qualitative methods) to research. The course is designed to provide students with the foundation

and conceptual understanding of utilizing mixed methods in doctoral-level research. **Prerequisite: EDD 9300, and ARC 8912 or ARC 8916.**

ARC 8966 Applied Dissertation Services 1: Concept Paper (2 Cr)
The content of Applied Dissertation Services 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 Services 2: Dissertation Proposal (5 Cr)
The content of Applied Dissertation Services 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 Services 3: Final Report (5 Cr)
Applied Dissertation Services 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 8666 Applied Dissertation Concept Paper – ITDE (2 Cr)
The content of applied dissertation concept paper focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Center faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for the seminar will be assigned following approval of the concept paper.

ARO 8667 Applied Dissertation Proposal – ITDE (5 Cr)
The content of applied dissertation proposal emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal. **Prerequisite/s: ITDE 8666**

ARO 8668 Applied Dissertation Report – ITDE (5 Cr)
Applied Dissertation Report involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report). **Prerequisite/s: ITDE 8667**

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 8766 Applied Dissertation Seminar 1: Concept Paper SLPD (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 8766 Applied Dissertation Seminar 2: Proposal SLPD (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 8766 Applied Dissertation Seminar 3: Dissertation SLPD (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).

DSO 8000 Doctoral Studies Orientation (0 Cr)
The doctoral studies orientation seminar conducted online provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FGSHES, and must be completed within three months of enrollment in the first doctoral course.

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. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media.

EDD 7007 Principles of Distance Education (3 Cr)
Historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; an exploration of the literature of the field, and an examination of effective techniques for teaching and learning within a distance education system. Because students learn about the field of distance education while learning how to be effective distance educators and distance learners, the course is foundational for the ITDE concentration as well as for graduate study at a distance.

EDD 7040 Clinical Supervision (3 Cr)
The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical applications. The impact of cultural diversity on supervision will be addressed.

EDD 7042 Advanced Applications in Technology in Communication Sciences and Disorders (3 Cr)
This course presents technological applications to support scholarship and advanced clinical practice in the field of speech-language pathology. Students will gain experience in utilizing information technology, and will learn a systematic approach for information synthesis. Software for data organization and analysis will be discussed along with bibliographic referencing tools. Students will gain insight into current thinking on technology for the development of professional presentations and distance education. Technological applications for clinical practice settings will also be explored.

EDD 7043 Regulatory, Legislative, and Educational Trends in Communication Sciences and Disorders (3 Cr)
This course will address the historical, ethical, and legal issues and trends in speech-language pathology. This course will increase student's understanding of current professional issues pertaining to such matters as standards of practice, ethics, scope of practice, legislative mandates affecting the professions, professional service delivery systems, healthcare reimbursement issues, licensure and certification, participation in professional organizations, and professional advocacy.

EDD 7123 Digital Media for Instructional Technology and Distance Education (3 Cr)
Designing digital media for classroom and online instruction will be the first unit of this course, with primary emphasis on planning, designing, producing, and publishing digital media instruction. The second unit will deal with planning, producing, and teaching with digital audio. Unit three will present strategies for planning, producing and teaching with digital photography in a variety of instructional settings, and the final unit will present strategies for planning, producing, and teaching with digital video lessons that incorporate narration, still pictures, and live motion video into a single concept lesson. Topics covered will include basic terminology, file formats, scripting and storyboarding, equipment and software for digital media, and digital media for teaching and learning.
Prerequisite/s: EDD 7005 (equivalent or permission of the instructor)

EDD 7607 Concepts and Controversies in Aging (3 Cr)
This course will provide a focus on the major concepts and controversies currently being debated in the field of gerontology. Learners will explore concepts of aging, health care, and society; some of the social and economic outlooks for our aging society; and the life course perspective. Some of the controversies will include such topics as health care rationing, elder abuse and neglect, the right to die, changing notions of retirement, creativity and aging, old age and the quest for meaning.

EDD 7608 Humanities and Aging: An Exploration of Human Potential for Late Life Development (3 Cr)
This course will develop a greater sensitivity to and understanding of aging through a sampling of humanities subjects, e.g., literature, history, which pertain to the process of aging. Through literature, poetry, etc., students will gain the special perspective on being human that study of the humanities develops. In addition to readings in the humanities, the course will make use of autobiography and narrative descriptions of famous and ordinary older adults, as well as explore the growing use of reminiscence and life review in research and practice with older adults. The course will also call upon each participant to do some narrative and autobiographical writing.

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, 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. Students will examine the impact of social and cultural conditions on older adults as individuals and as groups (cohorts). The class will focus particularly on social policy through the lens of race, gender, and class. This course will seek to provide the learner with an ability to critically analyze the institutions that provide care and services to older adults, i.e. long term care facilities, hospitals, senior centers, etc. In addition, students will gain insight and analysis of the major social policies affecting older adults, with emphasis on social security.

EDD 7611 Aging and Ethnicity (3 Cr)
While all human beings age, human beings age differently. The focus of this course will be to illuminate the role of cultural diversity in the aging process. Providing services to older adults are significantly affected by providers' cultural competence. Cultural beliefs and values impact how older adults learn and have access to and/or process information. The quality of service may be greatly influenced by understanding or misunderstanding the ethnic beliefs and values of older adults. This course will teach learners how aging and ethnicity affects how we serve older adults. The course will also help learners become better acquainted with their own cultural beliefs and values, as they learn about the cultural beliefs and values of a wide variety of ethnicities.

EDD 7612 Biology of Human Aging (3 Cr)
This course will provide fundamental knowledge about the biology of human aging for those with little or no background in biology. While aging is a fact present in all human lives, there are common misconceptions as to what aging is, how we age, and why we age. There are also controversial and ethical issues associated with scientific explorations into extending our life spans. We will therefore be examining the impact of the science of aging on human life; the use of medical technology and its impact on mitigating aging. We will learn about the many theories of aging; examine healthy aging, and the diseases that most commonly affect us as we grow older. We will also look at the effects of aging on several body systems, and the effect of environment on aging within the context of how purpose and meaning are formed and challenged as human beings grow older.

EDD 7710 Principles and Theories of Adult Education (3 Cr)
This course examines the range of theoretical and practical approaches to the education of adults. Topics include adult motivation for learning; innovative instructional approaches for adults; the practice of andragogy and andragogical roots of the contemporary adult education movement; evolving opportunities in workplace learning, for-credit and non-credit adult learning options in universities and community colleges; and informal learning in adulthood.

EDD 7711 History and Philosophy of Adult Education (3 Cr)
This course provides a broad foundation for the study of adult education based on the historical, philosophical, and theoretical constructs that have influenced the practice of adult education and the adult education movement in the past and continuing into the 21st century. The course examines the historical context of adult education and explores the philosophical perspectives that have influenced and continue to develop current approaches to the education of adults. The course also examines theory building in adult education and the influences of research, reflection, and collaboration on theory construction, revision, and dissemination.

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 dynamics of family, intercultural and workplace conflict. Various precursors of conflict ranging from international conflicts 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, opinion 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 proves 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 in both, the K-12 and higher education systems. The relationships between these factors will be discussed in order to demonstrate the significance of a well-designed articulation process that educational institutions must implement in order to assure the successful progression of students

across their academic coursework. The course will focus on developing a practical approach to policy development in curriculum and instruction based on an integrated system that aligns curriculum, instruction, standards, assessment, content, and accountability across time. Topics such as grade-level content specifications, promotion requirements, and interdisciplinary approaches will be discussed.

EDD 7913 Curriculum Renewal (3 Cr)
This course will provide the foundation for decisions regarding curriculum renewal and student achievement. Various sources of input will be stressed as the basis for curricular decision making, the need to renew various aspects of curriculum based upon student achievement of the goals and objectives of the curriculum, the articulation of the curriculum, and the instruction strategies employed, and the stakeholders in the curriculum development process. A practical approach will emphasize drawing accurate inferences about what students know and are able to do as the basis for curriculum renewal and the scope and sequence of the curriculum in an educational program.

EDD 7914 Curriculum Teaching and Technology (3 Cr)
This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with emerging technologies; development of media, integration of technology into the curriculum; evaluating the use of technology using rubrics; distance education; course design and online teaching; diffusion of innovations; and production of media for teaching.

EDD 8000 Foundations of Graduate Studies in Education (3 Cr)
This course is a first-term, academic writing and preparatory experience for EDD students entering the Fischler School of Education and Human Services. The course focus is on academic writing and the creation of academic works commonly found in Fischler doctoral programs; managing time effectively when adding a doctoral program to the student's existing schedule; developing a peer doctoral support network; accessing critical NSU resources; and mastering APA and Nova citation and reference style.

EDD 8001 Instructional Design (3 Cr)
This course is a practical experience in the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. Students will produce and formatively evaluate an instructional unit.

EDD 8002 Surviving Change: Politics, Power, Money, and the Law (3 Cr)
This course investigates the relationship between leadership roles and decision-making in the current and emerging contexts of politics, position power, legal, and economic factors, and the results of creating change through effective policy development in educational institutions. 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 8006 System Analysis and Design (3 Cr)
An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system.

EDD 8007 Governance and Management in Higher Education (3 Cr)
Governing institutions of higher education presents a multiplicity of challenges for administrators and educational leaders. Each discipline or guild within an institution of higher education responds to its own professional demands, rules and guidelines and is also protected by those rules and guidelines. Encompassing all guilds into one working unit requires acute problem solving skills in the areas of policy, financial management, and distribution as well as fair evaluation. This course explores governance and management theories, research, and practices for effective leaders and managers. Practical experience is afforded through the development of a management style for a particular institution of higher education. Mission, vision and values for governance as well as planning, quality, assessment & evaluation for institutional effectiveness, innovation, accountability and methods of organizational change are explored.

EDD 8008 Principles of Instructional Technology (3 Cr)
An exploration of the historical, theoretical, and philosophical foundations of instructional technology and an examination of the literature and status of the field.

EDD 8010 Curriculum and Program Development (3 Cr)
This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curriculum will be emphasized.

EDD 8012 Managing and Evaluating Instructional Technology and Distance Education (3 Cr)
Theories and methods of planning, operating, and evaluating instructional technology and distance education are studied and applied to case studies. This course explores the process for managing ITDE programs in educational and corporate settings, and emphasizes the principles of staff training, proposal development, and legal issues of the ITDE manager.

EDD 8020 Continuing Education for the Health Care Professions (3 Cr)
This course will cover the changing roles of health care educators as facilitators, innovators, leaders, consultants, and instructional designers. Fundamental principles of teaching and learning are covered, so that the health educator can learn to be effective while teaching colleagues in a continuing education setting, students in the classroom, and patients in clinical settings. Besides developing a multiskilled and flexible workforce, lifelong learning and adult education principles form a foundation for consideration of technologically based educational delivery systems and career and professional development patterns. Implications for education and training caused by operational restructuring of health care organizations and patient care delivery are studied. The purpose, benefits, and goals of health care education; the nature of the educational process; and the role of the health care practitioner as educator are examined. Online group interaction is emphasized.

EDD 8021 Contemporary Theories in Health Care Education and Promotion (3 Cr)
This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. **Prerequisites: EDD 8001, EDD 8124**

EDD 8022 Trends in Health Care Policy (3 Cr)
This course explores contemporary issues of health care organizations and institutions. The course will examine current trends and issues in health care policy and health care education. Students will be responsible for researching and presenting contemporary issues affecting today's health care and health care organizations. The course examines major trends in health care education and policy that determine the role and future of health care as well as health care educators. Topics include challenges in provision of health services; health care reform; managed health care systems; mortality trends; public health; political aspects of health care; elderly health care; health care safety; long term health care; disease trends; mental health concerns; health behavior; economics of health care; reproductive health; alternative medical therapies; and complementary medical approaches. Disease trends and determinants of health and illness will also be examined.

EDD 8023 Ethics and Professionalism in Health Care (3 Cr)
This course is designed to provide an understanding of essential ethical considerations in health care occupations and will examine prominent bioethical issues that confront today's health care professionals. The course has an applied focus for health care educators and practitioners and focuses on social and ethical developments in health care. Topics include professional relationships among health professionals and patients, critical thinking and ethical decision making skills, the systematic analysis of bioethics, relevant information on social developments and ethical issues in health care, and developments in standards of care. Included are analyses of practitioners' responsibilities and duties, professional codes of ethics, moral dilemmas in health care, casuistry, and the fundamental concepts of patient confidentiality, competency, informed consent, refusal of treatment, autonomy, passive and active euthanasia, and the legal and moral implications of patient care and professional practice.

EDD 8024 Health Care Communications (3 Cr)
This course examines major issues in healthcare communication. The course will address topics related to communication with patients/clients, among caregivers of various disciplines, images of healthcare in the media, the major forms of healthcare education including healthcare issues using technology and the Internet. Course participants will then examine best practices in healthcare communication that yield positive outcomes in targeted populations for healthy behaviors, lifestyle changes, and healthcare compliance.

EDD 8025 Legal Aspects of Health Care Education (3 Cr)
This course investigates the legal aspects in health care that may affect the delivery of health care education. This course reviews the extent of the legal implications of working in health care settings, including such aspects as individual and corporate liability, negligence, malpractice, malfeasance, fraud, licensing, accreditation, informed consent, patients' rights, staffing privileges, wrongful discharge from employment, and emergent developments in the health care delivery system. Additionally, legal dimensions of medical information management, health financing, patients and employee rights, conditions of confidentiality and privacy, and ethical conduct are explored. This course provides an emphasis on teaching students and staff about the legal aspects in health care which are fundamental to practice.

EDD 8026 Health and Learning (3 Cr)
This course examines how health issues may affect learning in children in grades pre-K—12 primarily; however, for some students of higher education, course content may extend to adult learners as well. This course reviews the extent that physical and mental health issues including such aspects as emotional/behavioral health, learning disorders, chronic health problems, classroom and community health, family health, and health promotion affect the learning process. This course provides an emphasis on recognizing signs of health related issues and provides suggestions for teachers of students with health related learning issues. Course participants will have the opportunity to examine issues directly related to their individual setting and/or their personal/professional interests.

EDD 8030 Successful Strategic Action Plans (3 Cr)
This course studies strategic planning models, forecasting methods, trend analysis, systems thinking, and futuring. Participants will learn how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize the principles of problem-based learning. Students will have the opportunity to design a mock strategic plan from inception to evaluation by applying principles learned in this course.

EDD 8031 Financing Institutions of Higher Learning (3 Cr)
Finance in Higher Education Leadership (3 credits) is an introduction to institutional finance for academic administrators, health care professionals, military leaders and college or university faculty members. Students participating in the course are introduced to the budget process as an outcome to their institutions' strategic plans. Budget development at their own institutions plays a primary role in this course. Learners will analyze various income and expense parameters. Additional topics include allocation for services at cost centers within institutions, facility management, marketing, enrollment management and financial reporting systems.

EDD 8034 Foundations, Sponsored Research, and Collaborations in Institutional Development (3 Cr)
This course examines the history, development, and current status of institutional advancement programming in organizations. Current issues, challenges, and practices will be reviewed. Learners will be introduced to the functions contained within institutional advancement. Learners will analyze the status of institutional advancement in their own organization and compare it to several models that they will review in their studies. The linkage of institutional advancement to internal organizational functions will be studied.

EDD 8061 Targeting Our Students: The Dynamics of Student Services (3 Cr)
This course will introduce student affairs components, its theoretical underpinnings, and how it operates within institutions of education. Student affairs can be comprised of the offices of academic advising, admissions, athletics, financial aid, student development, student life and safety, student health, and in certain instances, student centers and bookstore oversight. The course will demonstrate how these offices seek to insure each student's sense of belonging and personal growth.

EDD 8110 Assessment Literacy (3 Cr)
This course is designed to address the need for instructional leaders and professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding.

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 Assessment Centered Curricular Design (3 Cr)
This practical course departs from traditional curricular design by focusing purposeful task analysis: Given a task to be accomplished, how do we get there? Professionals will be challenged to design curriculum only after operationalizing their goals or standards in terms of assessment evidence. It begins with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies? – Before proceeding to plan teaching and learning experiences. This course moves very quickly from the theoretical into the preparation of a field study product.

EDD 8113 Instructional Leadership (3 Cr)
The purpose of this course is to prepare students to identify high quality instruction, to diagnose instructional problems, and to prescribe appropriate strategies to improve instructional performance. Students will be expected to evaluate instructional practices and to give quality feedback. Students will be expected to be a "critical friend" in a community of practice that is designed to build the knowledge base for best instructional practices.

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 8119 Contemporary Topics in Instructional Technology and Distance Education (3 Cr)
Policy issues related to technology implementation and utilization are studied in this course. The role of the distance education and technology leader is examined using video based case studies. Special emphasis is on the practice of ITDE, and how the field is defined in a changing educational and training environment. Research related to barriers to the integration and adoption of instructional technology and distance education is analyzed and applied to the workplace. New content will be added as contemporary topics are identified.

EDD 8120 Perspectives in Instructional Technology and Distance Education (3 Cr)
Instructional Technology and Distance Education are examined and compared to other professions. A special emphasis is made on the impact of media and technology on teaching and learning. In order to understand the dynamic nature of the field, the literature of ITDE is analyzed as a basis for increasing the impact of instructional technology on education and training. National expert's positions on the status of the field are closely examined using videos, audios, and discussions. The impact of instructional technologies on schools and training organizations is studied in this course. Case studies dealing with various perspectives for implementation of distance education initiatives are examined using videos, audios and interviews.

EDD 8121 Advanced Instructional Design (3 Cr)
This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. **Prerequisites: EDD 8001, EDD 8124.**

EDD 8122 Professional Practice in ITDE (3 Cr)
Students in this course will examine the roles and responsibilities of individuals in the fields of instructional technology and distance education from the perspectives of K-12 education, higher education, business and industry, the military, and consulting. Through readings, discussions, activities, and presentations, students will better understand the scope of the fields while positioning themselves for employment and advancement.

EDD 8123 Advanced Applications in Instructional Technology and Distance Education (3 Cr)
This course deals with the examination of large scale distance education projects, including statewide technology and distance education initiatives. Special attention is directed towards the changed roles of students, teachers and the curriculum. Virtual schools and virtual training are studied. The study of leadership for online learning is included in this course. Technologies for distance education are examined with special emphasis on the use of video for virtual instruction.

EDD 8124 Theories of Learning (3 Cr)
This course provides a theoretical foundation for understanding how human learning occurs.
Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Key elements of student development are also included.

EDD 8125 Leadership Development through Theory and Practice (3 Cr)
This course examines theories that provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders of the 21st century. Application of theory to practice will be stressed.

EDD 8260 Linking Leadership to Brain Research (3 Cr)
The purpose of this course is to help leaders think and act more effectively. New brain research indicates that there are two primary modes of brain function: one brain area specializes in managing routine tasks, while another area excels at managing novel tasks and situations. While both left and right hemispheres are involved in most processes, each hemisphere has particular strengths in solving different challenges. Six specific domains of more right brain processing that are key for surviving and thriving in the new millennium will be analyzed. Students will assess strategies for putting this research into practice. Students will explore the concept of brain maps; investigate the three major brain barriers to improving institutional performance; and create a symposium to engage other education leaders in a process to design schools that allow the right brain to flourish.

EDD 8261 The Frontal Lobe as CEO of the Brain (3 Cr)
In this course, students will use research on the frontal lobe of the brain to develop critical leadership skills including goal setting, problem solving, decision making, foresight and insight. Students will demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation through a variety of class activities and will conduct an evaluation and provide recommendations for how their own organizations can increase productivity. Students will be able to develop and utilize strategies for increasing the body-brain system's capacity for sustained focus and follow-through so that plans can be implemented.

EDD 8262 Leading Change and Transforming Performance with Neuroscience (3 Cr)
This course builds upon the knowledge gained in previous classes related to brain research and technology, thus, is designed to encourage each student to integrate prior learning into a new paradigm of leadership. In this course, the concept of "whole brain" thinking, teaching, and learning will be used as a framework to: (a) examine personal leadership styles; and (b) effect institutional change at the levels of self, teams, and the overall organization. Reference will be made to how people think to improve performance with a brain-based approach. However, through analyses of whole brain technologies, students will be challenged to question common assumptions regarding the role of a leader in schools, as well as the roles of all stakeholders (e.g., faculty, staff, and others) within the learning organization. Students will apply whole brain thinking to examine leadership in the contexts of both first-order change (i.e., fine tuning what exists; and second-order change, and transforming ways in which stakeholders think, act and produce results).

EDD 8263 Leading for Engagement (3 Cr)
Students will learn how to apply current research-based understandings of the brain's limbic system to increase levels of motivation and engagement and achieve higher levels of individual and organizational performance. Students will learn and apply key factors to improve engagement including clarity of expectations, necessary resources, recognition, respect, and opportunities to learn. Students will use the skills of authentic and resonant leadership with tools such as mindfulness, hope, compassion, and managing social distance with more skill to increase the level of engagement among those they lead as well as community stakeholders. Using these skills and strategies, leaders will energize staff and stakeholders to develop and implement an initiative that increases student motivation and attention, drawing out the talents of adults and children within the schools they lead.

EDD 8264 Leading for Learning Symposium (3 Cr)
Using cognitive strategies critical for the global knowledge economy, students will design and implement an initiative to help lead schools that teach the cognitive skills necessary for academic success. These include critical thinking and problem solving, leading by influence, cognitive agility, initiative, effective communication, analyzing information, and imagination. Students will apply, teach, and lead others in teaching these skills to complete the culminating project for the Brain-Based Leadership Minor. **Prerequisites: EDD 8260, EDD 8261, EDD 8262, and EDD 8263.**

EDD 8401 Special Education Law and Policy (3 Cr)
This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in state legislation with particular emphasis on school practices in special education.

EDD 8402 Families, the Law, and Exceptionalities (3 Cr)
Course Description: This course focuses on laws and policies that apply to individuals with disabilities across the lifespan. Various models will be reviewed including those that inform personal perceptions of individuals with disabilities and the relevance of these models on policy and service delivery. Additionally, disability laws, particularly the ADA (Americans with Disabilities Act), and the caselaw interpreting such laws will be examined; how such laws and cases support or fail to support the core principles of disability policy will also be discussed. Further, disability policy and the core principles comprising these policies will be analyzed through the development of guideposts. Finally, the impact of the self-determination and self-advocacy movements on disability policy and the delivery of services to the disabled will be discussed.

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)
The purpose of this course is to contribute to the development of special education leaders who are equipped to think and act more effectively for the benefit of individuals with disabilities, families, and the organizations that serve disability populations. Students will examine the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services, with particular emphasis on the role of the special education leader within such organizations. Students will research the development, implementation, and evaluation of effective program designs, and the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of federal legislation, as well as state and local regulatory policies and procedures, on the development and implementation of effective programs will be addressed.

EDD 8405 Collaboration and Consultation (3 Cr)
This course is designed to equip students with the knowledge and skills required to conduct effective collaboration and consultation activities among professionals from school agencies, parents and families, and individuals with disabilities. General theories,

methods and techniques for collaborative problem solving, program planning, and shared decision-making will be examined through course materials and related experiential activities.

EDD 8406 Transition, Career Development, and Independent Living (3 Cr)
The course will focus on the strategies and methodologies professional need to devise and implement intervention plans that assist individuals with disabilities and their families in planning for post-secondary life. Participants will examine the practices and procedures fundamental to successful transition, as well as the challenges, issues, and trends pertaining to the development of independent living, occupational and vocational skills, and interpersonal skills.

EDD 8407 Assessment and Evaluation of Special Needs: Cognitive Domains (3 Cr)
This course will emphasize the acquisition of the skills and knowledge needed to analyze and interpret measures of cognitive and academic development. In addition, the course will cover the skills professionals need in order to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration and uses of cognitive and academic assessment instruments will be reviewed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placement, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring and interpretation of various cognitive and educational instruments will be provided.

EDD 8408 Assessment and Evaluation of Special Needs: Behavioral and Clinical Domains (3 Cr)
This course will emphasize the acquisition of the skills and knowledge needed to analyze and interpret measures of behavioral/emotional development and the abilities professionals need to make informed decisions regarding special education services and placements for individuals with disabilities. The selection, administration and uses of behavioral and clinical assessment instruments will be discussed, with an emphasis on the use of both quantitative and qualitative data for the purposes of making referral, placements, and programmatic decisions regarding service delivery for individuals with disabilities. Practice in the administration, scoring and interpretation of various clinical and behavioral instruments will be provided.

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.

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 these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

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, students use a variety of sources, including other students. Through teaching and learning, students move toward a greater understanding of their roles as educational leaders in the American political and policy arenas.

EDD 8434 School Law (3 Cr)
This course will focus on the major areas of school-related litigation (such as First, Fourth. Fifth, Eighth, and Fourteenth Amendment Rights, Title VII, Title IX, IDEIA, 504/ADA, NCLB, and related technological issues) and the implications of court rulings for school leaders, teachers, and related changes in policy affecting the school environment. School leaders will examine current federal and state laws as they apply to school districts, school settings, personnel, and other entities. They also will learn to deal in legally defensible ways with school- and community-based situations without fear. This course will provide school leaders with the requisite knowledge, skills and dispositions to remain current with school related law and policy issues and equipped with substantial knowledge to positively and ethically impact the lives of the personnel for whom they are responsible.

EDD 8442 Ethics and Social Responsibility (3 Cr)
Leaders are regularly called upon to make ethical judgments. This course will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current ethical issues for professional learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework.

EDD 8443 Leadership Communication (3 Cr)
This course will allow you to gain a deeper understanding of the unique nature of leadership communication. The course will be based on a communications model that suggests that all communication can be broken down into three basic components (i.e., the content of communication, the processes of communication, and the relationships between the sender and receiver of information). You will experience the particular communication processes leaders need to embrace and the special relationship issues that leaders need to consider. A variety of relevant issues will be addressed, including communication and cultural competence, diversity, organizational culture, technology (i.e., virtual leadership and the use of virtual teams), and collaborations and alliances.

EDD 8460 The Principal and School Leaders (3 Cr)
This course will focus on individuals who are planning to enter the field of K-12 school administration. The perspective of school-based administrators will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the school level; developing a school culture that promotes learning; establishing a safe learning environment; promoting family and community involvement; promoting high ethical standards and integrity; and an understanding of schools in the larger political, social, economic, legal and cultural context of society, promoting the integration of technology into the operation of the school, and diversity as they relate to school leadership. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDD 8461 The Superintendent and District Leaders (3 Cr)
This course will focus on individuals who are planning to enter the field of K-12 school administration at the central office of a district. The perspective of superintendents and district leaders will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout the district; promoting family and community involvement at all levels of the district; promoting high ethical standards and integrity; and an understanding of the district in the larger political, social, economic, legal, and cultural context of society will be explored. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

EDD 8462 Reflection and Vision for School Leaders (3 Cr)
This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the school-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a school-level vision; a positive school culture; the issues involved in the management of a school building; the collaboration between the school and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school.

EDD 8463 Reflection and Vision for District Leaders (3 Cr)
This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the district-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a district-level vision; a positive culture for a school district; the issues involved in the management of a school department; the collaboration between the school district and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school district.

EDD 8472 Human Resource Development (3 Cr)
This course provides the principles of human resources and administrative supervision techniques for educational institutions, administrative offices, public and private organizations, and associations. Topics include skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting and time management toward effective objectives and organizational goals. Focused areas include job performance, employee development, management of a diverse work force, employment law, harassment and health issues and disabilities and discrimination in the workplace.

EDD 8490 Culture of Urban Schools (3 Cr)
This course will analyze group relations, acculturation, and educational policy from different theoretical perspectives as they relate to the transmission of culture in educational settings especially in terms of values, roles, and the implication for equality of education opportunities and social status. The impact of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs and the evolving patterns of intergovernmental cooperation and conflict within metropolitan regions would be analyzed. Students will study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education.

EDD 8491 Economics of Urban Education (3 Cr)
This course will focus on the theories and principles of the economics of education; the economy in urban settings; and models, practices, and theories for developing partnerships between schools, universities, community based groups and agencies, and neighborhoods. The focus will be upon the analysis and underpinnings of the community and regional economic structure and development. Students will study administrative policies and planning related to the economics of urban education.

EDD 8492 Educational Policy and the Politics of Urban Education (3 Cr)
This course will focus on theories and empirical research about the social structure and political dynamics of urban areas. Students will study educational policies and politics and subsequent implementation as the intended and unintended consequences of many processes: ideological, social, judicial, scientific, economic, and ethical. Within the context of each issue, potential policy alternatives will be identified and actual policy and implementation decisions studied.

EDD 8493 Historical Context of Contemporary Urban Schools (3 Cr)
This course will utilize the leading thinkers and milestones as the basis for an analysis of urban development and urban life. Students would explore the emergence and transformation of urban educational institutions—public and private, inclusive and selective, fee-paying and free, religious and secular—out of the dynamic interplay of individual, group, and larger scale intellectual, social, political, and economic factors. The history of the impact of federal, state, local government policies, changing economic conditions, and judicial decisions that have shaped urban education in the post-Brown era in America on these relationships will be discussed.

EDD 8494 Teaching, Learning, and Curriculum in Urban Contexts (3 Cr)
This course will examine the relationships through which knowledge is constructed and communicated in urban schools. It would focus on pedagogy as a set of relationships among teachers and students mediated by culture, history, learning theories, assumptions about childhood and adulthood, and assumptions about knowledge and ignorance as they relate to urban education.

EDD 8498A Educational Leadership Internship for School Leaders (6 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with individual state standards.

EDD 8498B Educational Leadership Internship for School Leaders (0 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with individual state standards.

EDD 8498C Educational Leadership Internship for School Leaders (0 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with individual state standards.

EDD 8499A Educational Leadership Internship for District Leaders (6 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with individual state standards.

EDD 8499B Educational Leadership Internship for District Leaders (0 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with individual state standards.

EDD 8499C Educational Leadership Internship for District Leaders (0 Cr)
This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with individual state standards.

EDD 8510 Leading in a Learning Organization (3 Cr)
This course explores characteristics of learning organizations and their organizational cultures. Students will learn that learning organizations are very different from other enterprises. They are forward-looking, nurturing, flexible, and safe. Creating a learning organization takes great effort on the part of the leader and all other constituents. It also takes special kind of commitment, much energy and an abundance of resources. Systems thinking, continuous learning, empowerment and teamwork are among the major elements that make learning organizations successful. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. Creating a learning culture takes transformational leadership, tolerance, understanding and 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 8570 Principles and Theories of Organizational Development (3 Cr)
Course Description: 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 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 Human Resource Development practices in a specific organization and recommend improvements based on current and emerging leadership practices in HRD.

EDD 8574 Strategies and Practices for Organization Outcomes Evaluation (3 Cr)
This course provides an in-depth examination of organizational return on investment in employee training and development. Participants will evaluate organizational training practices and calculate the extent to which Human Resource Development practices used by the organization have been effective in enhancing organizational performance. Participants will also create enhanced training plans based on determination and analysis of objective criteria related to organizational return on the training investment. Participants will design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development.

EDD 8601 Human Services Leadership: Administration, Management and Policy Development of Human Services Agencies and Programs (3 Cr)
This course focuses on leadership dynamics of administrators, managers and directors in the human services field. Emphasis is on analyzing and evaluating the wide variety of human service organizations at the community, state, national and international levels with a view to assess just how well they support consumer (i.e. patient) and family participation. Course study will include leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community settings and with collaborative community partnerships. Effective administrator/leader strategies, such as policy development and evaluation, influences of cultural and political diversity as well as socioeconomic differences, will be emphasized.

EDD 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)
The character and qualities of each human services organization are unique to the community in which it is placed and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. The incorporation of community members as human resources and the dynamics of community partnerships will be analyzed.

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)
This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging human service administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration.

EDD 8606 Special Topics in Human Services (3 Cr)
This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging human service administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration.

EDD 8611 Best Practices in Programs for Young Children: Pedagogical Applications (3 Cr)
This course will focus on current policies and practices for children from birth through age eight. Criteria for and issues in early childhood services are examined from the perspective of both local and international programs. The theoretical foundations for program development, curriculum, assessment, and individual interventions are discussed. Participants engage in reviewing program policies and practices, and field experiences are integrated into the course.

EDD 8612 Critical Issues in Early Childhood Education in the Global Village (3 Cr)
This course examines current issues and trends impacting behavior, health and the development of children and youth within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, special needs, families and services. Field experiences are integrated into this course.

EDD 8613 Families, Children, and Communities in a Multicultural and Diverse Society (3 Cr)
This course focuses on the role of families on child development from the perspective of multicultures. The role of culture and how it shapes families' views on child rearing practices are investigated. Students will examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated.

EDD 8614 Current Trends and Issues in Curricular Theory in Early Childhood Education (3 Cr)
This course will examine recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum Selected models and approaches appropriate for children from birth to age eight are investigated. Field experiences are integrated into this course.

EDD 8615 Child Advocacy: Social Concerns in the Global Context (3 Cr)
During this course, doctoral students will examine the role of child advocacy from the perspectives of local, national, and global communities. The rationale for advocacy efforts will be explored through selected case studies. Students will engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others) and in identifying and proposing ways to respond and resolve the problems affecting children.

EDD 8616 Cultural Perspectives and Influences on Child Development (3 Cr)
This course is a study of budgeting and accounting functions necessary for planning and administering school budgets. Course topics include budget calendar, sources of revenue, short-term and long-term projections (revenue, expenditures, enrollment, etc.),

salary calculations, and budgeting presentations. Students will develop, analyze and critique their local budgets or date from other school district budgets.

EDD 8750 School Business Management (3 Cr)
This course examines current and emerging philosophies and practices of organizational development (OD). Course participants will analyze, compare, and contrast specific quantitative, qualitative, and process-based approaches to OD in organizations. Further, participants will examine strategies and practical techniques related to consulting opportunities and challenges. Participants will then create an OD intervention proposal which describes the OD problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the OD intervention, and specific evaluative measures to assess the effectiveness of the OD intervention.

EDD 8751 Operational Planning and Budgeting in Schools (3 Cr)
This course is a study of budgeting and accounting functions necessary for planning and administering school budgets. Course topics include budget calendar, sources of revenue, short-term and long-term projections (revenue, expenditures, enrollment, etc.), salary calculations, and budgeting presentations. Students will develop, analyze and critique their local budgets or data from other school district budgets.

EDD 8752 Accounting, Auditing and Reporting for School Districts (3 Cr)
This course develops the necessary skills for school district accounting, auditing and reporting functions. It is designed to familiarize candidates with the budgeting process—its purposes, utilization measurement, and legal requirements to ensure public trust. Students will become familiar with accounting, auditing, and reporting practices within the educational settings. Specific topics will include school fund accounting, budgeting integration, types of audits (internal, external, and performance audits), procurement of audit services, and, state and federal reporting codes.

EDD 8753 Facility Operations Management (3 Cr)
This course includes topics on physical plant planning, budgeting for capital outlay, accountability for capital resources, maintenance of physical plant, indoor air quality, and safety and crisis management. Effective and efficient facility management contributes to the educational environment in which instructional programs are delivered. Topics include developing facility plans, funding sources related to construction and the bond process, preventive school maintenance, environmental assessment and resource management. Students will obtain knowledge of the critical role of physical environment toward the support of instruction and effective administration within the largest single investment for a school district.

EDD 8754 Maintenance and Operation of Ancillary Services in School Systems (3 Cr)
This course is designed to introduce the student to several support areas of education: technology, risk management, food service, transportation, security and human resources. The scope of responsibilities of these areas will be discussed along with the potential fiscal impact on the educational program. Funding sources, expenditures, and recent trends will be examined and discussed.

EDD 8755 Advanced Budgeting, Planning and Evaluation in Schools (3 Cr)
This course is designed to help students to obtain the competencies required for the Association of School Business Officials' Meritorious Budget Award (MBA) program. Budget developers will learn to apply the MBA criteria to their own school district's budget. Topics include executive summaries, budget organization, financial presentation, related budget information, glossaries, and appropriate appendices. Students will achieve the criteria to become budget review.

EDD 8760: Governance in Charter Schools (3 Cr)
This course is designed to provide educational leaders in charter schools an understanding with the knowledge and skills necessary to work effectively with a charter school board, local school board and other groups that are critical to the success of a school district as well as the legal framework of charter school education at the national, state, and local levels. A study of the impact of, and

EDD 8761: Charter Schools and Democracy: Parental Choice (3 Cr)
This course is designed to provide educational leaders in charter schools an understanding of the history of public and independent education in the United States: specifically pertaining to parental choice. Charter schools grew out of the demand for better choices for families regardless of income. Quality charter schools have become a lightning rod for school choice proponents and opponents, but these schools have also become a permanent part of the educational landscape relationship between, constitutional law, statutory law, administrative law, and judicial law that influence the operation of quality charter schools will be a major focus of the course.

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, which links theory with research and practice, in the areas of symptomatology, interventions, and outcomes, will be examined. The effects of autism on family systems will be explored through both stories of family members and the research literature.

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 transdiciplinary 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 student 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 9001 Advanced Perspectives on Literacy Issues (3 Cr)
Students will critically analyze current perspectives on literacy issues. These include social, cultural, political, economic, scientific and technological developments. Students will demonstrate understanding of ways in which these issues define curriculum, instruction, and assessment.

EDD 9002 Reading Theory: Research and Practice (3 Cr)
This course introduces students to a myriad of literacy practices and teaching ideas that are the hallmarks of effective teachers. The course also emphasizes the latest research, scientifically-based evidence and theory that support the practices**.**

EDD 9003 Advanced Seminar in Foundations of Reading Education (3 Cr)
Students will comprehensively examine historical and current theories and practices of reading instruction. They will analyze and evaluate perspectives for instruction and policy based on contemporary theory and research.

EDD 9004 Teaching Reading in Multicultural Classrooms (3 Cr)
Students will examine critical issues, problems, and perspectives involved in teaching reading in multicultural and other diverse mainstream classrooms. They will be able to define problems and propose and incorporate solutions when teaching to a heterogeneous audience.

EDD 9005 Literacy Across the Curriculum (3 Cr)
At the conclusion of this course, students will be able to demonstrate understanding of the reading process and culture's effects on learning. They will explore student engagement and motivation and develop literacy strategies for subject-specific instruction to diverse learners.

EDD 9006 Reading Intervention: Research and Practice (3 Cr)
In this course, students will understand the importance of early (birth through eight) learning environments and how they affect later performance. They will be able to identify instructional practices and appropriate assessments that fit within the guidelines of Response to Intervention. This will enable them to catch struggling readers early and address their weaknesses before they enter the upper grades.

EDD 9007 Research and Practice in Literature for K-12 Classrooms (3 Cr)
Students will be engaged in extensive review of current and classic literature and will be able to select and evaluate children's literature. Students will also develop practical activities for the classroom that are aligned to IRA and NCATE standards. They will also explore sensitive and contemporary issues.

EDD 9008 Literacy Assessment in K-Grade 4 (3 Cr)
This course sensitizes students to the need to make assessment a natural part of the instructional cycle. Students will also become knowledgeable about both formal and informal assessment tools and when and how to use them.

EDD 9100 Leadership (3 Cr)
This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process.

EDD 9100L Leadership (6 Cr)
This course focuses on strategic leadership and its influence for organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. This results in the creation of action plans for restructuring organizations. **This course is taught only in Spanish.**

EDD 9100S Simulation (3 Cr.)
This course focuses on strategic leadership and its influence on organizational effectiveness which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process.

EDD 9200 Trends and Issues (6 Cr)
This course focuses on the study of significant, current trends and issues that impact society and the individual on both a national and global level. Emphasis is placed on critical review of trends and issues affecting (a) social process: culture socialization and change; (b) institutions: political, economic, educational and religious; and (c) social structures: social stratification, ethnic, race, and gender relations. Students will examine a variety of issues through reading, research, case study analysis, and problem-based learning. All course activities provide opportunities to learn, to develop informed opinions and formulate logical, coherent arguments.

EDD 9300 Methods of Inquiry (6 Cr)
The purpose of this core course is to train doctoral students in the use of the scientific approach in educational and human service research, to ensure informed decision-making grounded in empirical research. After receiving training on the utilization of library database applications and various research methodologies, students will develop the elements of a research proposal, based on a problem in the workplace or field of interest, a related annotated bibliography, and a description of the methodology appropriate to conduct the study. While in the course, students will be expected to complete the online CITI training modules, a requirement for research submitted for Institutional Review Board (IRB) approval. Upon completion of the course, students should maintain the tools necessary to complete their Concept Paper, the first of three benchmarks in the NSU/FSEHS dissertation process.

EDD 9650 Behavioral Principles and Concepts (3 Cr)
This course will focus on the basic concepts underlying the application of applied behavior analysis. History of the development of ABA as a science, its relationship to education and psychology, and an overview of the present applications of ABA provide an introduction to the application of ABA in a variety of settings. The majority of the course will focus on the basic underlying principles of ABA upon which all more advanced assessments and applications are based.

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.

EDD 9991 The American Community College (3 Cr)
This course will introduce the history and development of the community college, the mission and vision of those within the community college setting, and the success and obstacles associated with community college administration within the American system. Students will examine and describe the importance of governance in administration; supervision, and leadership within the community college system. Discussions will include strategies for change and new directions for community colleges in the twenty-first century.

EDD 9992 Community College Leadership and Change (3 Cr)
This course would provide and/or enhance the present knowledge, skills, and abilities of executive leadership within community college education. Students will examine leadership practices and styles of leadership focusing on community colleges and analyze the roles, responsibilities, styles, and differences of the present day leaders and administrators. Topics would include discussion on relationships with the community, governmental administrators, financing, and public policies within the community.

EDD 9993: Improvement of Instructional Strategies within the Community College (3 Cr)
This course focuses on the application of instructional strategies and technology within the community college system. Emphasis will focus on the discussion of curriculum development delivery systems, such as off-campus and online instructional strategies. Other topics include curriculum improvement, course planning and organization, diversity, teaching methods of onsite and on-line students, adult education, and innovative instructional technologies.

EDD 9994: Globalization of the Community College (3 Cr)
Globalization in community colleges is becoming a crucial foundation in education with the emergence of information and the knowledge-based society. The focus of this course is to provide the community college administrators with innovations and best practices on guiding international programs on campus and off campus as well as Internet web-based education. Diversity, instruction, curriculum and promotion alliances with international colleges will be studied to determine best practices in extending and improving global programs. This course will promote a greater understanding of global and educational development issues with the community college framework when formulating alliances and joint ventures with international and foreign educational institutions.

EDL 669 Educational Leadership Internship (3 Cr)
This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of the educational leader.

EDL 7110 School District Management (3 Cr)
This course is divided into two major discipline areas: School plant planning and personnel negotiations. School plan planning offers a comprehensive review of facility plans. The participants will have a clear understaning of each step it takes in planning a school facility. The second area deals with the legislative history of c ollective bargaining and the responsibilities and regulations of all involved agencies. Acts 195 and Act 88 are ingredients in this particular course. Helpful hints will be shared in preparing the successful negotiations.

EDL 7120 Social and Psychological Foundations of Education (3 Cr)
This course will begin with an integrated presentation of basic social and psychological principles related to education. These will then be discussed in connection with current educational issues: Equity, the development of values, "systemic reform," evaluating student competence, policy alignment, and so fort. Finally, these issues, and their underlying principles will be debated with respect to ongoing arguments and recommendations regarding effective school improvement.

FSC 8000 Fischler Summer Conference for Global Leadership, Learning, and Research (0 Cr)
Required research and other classes will be held at the Conference for Global Leadership, Learning & Research for one week during the month of July. All of these events will offer unique opportunities for both individual and collaborative learning with a national and international network of faculty, students, and colleagues.

FSC 8005 Summer Conference – Returning Students (0 Cr)
Designed Specifically for students who have already attended the mandatory FSC 8000 required of all first year doctoral students and who wish to return for additional knowledge regarding the applied dissertation process. Targeted sessions will be held on the dissertation benchmarks, commonly used methodologies, and special interest group round tables.

ITDE 7001 Foundations of Leadership and Management (3 Cr)
An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace and learning organization, and leadership in practice.

ITDE 7005 Instructional Media (3 Cr)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media.

ITDE 7006 Foundations of Instructional Technology (4 Cr)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media.

ITDE 7007 Foundations of Distance Education (3 Cr)
An introduction to distance education. Major 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.

ITDE 8001 Introduction to 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.

ITDE 8002 Instructional Development and Delivery (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.

ITDE 8005 Introduction to Instructional Systems (4 Cr)
An advanced course examining the application of learning theories in instructional systems. Major topics include contemporary learning theories in education; research of educational and instructional theories; the application of learning theories in educational practice; and the construction of a personal learning theory.

ITDE 8006 System Analysis and Design (3 Cr)
An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system.

ITDE 8011 Leadership and Empowerment (3 Cr)
This course builds upon the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, moral frameworks for leadership and decision-making, and a synthesis of leadership development.

LDR 8511 Latin American Education in Today's World (3 Cr)
This course is designed to familiarize students with current issues in education that are affecting Latin American schools. Issues particular to the Dominican Republic and other Caribbean nations will be discussed and explored looking for common answers. Students will be presented with possible solutions being tried in America in order to compare and look for commonalities in their resolution. Each participant will present an issue of concern and a possible resolution based on researched methods or successful program adaptations.

NSG 7000 Theory Development for Nurse Educators (3 Cr)
This course examines the nature of nursing knowledge and the development of its underpinnings. Selected approaches to concept/theory development, analysis, and evaluation are examined and applied. Explores the linkages between theory, research and practice in the development of nursing knowledge. This course prepares students to select a theoretical framework for testing in their dissertation.

NSG 7120 Health Care Policy (3 Cr)
This on-line course provides present and future nurse leaders with an understanding of health policy as it relates to health care delivery and nursing practice. This course will analyze health policy environments and the rules, structure and settings where policy is developed, as well as the political, economic, technological, national and global environments within which each setting operates. The students will analyze the interaction of the primary health policy individuals or groups including the health care purchasers, health care providers, third party payers, consumers, special interest groups, and professional organizations. Students will assess the atmosphere in which policy is created and how compromise and bargaining shape policy decisions. Throughout the course, current policy initiatives involving health care delivery and nursing will be analyzed. The role of educational, political and organizational healthcare leaders in the change process and in the formation of health care policy decisions will be a theme throughout this course.

NSG 7140 Theories of Education for Nursing Science (3 Cr)
This course is designed to enhance the student's knowledge and application of educational theory. The relationship between nursing theory and educational theory is explored. Methods to test educational theories will be evaluated.

NSG 7150 Instructional Design and Curriculum Development in Nursing Education (3 Cr)
This course examines the process of curriculum development from faculty and administrative viewpoints. The relationship of learning theory to curriculum and instructional design will be explored. Curricula will be analyzed within the context of accreditation standards and program evaluation process. Instructional design models are assessed for applicability to a nursing course. A method to generate evidence related to instructional strategies is developed.

NSG 7210 Evidence Based Evaluation for Nursing Education (3 Cr)
This course focuses on the exploration of the state of evaluation in today's educational settings as they relate to nursing education. Critical assessment of issues related to evaluation in various educational environments is included. The integration and utilization of various evaluation methods in the curriculum is studied. Students will analyze, synthesize and propose research on assessment and evaluation in nursing education.

NSG 7220 Higher Education Leadership in Nursing (3 Cr)
This online course focuses on a variety of topics of importance to nursing leaders in higher education. Students will examine the leadership demands specific to the higher education environments as well as personal application of these concepts. The structures and functions of college and university settings of all kinds will be explored. Students will investigate multiple dimensions of academic excellence including faculty, students, administrators, programs and curricula, teaching and evaluation methods, and resources. These key components will be discussed in the context of educational accreditation. Current issues affecting higher education will also be discussed.

NSG 7240 Tests and Measurements in Nursing Education (3 Cr)
This course is designed to enhance the student's knowledge and application of sound measurement principles and practices for assessing learning outcomes and evaluating and conducting research in nursing education. Students will analyze the relationship between research, practice and psychometric issues. The course will provide a theoretical and practical foundation for choosing tests and measurements data available to applied researchers.

SLPD 7000 Technology and Instrumentation in Communication Sciences (1 Cr)
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 for management of clients and for business issues.

SLPD 7030 Gerontology (2 Cr)
This course will provide students with an overview of gerontology. The older adult population often present with complex, interacting issues. Thus, a holistic approach to patient care will be considered, encompassing biological, social, psychological, and cultural aspects related to aging. Analysis of day-to-day functioning of the aging patient will be covered. An emphasis will be placed on differentiation between normal aging processes and pathological changes related to speech pathology and communication disorders. Learning will take place via class lectures and discussions, experiential exercises, written case studies, student presentations and panel discussions. Discussion of ethical issues related to aging will augment the learning process.

SLPD 7040 Supervision (3 Cr)
The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical applications. The impact of cultural diversity on supervision will be addressed.

SLPD 7060 Genetics (2 Cr)
This course will provide students with an overview of genetics. 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

SLPD 7070 Pharmacology (2 Cr)
The goal of this course is to introduce the student to the advanced science and clinical pharmacology that impacts the practice of Speech Language Pathology. The clinical use and understanding of the pharmacodynamics, pharmacokinetics, and the potential positive and negative outcomes of medications will be emphasized Lectures, videos and hands-on learning activities will be explored during the course. Doctoral candidates will learn the general principles of drug action, particularly as related to communicative functions. 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 will be presented.

SLPD 7075 Counseling (2 Cr)
Emphasis on counseling approaches for use with clients with communication disorders and/or 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 audiological and/or speech-language problems.

SLPD 7080 Business Management and Leadership (2 Cr)
Doctoral candidates will learn basic management and leadership 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. Topics to be addressed include leadership, service delivery, financial management, standards and compliance, quality and performance improvement, technology, personnel management, marketing and advocacy.

SLPD 7200 Neuroscience/Neuropsychology and Communication Disorders (3 Cr)
Neurological foundations of speech-language and cognitive disorders will be presented. The emphasis will be a study of neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 Advanced Seminar in Pediatric Development (3 Cr)
Theories and applications of cognitive, social, psychological, and cultural development of children and adolescents will be examined. Current thinking will augment classical theory. Application of current thinking, as well as therapeutic, teaching and care giving practices stemming from these ideas will be stressed.

SLPD 7220 Advanced Seminar in Voice and Swallowing (3 Cr)
Advanced Seminars in Voice and Swallowing is a doctoral level course exploring best practices in voice and swallowing disorders. This course is not designed to develop voice and swallowing clinicians nor is it designed to impart the full breadth of information

available in the areas of voice and swallowing disorders. Rather, this course is designed to reacquaint students with the specialty areas of voice and swallowing disorders that were taught to them at the master's level, expand their knowledge base of best practices in voice and swallowing disorders, and develop a working sense of the scope of practice in voice and swallowing.

SLPD 7250 Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 Cr)
This study area provides a discussion of the critical issues in augmentative and alternative communication and assistive technology, with a focus on self-determination, family-centered practices, and AAC outcomes. Hands-on experience with non-electronic communication displays, various input devices, and low-tech communication devices, as well a high technology voice output communication aids will be presented. Current issues in ethics, funding, and the impact of culture on AAC are presented. A discussion of recent trends and future needs as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

Fischler School of Education and Human Services

International Programs

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings, as long as they meet the established admission requirements for that specific program of study.

Master of Science in Education

The Graduate Teacher Education program offers international students the opportunity to earn a M.S. in Education in various specialization areas. These M.S. in Education programs are noncertification programs designed to bring the innovative and flexible teaching style of the Fischler School of Education and Human Services to the international community. These programs are offered through the Graduate Teacher Education Program, as such, unless otherwise stated, all GTEP policies apply to students enrolled in these programs.

This program is currently offered to students in the following locations:

Athens, Greece (Teaching and Learning Specialization)

Freeport and Nassau—Bahamas (Teaching and Learning Specialization)

Kingston, Mandeville, Montego Bay, and St. Ann—Jamaica (Teaching and Learning Specialization and Exceptional Student Education Specialization)

Worldwide, online (Teaching and Learning Specialization, Teaching English as a Foreign Language Specialization)

Worldwide, online through ECIS partner schools/universities (International Education/ECIS)

Italy-M.S. in ITDE (in cooperation with the University of Rome-La Sapienza)

Ecuador-M.S. in TEFL (in cooperation with Universidad Técnica Particular de Loja)

Portugal- M.S. in ITDE (in cooperation with Universidad Fernando Pessoa)

Articulation Agreements with
Via Lingua-Italy
London Teacher Training College (LTTC)-London, England
St. Giles- San Francisco-USA
Times Media-Seoul, South Korea
Fundacion Universitaria Iberamericana (FUNIBER)-Spain

Please check our Web site *http://www.fischlerschool.nova.edu/programs/intl/index.htm* for new international programs and their locations.

Additional Admission Requirements
The following are specific admission requirements for entry into the International Programs of the Graduate Teacher Education Program. Please see General Admission Requirements for additional admission information.

- **International applicants may be exempt from providing GRE scores.**

Programs of Study

Specialization Area: Teaching and Learning (Athens—Greece)
Noncertification Track (Major Code F750)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDU 502:	Psychological Foundations in Education (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	CUR 591:	Assessment and Evaluation (3 credits)
ETEC 602:	Technology and School Curriculum (3 credits)	EDL 510:	School Leadership (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
INED 500:	Comparative Intl. Education (3 credits)	EDU 6505:	Special Topics in Education I (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	INED 691:	Applied Research Practicum (Part I) (3 credits)
		INED 692:	Applied Research Practicum (Part 2) (3 credits)

Total Credits Required for Completion 36

Specialization Area: Teaching and Learning (Freeport and Nassau—Bahamas)
Noncertification Track (Major Code F750)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ETEC 602:	Technology and School Curriculum (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	TSOL 510:	Classroom TESOL, Theories and Strategies for Teachers (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
EDL 510:	School Leadership (3 credits)	INED 691:	Applied Research Practicum (Part 1) (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	INED 692:	Applied Research Practicum (Part 2) (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)		

Total Credits Required for Completion 36

Specialization Area: Teaching and Learning (Kingston, Mandeville, Montego Bay, St. Ann—Jamaica)
Noncertification Track (Major Code F750)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ETEC 602:	Technology and School Curriculum (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	TSOL 510:	Classroom TESOL, Theories and Strategies for Teachers (3 credits)
CUR 591:	Assessment and Evaluation (3 credits)	RED 575:	Contemporary Foundations of Reading: Research Perspective (3 credits)
EDL 510:	School Leadership (3 credits)	INED 691:	Applied Research Practicum (Part I) (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	INED 692:	Applied Research Practicum (Part 2) (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)		

Total Credits Required for Completion 36

Specialization Area: Exceptional Student Education (Kingston, Mandeville, Montego Bay and St Ann—Jamaica)
Noncertification Track (Major Code F515)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CUR 526:	Educational Research for Practitioners (3 credits)

ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)	ETEC 602:	Technology and School Curriculum (3 credits)
ESE 610:	Speech and Language Development and Disabilities (3 credits)	ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)
ESE 620:	Behavior Management of Exceptional Students (3 credits)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)	INED 691:	Applied Research Practicum (Part 1) (3 credits)
ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)	INED 692:	Applied Research Practicum (Part 2) (3 credits)
ESE 650:	Behavior Management of Exceptional Students (3 credits)		**Total Credits Required for Completion 36**

Specialization: Teaching English as a Foreign Language (TEFL)
Noncertification Track (Major Code F907)

Program of Study

Required Core Courses

EDU 5000:	Interactive Technology for Graduate Education (0 credit)
TEFL 515:	Curriculum and Materials Development (3 credits)
TEFL 530:	Technology in TEFL (3 credits)
TEFL 547:	Testing and Evaluation in TEFL (3 credits)
TEFL 569:	Methods of Teaching English to Speakers of other Languages (3 credits)
TEFL 580:	Second Language Learning (3 credits)
INED 500:	Comparative International Education (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)

***TEFL Elective Option A (Choose four of the following three-credit courses)* 12 credits**

TEFL 525:	Teaching English to Children (3 credits)
TEFL 535:	Teaching English to Adolescents and Adults (3 credits)
TEFL 563:	International Englishes: Historical Development and Usage (3 credits)
TEFL 562:	Sociolinguistics for TEFL Practitioners (3 credits)
TEFL 567:	Applied Linguistics for Teaching English as a Foreign Language (3 credits)
TEFL 575:	Structure of English (3 credits)

***TEFL Technology Elective Option B (Choose four of the following three-credit courses)* 12 credits**

TEFL 572:	Using Computers for Language Teaching (3 credits)
TEFL 573:	Introduction to Computer Assisted Language Learning (3 credits)
TEFL 574:	CALL for Curriculum Integration (3 credits)
TEFL 576:	Online and Distance Education (3 credits)
TEFL 577:	Web Design for Language Teaching (3 credits)

***TEFL University Partnership Option C* 12 credits**

Students will be allowed to transfer up to 12 credits earned for designated and preapproved courses taken at foreign universities who have entered into an articulation agreement with FSEHS.

***Field Experience* 3 credits**

TESOL 699:	Applied Professional Experience
Or	(3 credits)
TEFL 698:	International Applied Professional
Or	Experience (3 credits)
TEFL 697:	International TEFL Certificate (3 credits)

Total Credits Required for Completion 36

Specialization Area: International Education/European Council of International Schools (ECIS)
Noncertification Track (Major Code F586)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ECIS 501:	School and Society: Comparative Education Systems (3 credits)
ECIS 500:	Introduction to Media and Instruction (3 credits)	ECIS 502:	Theories of Learning (3 credits)
ECIS 503:	Classroom Management and Organization (3 credits)	ECIS 526:	Educational Research for Practitioners (3 credits)
ECIS 504:	Creativity in the Curriculum (3 credits)	ECIS 591:	Assessment and Evaluation (3 credits)
ECIS 505:	Appropriate Curricular Practices in Multicultural Settings (3 credits)	ECIS 602:	Technology and the School Curriculum (3 credits)
ECIS 506:	Curriculum and Instruction (3 credits)		

ECIS 699: International Teacher Leadership
Institute (6 credits)

Total Credits Required for Completion 36

Specialization Area: Spanish Language Education with a track in Teaching Spanish as a Foreign Language/Fundación Universitaria Iberoamericana (FUNIBER)
Noncertification Track (Major Code F520)

Program of Study

Core Courses

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)
LANG 530	Advanced Spanish Grammar and Composition I (3 credits)
LANG 545:	Peoples and Cultures of Spain (3 credits)
LANG 550:	Spanish Linguistics for Teachers (3 credits)
LANG 560:	Representative Spanish Authors I (3 credits)
LANG 580:	Foreign Language Methods (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)
LANG 699:	Applied Professional Experience (3 credits)

Track Courses (Offered by FUNIBER)

LANG 567:	Developing Language Skills and Learning Strategies (3 credits)
LANG 569	Sociolinguistics and Pragmatics (3 credits)
LANG 570:	Teaching the Lexicon in the Language Class (3 credits)
LANG 571:	Technology in Language Teaching (3 credits)
LANG 572:	Assessment and Evaluation (3 credits)
LANG 573:	Task and Project Based Learning in the SFL Class (3 credits)
LANG 574:	Materials Development for the SFS Class (3 credits)

Total Credits Required for Completion 36

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

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 working professionals who wish to improve teaching and training skills and for those who wish to become instructional designers, trainers, e-learning specialists, and media professionals. Graduates of this program will earn a Master of Science in Instructional Technology and Distance Education and will be prepared to obtain positions of leadership in education and training.

This program is currently offered to students in the following location: Greece

Program 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
Instruction is accomplished using a blended online/onsite model.

Program Admission Requirements
Please see General Admission Requirements for additional admission information.
- **International applicants may be exempt from providing MAT and GRE scores.**

Transfer of Credit
A maximum of nine semester hours of credit will be considered for transfer if (1) the credit was earned within 5 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.

Acceptance of transfer credit is not guaranteed. Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, submit associated course descriptions, and request that official transcripts be sent to the FSEHS Office of Student Services at 1750 NE 167th St.; North Miami Beach, FL 33162.

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.

Program Completion Timeline
The program (coursework and dissertation) is designed to be completed in five terms; however, students have a maximum of 6 years to complete the program. Students who are unable to complete all degree or program requirements within the established time frame will be dismissed from the program.

Graduation Requirements
Please refer to Graduation in the *General Student Information* section of the catalog to find degree completion requirements. Any specific program completion requirements can be located within the specialization, or contact an Academic Advisor.
To complete the M.S. in ITDE program a student must:

- Complete all coursework,
- maintain an overall 3.0 GPA,
- complete a capstone project
- complete all testing requirements for their given program
- apply for degree conferral, and
- meet all financial obligations to the university.

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

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 credits)	EDD8012:	Managing and Evaluating ITDE (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDD 8123:	Advanced Applications in ITDE (3 credits)
EDD 8124:	Theories of Learning (3 credits)	EDD 8001:	Instructional Design (3 credits)
EDD 7005:	Instructional Media (3 credits)	EDD 6000:	Portfolio in ITDE (3 credits)
EDD 8008:	Principles of Instructional Technology (3 credits)	ADS 8091:	Applied Dissertation Services (0 credit)
EDD 7007:	Principles of Distance Education (3 credits)	**Total Credits Required for Completion 33**	

Course descriptions for this program are listed in the Doctoral Course Descriptions section of the catalog.

Doctor of Education

The Doctor of Education Degree Program at the Fischler School of Education and Human Services of Nova Southeastern University prepares students for leadership and lifelong learning in the fields of education and human services. The doctoral program fosters in-depth application of knowledge and skills, inquiry and research, problem-solving, collaboration and communication, and professional development. The graduates of the doctoral program will be recognized leaders in the areas of educational leadership, health care education, higher education, human services administration, instructional leadership, instructional technology and distance education, organizational leadership, special education, and speech-language pathology.

This program is currently offered to students in the following locations: Malaysia, Singapore and Nassau, Bahamas

For program information, please refer to the Doctoral Programs section of the FSEHS catalog.

Program Admission Requirements

The following are specific admission requirements for entry into the Doctor of Education program for International students. Please see General Admission Requirements for additional admission information.

a. Official transcript from a regionally accredited institution indicating a conferred master's degree (minimum 3.0 grade point average is required).
b. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program.
c. Current employment or relevant work experience in field.
d. A test score report showing that the applicant received a raw score of 37 (scaled score 391–396) on the Miller Analogies Test (MAT), or a combined score of 1,000 on the verbal and quantitative sections of the Graduate Record Examination (GRE). **International applicants may be exempt from providing MAT and GRE scores.**
   Note: The test must have been taken within the past 5 years. If the score falls below the minimum requirement, the applicant must submit a rationale, in essay format, providing an explanation of why scores do not reflect the student's academic potential.
e. Applicants must complete a face to face or phone interview to determine eligibility into the program. **International applicants may be exempt from the interview.**

Doctor of Education in Instructional Technology and Distance Education (Major Code F701)

The mission of the Doctor of Education (Ed.D.) Program in Instructional Technology and Distance Education (ITDE) is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The program is designed for professional educators and trainers who work with learners from pre-kindergarten through the university level and with adults in all areas of business and industry. The courses are designed to improve the skills of the participants; therefore, students must be experienced in the education or training fields and in the use of technology.

The program supports the position of the Fischler School of Education and Human Services (FSEHS) and that of Nova Southeastern University (NSU) regarding the importance of ethical behavior and values in its students and faculty. The program infuses the concept of scientific ethics in its courses and promotes the ideas of international understanding and cooperation, especially as these ideas relate to education generally and distance education specifically.

The program is organized around several study areas: leadership and distance education, research and evaluation, media and technology, instructional design, system design, management and applications of instructional technology and distance education, technology trends and issues, and applied leadership. Students complete a doctoral-level applied dissertation.

This program is currently offered to students in the following locations: Mexico, Puerto Rico, Venezuela

Program 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 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 Ed.D. program in Instructional Technology and Distance Education is offered in a cluster-based format and delivered through a combination of face-to-face instruction and electronic delivery systems. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery. 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.

Instruction involves a combination of the following:
- Distance delivery methods including electronic mail (email), the Internet, compressed video, and state-of-the-art technology
- On-campus and on-site instruction with faculty during extended weekend sessions

Students must own a computer and be familiar with communication through the Internet and the World Wide Web, as well as maintain arrangements with an Internet service provider. Students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including word processing and online access.

Program Admission Requirements
The following are specific admission requirements for entry into the Doctor of Education program for international students. Please see General Admission Requirements for additional admission information.

a. Official transcript from a regionally accredited institution indicating a conferred master's degree (minimum 3.0 grade point average is required)
b. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program
c. Current employment or relevant work experience in field

Graduation 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 the applied dissertation, (d) complete all testing requirements for their given program, if

any (see Doctoral Enrollment Counselor) 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 that falls within the previous term. For example, students beginning coursework in the Winter 2009 term must attend a DSO within the Fall 2008 term, choosing the orientation date posted in either September, October, November, or December.

Applied Dissertation
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.schoolofed.nova.edu/arc* for more information about procedures, resources, and guidelines offered by the Applied Research Center.

Program of Study

Leadership and Distance Education
ITDE 7001:	Foundations of Leadership and Management (3 credits)
ITDE 7007:	Foundations of Distance Education (3 credits)

Research
EDD 9300:	Methods of Inquiry (6 credits)
ARC 8915:	Survey Research (3 credits)
ARC 8912:	Statistical Methods (3 credits)

Media and Technology
ITDE 7005:	Instructional Media (3 credits)
ITDE7006:	Foundations of Instructional Technology (4 credits)

Instructional Design
ITDE 8001:	Introduction to Instructional Design (3 credits)
ITDE 8002:	Instructional Development and Delivery (3 credits)

Systems Design
ITDE 8005:	Introduction to Instructional Systems (4 credits)
ITDE 8006:	System Analysis and Design (3 credits)

Management and Applications
ITDE 8012:	Managing and Evaluating Instructional Technology and Distance Education (3 credits)
ITDE 8013:	Applications of Distance Education (3 credits)

Technology Trends and Issues
ITDE 8009:	Trends in Instructional Technology and Distance Education (4 credits)
ITDE 8010:	Issues in Instructional Technology and Distance Education (3 credits)

Applied Leadership
ITDE 8011:	Leadership and Empowerment (3 credits)

Applied Research
ARO 8666:	Applied Dissertation Concept Paper – ITDE (2 credits)
ARO 8667:	Applied Dissertation Proposal – ITDE (5 credits)
ARO 8668:	Applied Dissertation Report – ITDE (5 credits)

Total Credits Required for Completion 66

The following is a Spanish translation of the ITDE program Information listed in the preceding pages.

Ed.D. en Tecnología Instruccional y Educación a Distancia

La misión del Doctorado en Educación (Ed.D.) en Tecnología Instruccional y Educación a Distancia es desarrollar líderes capaces de planificar, organizar, gerenciar, y enseñar efectivamente utilizando la tecnología de la instrucción en la aula de clases, en el trabajo, y en línea utilizando una variedad de sistemas electrónicos de transmisión. Los programas están diseñados para los educadores y entrenadores profesionales que trabajan con estudiantes a nivel de educación primaria hasta universitaria, y con adultos de cualquier área de negocios e industria. Los cursos están diseñados para mejorar las destrezas de los participantes; por ende, los estudiantes deben poseer experiencia en las áreas de educación o entrenamiento y en el uso de la tecnología.

El programa apoya la posición de Fischler School of Education and Human Services (FSEHS) y de Nova Southeastern University con respecto a la importancia del comportamiento ético y de los valores en sus estudiantes y profesorado. El programa infunde en sus cursos los conceptos de ética científica y promueve las ideas de entendimiento y cooperación internacional, especialmente cuando estas ideas se relacionan de manera general con la educación y de manera específica con la educación a distancia.

El programa está organizado alrededor de diversas áreas de estudio: liderazgo y educación a distancia, investigación y evaluación, medios y tecnología, diseño instruccional, diseño de sistemas, gerencia y aplicaciones de la tecnología instruccional y la educación a distancia, tendencias y problemas de la tecnología, y liderazgo aplicado. Los estudiantes desarrollan una disertación aplicada de nivel doctoral.

Este programa se ofrece en: México, Puerto Rico, Venezuela, Columbia, Costa Rica

Metas y Logros de Aprendizaje del Programa

Una vez culminado el programa, los graduados del Ed.D. estarán en la capacidad de demostrar:

- Habilidad en el uso de la tecnología para la evaluación, para la comunicación, para el acceso de la información, y para la toma de decisiones.
- Habilidad en la aplicación del conocimiento teórico, conceptual, y práctico adquirido en el estudio de los cursos para mejorar situaciones en el ambiente de trabajo.
- Entendimiento de los diversos componentes de la capacidad, la filosofía, los enfoques, y los estilos de liderazgo.
- Entendimiento de los aspectos históricos resaltantes y de los aspectos contemporáneos en su campo profesional.

Sistema de Transmisión Instruccional

El programa de Ed.D. en Tecnología Instruccional y Educación a Distancia es ofertado bajo un formato de grupo (cluster) y transmitido a través de una combinación de instrucción presencial y de sistemas de transmisión electrónica. Este formato se deriva de la misión del programa en brindar servicio a los estudiantes sin importar su ubicación, y de la firme convicción de que un programa centrado en la tecnología instruccional y en educación a distancia debe reflejar el uso de las tecnologías disponibles.

Durante el primer verano después de estar inscritos, los estudiantes deberán asistir a la Conferencia de Liderazgo Global, Aprendizaje, e Investigación (Conference on Global Leadership, Learning, and Research) cuya duración es de una semana.

La instrucción involucra una combinación de lo siguiente:

- Métodos de transmisión electrónica como el correo electrónico (e-mail), la World Wide Web, video, y tecnología de punta.
- Instrucción presencial con los profesores en el recinto universitario y en la localidad durante sesiones de fines de semana

Los estudiantes deben poseer un computador y estar familiarizados con la comunicación vía la Internet y la World Wide Web. Así mismo, los estudiantes deben obtener los servicios correspondientes de conexión Internet. Las conexiones a Internet usualmente se encuentran disponibles a través de universidades, sistemas educativos, redes de bibliotecas, o servicios comerciales de Internet.

Los aspirantes al programa de doctorado deben utilizar el tiempo entre su aplicación y el primer encuentro de clases para afinar sus habilidades en el uso de aplicaciones de computación, incluyendo el procesador de palabras y el acceso en línea.

Transferencia de Crédito

Un máximo de seis créditos de horas semestre será considerado para transferencia si (1) el crédito se obtuvo en un lapso de tres años durante el cual se realizó la petición para la transferencia, (2) el estudiante obtuvo el crédito como alumno matriculado en un programa de estudios doctorales en una universidad acreditada, (3) el contenido de los cursos solicitados para transferencia es equivalente al área de estudio de los cursos del programa, y (4) el estudiante obtuvo una calificación de A o B en cada uno de los cursos a transferir. No se otorgará ningún crédito por aprendizaje por experiencia o por cualquier otra forma de situación avanzada. Excepciones al número máximo de créditos permitidos para transferencia se harán solamente con la aprobación del Decano de Asuntos Académicos.

Aquellos aspirantes que deseen solicitar una evaluación de su previa escolaridad a ser considerada para transferencia de crédito deberán indicarlo en su aplicación, entregar las descripciones de los cursos en cuestión, y solicitar el envío oficial de sus calificaciones al Departamento de Servicios de Procesamiento e Inscripciones (Enrollment Processing Services Department, EPS).

Aquellos estudiantes que se encuentren inscritos en un programa de Ed.D. en FSEHS deberán solicitar y recibir aprobación previa por escrito de la oficina del Decano Asociado de Programas Doctorales antes de inscribirse en cualquier otro curso de la institución a ser sometidos para transferencia de crédito.

Programa Doctoral- Plazos de Terminación de Estudios (Regla de FSEHS 1.02)

Los estudiantes del Ed.D. tienen un máximo de siete años a partir del momento inicial de la inscripción para cumplir con todos los requisitos del programa. Al final de este periodo de siete años, aquellos estudiantes que aún no han culminado todos los requisitos del programa están sujetos a ser expulsados del mismo.

Aranceles de Servicios de Disertación Continuos- Ver la Regla FSEHS 1.1.2 para más detalles.

Requisitos para la Culminación del Programa

Para graduarse, el estudiante deberá (a) completar todo el trabajo académico y aplicar para el otorgamiento del grado, (b) mantener un promedio de calificaciones de 3.0 sobre 4.0 (c) completar la disertación aplicada, (d) completar todos los requisitos de evaluaciones del programa, si aplica (consultar a un consejero académico) y (e) cumplir con todas las obligaciones financieras de la universidad.

Orientación de Estudios Doctorales (DSO)

Previo al comienzo del trabajo académico de cursos doctorales, se requiere la asistencia a la Orientación de Estudios Doctorales (Doctoral Studies Orientation, DSO). Los estudiantes deben inscribirse en el curso DSO 8000 y asistir la orientación de dos días dentro del lapso anterior. Por ejemplo, los estudiantes que comienzan en el lapso de invierno 2009 deben atender DSO durante el lapso de otoño 2008, y elegir entre fechas disponibles de septiembre, octubre, noviembre o diciembre.

Disertación Aplicada

Los estudiantes de Ed.D. deberán completar una disertación aplicada como proyecto final del programa doctoral. Para mayor información acerca de procedimientos, recursos, y lineamientos ofrecidos por el Centro de Investigación Aplicada (Applied Research Center, ARC) los estudiantes deben visitar el sitio Web del ARC ubicado en *http://www.schoolofed.nova.edu/arc.*

Programa de Estudio

Liderazgo y Educación a Distancia
ITDE 7001: Fundamentos de Liderazgo y Gerencia (3 Cr)
ITDE 7007   Fundamentos de la Educación a Distancia (3 Cr)

Investigación
EDD 9300: Métodos de Investigación (6 Cr)
ARC 8915: Investigación por Encuesta (3 Cr)
ARC 8912: Métodos Estadísticos (3 Cr)

Medios y Tecnología
ITDE 7005: Medios Instruccionales (3 Cr)
ITDE 7006: Fundamentos de Tecnología Instruccional (4 Cr)

Diseño Instruccional
ITDE 8001: Introducción al Diseño Instruccional (3 Cr)
ITDE 8002: Desarrollo y Transmisión Instruccional (3 Cr)

Diseño de Sistemas
ITDE 8005: Introducción a los Sistemas Instruccionales (4 Cr)
ITDE 8006: Análisis y Diseño de Sistemas (3 Cr)

Gerencia y Aplicaciones

ITDE 8012: Gestión y Evaluación de la Tecnología Instruccional y la Educación a Distancia (3 Cr)

ITDE 8013: Aplicaciones de la Educación a Distancia (3 Cr)

Tendencias y Problemas de la Tecnología

ITDE 8009: Tendencias de la Tecnología Instruccional y la Educación a Distancia (4 Cr)

ITDE 8010: Problemas de la Tecnología Instruccional y la Educación a Distancia (3 Cr)

Liderazgo Aplicado

ITDE 8011: Liderazgo y Poder (3 Cr)

Investigación Aplicada

ARO 8666: Documento Conceptual de la Disertación Aplicada (2 Cr)

ARO 8667: Propuesta de la Disertación Aplicada (5 Cr)

ARO 8668: Reporte Final de la Disertación Aplicada (5 Cr)

Total Credits Required for Completion 66

Descripciones de los Cursos Internacionales

Liderazgo y Educación a Distancia

ITDE 7001 Fundamentos de Liderazgo y Gerencia (3 Cr)
Introducción a los modelos de liderazgo pasados y presentes. Entre los temas principales figuran: el contexto actual de liderazgo; los estilos personales de liderazgo; el liderazgo en el trabajo y en la organización abierta al aprendizaje; y el liderazgo en la práctica.

ITDE 7007 Fundamentos de la Educación a Distancia (3 Cr)
Una introducción a la educación a distancia. Tópicos relevantes incluyen los fundamentos históricos, teóricos y filosóficos de la educación a distancia, un repaso breve de las tecnologías en la educación a distancia; y reexaminación de técnicas efectivas para la enseñanza y el aprendizaje dentro de un sistema de educación a distancia.

Investigación y Evaluación I

ARO 8611 Diseño y Métodos de Investigación (3 Cr)
El objetivo del curso de Diseño y Métodos de Investigación es que los estudiantes del doctorado demuestren un entendimiento del propósito de la investigación, del diseño de la investigación, y de los métodos de investigación. La investigación es la aplicación del método científico para resolver problemas del mundo real; el diseño de la investigación es el plan para la aplicación de prácticas aceptadas; y los métodos de investigación proveen modelos para la recolección, organización, y análisis apropiado e imparcial de datos para la toma de decisiones, para la réplica, y para la contribución al conocimiento.

ARC 8913 Evaluación de Programas (3 Cr)
Este curso examinará conceptos claves, métodos, y enfoques en el campo de la investigación evaluativa. Los estudiantes estarán expuestos a la diversidad teórica y metodológica inherente a la práctica actual de la evaluación en diversas áreas (e.g., servicios sociales, educación, y negocios). El foco principal del curso será el rango comprensivo de actividades que involucran el diseño, la implementación, y la evaluación de la utilidad de los programas sociales y educacionales.

ARC 8915 Investigación por Encuesta (3 Cr)
El curso encuesta de investigación está diseñado para proporcionar a los estudiantes del doctorado una visión integral sobre los métodos de investigación científica. Los temas del curso incluyen el diseño de la encuesta, su aplicación, el muestreo, la recopilación de datos, su procesamiento, análisis y aspectos éticos. Los estudiantes diseñarán una encuesta piloto para la preparación de sus disertaciones doctorales.

EDD 9300 MOI Métodos de Investigación (6 Cr)
El propósito de este curso central del programa es capacitar a los estudiantes en la aplicación del método científico, en el área educativa y de servicios sociales, para garantizar una toma de decisiones informada, basada en investigaciones empíricas. Después de recibir capacitación sobre el uso de las bases de datos disponibles en la biblioteca y de varios métodos de investigación, los estudiantes desarrollaran los elementos de una propuesta de investigación, basándose en un problema que identifiquen en su lugar de trabajo o de un área de interés, una revisión de literatura y una descripción de la metodología apropiada para llevar a cabo el estudio.

Medios y Tecnología

ITDE 7005 Medios Instruccionales (3 Cr)
Una introducción al uso efectivo de los medios instruccionales. Los tópicos principales incluyen la planificación para el uso de los medios instruccionales, el computador como herramienta para el aprendizaje, y la evaluación de la efectividad de los medios instruccionales. **Prerrequisito/s: ITDE 7001 y ITDE 7007.**

ITDE 7006 Fundamentos de la Tecnología Instruccional (4 Cr)
Una introducción a la tecnología instruccional. Los temas principales incluyen los fundamentos históricos, teóricos, y filosóficos de la tecnología instruccional, la literatura de la tecnología instruccional, y una revisión del estado de la tecnología instruccional. **Prerrequisitos: ITDE 7001 y ITDE 7007.**

Diseño Instruccional

ITDE 8001 Introducción al Diseño Instruccional (3 Cr)
Introducción al diseño sistemático de la instrucción. Entre los temas principales figuran el análisis y la evaluación de las necesidades, mejoramiento del desempeño, el diseño sistemático de materiales y eventos de enseñanza, y la evaluación formativa y sumativa de los materiales de instrucción. **Prerrequisitos: ITDE 7005 y ITDE 7006.**

ITDE 8002 Desarrollo y Transmisión Instruccional (2 Cr)
Curso avanzado en la utilización de la tecnología en la instrucción. Entre los temas principales se incluyen la evaluación y elaboración de estrategias de instrucción, la integración de las tecnologías de la instrucción, tácticas de selección de los medios de instrucción y la evaluación formativa y sumativa de utilización de la tecnología de la instrucción. **Prerrequisitos: ITDE 7005 y ITDE 7006.**

Investigación y Evaluación II

ARC 8912 Métodos Estadísticos (3 Cr)
El curso de *Métodos estadísticos* se concentra en la estadística aplicada, que introduce los conceptos y los métodos de la estadística descriptiva e inferencial. El curso está diseñado para proporcionarle a los estudiantes los conocimientos de estadística necesarios para la investigación a nivel doctoral, a la vez que hace énfasis en la aplicación de la estadística. **Prerrequisitos: ARO 8611 y ARC 8913.**

ARC 8914 Medición, Prueba y Evaluación (3 Cr)

El objetivo de este curso de Medición, Prueba y Evaluación es dotar a los estudiantes de doctorado con los conocimientos y la técnica necesaria para comprender cuestiones del campo de psicometría. El curso enfatiza la interrelación que existe entre la investigación y la práctica. El curso también ofrece bases teóricas y prácticas para seleccionar y utilizar la amplia variedad de pruebas y mediciones de bases de datos disponibles para los investigadores aplicados. El curso está enfocado en el uso de diferentes pruebas en una variedad de escenarios y es apropiado para investigadores aplicados y para practicantes. **Prerrequisitos: ARO 8611 y ARC 8913.**

Diseño de Sistemas

ITDE 8005 Introducción a los Sistemas Instruccionales (4 Cr)
Un curso avanzado que examina la aplicación de la teoría de sistemas en la educación. Entre los temas principales se incluyen las teorías de sistemas pasadas y actuales en la educación, la investigación de los sistemas educacionales e instruccionales, la aplicación en la práctica educativa de las teorías de aprendizaje y de sistemas, y la integración de la teoría de sistemas en el diseño instruccional pragmático. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

ITDE 8006 Análisis y Diseño de Sistemas (3 Cr)
Un curso introductorio en el cual el estudiante adquiere habilidades para el análisis y diseño de sistemas educativos e instruccionales. Entre los temas principales se incluyen los elementos críticos de estructuras de sistemas de transmisión en la educación a distancia, el análisis de los sistemas educativos e instruccionales, la relación de los subsistemas dentro de un sistema educativo, el diseño de un sistema educativo, y el diseño de sistemas instruccionales. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

Gerencia y Aplicaciones

ITDE 8012 Gestión y Evaluación de la Tecnología de Instruccional y la Educación a Distancia (3 Cr)
Entre los temas principales figuran las teorías y métodos de planeación, operación y evaluación de la tecnología de la instrucción y la educación a distancia; la gestión en los ámbitos educacionales y corporativos, los principios de la formación del personal, la elaboración de propuestas y los aspectos jurídicos. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

ITDE 8013 Aplicaciones de la Educación a Distancia (3 Cr)
Entre los temas principales figuran un exploración a fondo de las tecnologías empleadas en la educación a distancia con énfasis en la Internet, el uso de videos y conferencias, selección de las tecnologías más apropiadas en la educación a distancia, el impacto de las tecnologías utilizadas en la transmisión de la instrucción a distancia, y la evaluación. **Prerrequisitos: ITDE 8001 y ITDE 8002.**

Tendencias y Problemas de la Tecnología

ITDE 8009 Tendencias de la Tecnología de la Instrucción y la Educación a Distancia (4 Cr)
Entre los temas principales figuran la síntesis de conceptos, conocimientos y destrezas del tecnólogo instruccional y el educador a distancia, las tendencias futuras en el campo, la planificación estratégica del profesional, el perfeccionamiento de las funciones y responsabilidades del líder en el campo incluyendo el comportamiento ético y profesional. **Prerrequisito/s: ITDE 8012 y ITDE 8013.**

ITDE 8010 Problemas de la Tecnología Instruccional y la Educación a Distancia (3 Cr)
Entre los temas principales se incluyen las funciones y responsabilidades de los grupos y las estructuras de apoyo a los programas de tecnología de la instrucción y la educación a distancia, grupos asesores, mentoría de colegas, consultoría, juntas de dirección de programas, estrategias para estimular el apoyo corporativo y de fundaciones, y la redacción de subvenciones. **Prerrequisitos: ITDE 8012 y ITDE 8013.**

Liderazgo Aplicado

ITDE 8011 Liderazgo y Poder (3 Cr)
Este curso se basa en los conceptos introducidos en el curso Fundamentos de Liderazgo y Gerencia. Los temas principales incluyen los dominios del liderazgo, los marcos morales para el liderazgo y la toma de decisiones, y una síntesis del desarrollo de liderazgo. **Prerrequisitos: ITDE 8009 y ITDE 8010.**

Investigación Aplicada

ARO 8666 Documento Conceptual de la Disertación Aplicada (2 Cr)
El contenido del curso Documento Conceptual de la Disertación Aplicada se centra en la formulación de las preguntas de investigación y en la escritura del documento conceptual. Se discuten las funciones del presidente y del miembro del comité, así como también los roles y responsabilidades del profesorado y la administración del Centro de Investigación Aplicada (Applied Research Center, ARC). Este seminario culmina con la finalización del documento conceptual como primer paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobado el documento conceptual.

ARO 8667 Propuesta de la Disertación Aplicada (5 Cr)
El contenido del curso Propuesta de la Disertación Aplicada enfatiza la formulación y escritura de la propuesta de la disertación, y el proceso de la aprobación de la Junta de Revisión Institucional (Institutional Review Borrad, IRB). Se define la metodología y el contenido de cada uno de los capítulos de la propuesta. Se discute en profundidad el rol de la revisión de la literatura para dar soporte o para rechazar el tópico de la disertación. Este seminario, el cual se centra en la investigación científica, culmina con la finalización de la propuesta como segundo paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobada la propuesta. **Prerrequisito: ITDE 8666.**

ARO 8668 Reporte Final de la Disertación Aplicada (5 Cr)
El contenido del curso Reporte Final de la Disertación Aplicada involucra la colecta de datos, la implementación, la disertación aplicada (el reporte final), y el proceso final de aprobación. Se resaltan aspectos de contenido y formato, así como también recomendaciones para investigaciones futuras. Se cubren aspectos relacionados con la diseminación de la disertación y posibilidades de publicación. Este seminario culmina con la finalización de la disertación aplicada (reporte final) como tercer paso principal. Se otorgará el crédito correspondiente a este seminario una vez aprobado la disertación aplicada (reporte final). **Prerrequisito: ITDE 8667.**

Fischler School of Education and Human Services

Latin American Institute for Educational Leadership
Instituto Latino Americano de Liderazgo Educacional
(ILALE)

In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings, as long as they meet the established admission requirements for that specific program of study.

Latin American Institute for Educational Leadership
(*Instituto Latinoamericano de Liderazgo Educacional* – ILALE)

The Latin American Institute for Educational Leadership (Instituto Latinoamericano de Liderazgo Educacional – ILALE) is an outreach of Nova Southeastern University's Fischler School of Education and Human Services. The mission of ILALE is to create a cadre of educational leaders, specifically in South Florida and Latin America who can face the challenges of the modern world by becoming agents for change in their community and their country. ILALE offers programs for international students at the graduate level.

Master of Science

The Graduate Teacher Education program offers international students the opportunity to earn a M.S. in various specialization areas. These M.S. programs are non-certification programs designed to bring the innovative and flexible teaching style of the Fischler School of Education and Human Services to the international community. These programs are offered through the Graduate Teacher Education Program (GTEP), and as such, unless otherwise stated, all GTEP policies apply to students enrolled in these programs.

The Master of Science program under ILALE is currently offered to students in the following locations:

Belize City - Belize (Curriculum, Instruction, and Technology, Mathematics Education, Science Education, and Teaching English to Speakers of Other Languages)

Santo Domingo and Higüey - Dominican Republic (Curriculum, Instruction, and Technology, Management and Administration of Educational Programs, and Teaching English to Speakers of Other Languages)

Quito, Ecuador (Master of Science in Leadership)

Miami-Dade, Broward, West Palm Beach, and Tampa - Florida – International Teacher Education Program (ITEP) (Mathematics Education, Science Education, Exceptional Student Education, Spanish Language Education [Secondary] and Elementary Spanish Language Education Specialization)

Program Admission Requirements

The following are specific admission requirements for entry into the ILALE program. Please see General Student Information for additional admission information.
   a. Official transcript from an accredited institution indicating a conferred bachelor's degree.
   b. Official English translation of the transcript if such is not in English.
   c. Official evaluation of the transcript from an agency accredited by the National Association of Credential Evaluation Services (NACES) or equivalent documentation from country where studies were completed.
   d. Evidence of a cumulative GPA of a 2.5.
   e. Two professional letters of recommendation in English by two different individuals who can attest to the applicant's ability to succeed in a master's program.
   f. Current employment or relevant work experience in field - resumé or Curriculum Vita.

Specialization Area: Curriculum, Instruction, and Technology (Belize and Dominican Republic)
Noncertification Track (Major Code F676)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	APR 683:	Practicum Seminar 3 (0 credit)
APR 681:	Practicum Seminar 1 (0 credit)	ETEC 602:	Technology and School Curriculum (3 credits)
CIT 502:	Research in Education: Process and Application (3 credits)	CAE 503:	Internet for Educators: Applications for Instruction (3 credits)
CAE 502:	Internet for Educators (3 credits)	CIT 609:	Special Topics in Curriculum Design (3 credits)
CAE 500:	Introduction to Media and Instruction (3 credits)	CAE 6100:	Classroom and Clinical Applications of Assistive Technology (3 credits)
CAE 504:	Web Authoring I: Introduction to Webpage Development (3 credits)	APR 684:	Practicum Seminar 4 (0 credits)
APR 682:	Practicum Seminar 2 (0 credit)	INED 691:	Action Research in Practice 1 (3 credits)
CIT 500:	Theories of Learning (3 credits)	CIT 610:	Special Topics in Curriculum Design (3 credits)
CIT 501:	Curriculum and Instruction (3 credits)	APR 685:	Practicum Seminar 5 (0 credit)
CIT 503:	Assessment of Learning (3 credits)	INED 692:	Action Research in Practice 2 (3 credits)

Total Credits Required for Completion 42

Specialization Area: Teaching English to Speakers of Other Languages (Belize and Dominican Republic)
Noncertification Track (Major Code F660)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	TSOL 562:	Cultural and Cross-Cultural Studies (3 credits)
TSOL 500:	Foundations of Bilingual Education (3 credits)	APR 683:	Practicum Seminar 3 (0 credit)
TSOL 520:	Second Language Learning: Theory, Methods, and Evaluation (3 credits)	TSOL 567:	Applied Linguistics (3 credits)
TSOL 515:	Curriculum Development for TESOL (3 credits)	CUR 526:	Educational Research for Practitioners (3 credits)
APR 681:	Practicum Seminar 1 (0 credit)	TSOL 575:	Critical Issues in TESOL (3 credits)
TSOL 547:	Testing and Evaluation in ESOL (3 credits)	ETEC 602:	Technology and School Curriculum (3 credits)
RED 560:	Literature for Children & Adolescents (3 credits)	APR 684:	Practicum Seminar 4 (0 credit)
APR 682:	Practicum Seminar 2 (0 credit)	TSOL 569:	Methodology of TESOL (3 credits)
INED 691:	Action Research in Practice 1 (3 credits)	INED 692:	Action Research in Practice 2 (3 credits)
		APR 685:	Practicum Seminar 5 (0 credit)

Total Credits Required for Completion 42

Specialization Area: Mathematics Education (Belize)
Noncertification Track (Major Code F653)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	APR 684:	Practicum Seminars 4 (0 credit)
APR 681:	Practicum Seminars 1 (0 credit)	APR 685:	Practicum Seminars 5 (0 credit)
APR 682:	Practicum Seminars 2 (0 credit)	EDU 502:	Psychological Foundations in Education (3 credits)
APR 683:	Practicum Seminars 3 (0 credit)	MAT 513:	Problem Solving Strategies in Mathematics Classrooms (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	MAT 509:	Learning and Teaching Geometry in the K-12 Classroom (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	MAT 507:	Linear and Abstract Algebra for Teachers (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)		
EDU 501:	School and Society (3 credits)	MAT 511:	Teaching Probability and Statistics in the K-12 Classroom (3 credits)
MAT 522:	Methods for Teaching Middle and Secondary Mathematics (3 credits)	MAT 506:	Strategies for Teaching Calculus (3 credits)
MAT 508:	Conquering the Teaching of Calculus (3 credits)	INED 691:	Action Research in Practice 1 (3 credits)
		INED 692:	Action Research in Practice 2 (3 credits)

Total Credits Required for Completion 42

Specialization Area: Natural Sciences (Belize)
Noncertification Track (Major Code F656)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	CUR 526:	Educational Research for Practitioners (3 credits)
APR 681:	Practicum Seminars 1 (0 credit)	SCI 523:	Methods in Science Education (3 credits)
APR 682:	Practicum Seminars 2 (0 credit)	SCI 600:	Foundations of Physical Science for Teachers (3 credits)
APR 683:	Practicum Seminars 3 (0 credit)	SCI 601:	Inquiry-Based Space Science for Teachers (3 credits)
APR 684:	Practicum Seminars 4 (0 credit)	SCI 602:	Teaching Comprehensive Ocean Science (3 credits)
APR 685:	Practicum Seminars 5 (0 credit)	SCI 603:	Teaching Inquiry Based Life Science (3 credits)
EDU 501:	School and Society (3 credits)	SCI 604:	Teaching Chemistry: An Activity Based Study of Matter & Energy (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	SCI 605:	Interdisciplinary Earth Science for Teachers (3 credits)
CUR 506:	Curriculum and Instruction (3 credits)	INED 691:	Action Research in Practice 1 (3 credits)
EDU 503:	Classroom Management and Organization (3 credits)	INED 692:	Action Research in Practice 2 (3 credits)

Total Credits Required for Completion 42

Specialization Area: Management and Administration of Educational Programs (Dominican Republic)
Noncertification Track (Major Code F504)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	EDL 510:	School Leadership (3 credits)
APR 681:	Practicum Seminars 1 (0 credit)	EDL 520:	School Law for Administrators (3 credits)
APR 682:	Practicum Seminars 2 (0 credit)	CUR 506:	Curriculum and Instruction (3 credits)
APR 683:	Practicum Seminars 3 (0 credit)	EDL 525:	Personnel Selection and Development (3 credits)
APR 684:	Practicum Seminars 4 (0 credit)	EDL 530:	Organizational Management of Schools (3 credits)
APR 685:	Practicum Seminars 5 (0 credit)	EDU 503:	Classroom Management and Organization (3 credits)
CUR 526	Educational Research for Practitioners (3 credits)	EDL 545:	Administration of School Improvement Process (3 credits)
EDL 550:	Electronic Tools for Educational Leaders (3 credits)	EDL 560:	Special Topics in Curriculum Design (3 credits)
EDL 502:	Communication and Supervision in Educational Leadership Roles (3 credits)	INED 691:	Action Research in Practice 1 (3 credits)
EDL 505:	Educational Budgeting and Finance (3 credits)	INED 692:	Action Research in Practice 2 (3 credits)

Total Credits Required for Completion 42

Specialization Area: Leadership (Ecuador)
Noncertification Track (Major Code F987)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	MSL 0684:	Organizational Systems (3 credits)
APR 681:	Practicum Seminars 1 (0 credit)	MSL 0685:	Leading Learning Communities (3 credits)
APR 682:	Practicum Seminars 2 (0 credit)	MSL 686:	Strategic Leadership in Education and Human Services (3 credits)
APR 683:	Practicum Seminars 3 (0 credit)	MSL 687:	Current Organizational Issues and Trends in Educational and Human Services Organizations (3 credits)
APR 684:	Practicum Seminars 4 (0 credit)	MSL 688:	Leadership in the Information Age (3 credits)
APR 685:	Practicum Seminars 5 (0 credit)	MSL 689:	The Business of Leadership: Special Topics (4 credits)
MSL 680:	Leadership Theory and Practice (3 credits)	MSL 690:	International Leadership perspectives for Educators (3 credits)
MSL 681:	Leading Change (3 credits)	EDD 9100L:	Leadership (6 credits)
MSL 0682:	Ethical Leadership (3 credits)	INED 691:	Action Research in Practice 1 (3 credits)
MSL 0683:	Research for Leaders in Education and Human Services (3 credits)	INED 692:	Action Research in Practice 2 (3 credits)

Total Credits Required for Completion 46

International Teacher Education Program (ITEP)

Specialization Area: Exceptional Student Education (Miami-Dade, Broward, West Palm Beach and Tampa)
Noncertification Track (Major Code F515)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	ESE 600:	Survey of Exceptionalities of Children and Youth (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	ESE 610:	Speech and Language Development and Disabilities (3 credits)
ITEP 510:	ESL Education Content & Language Learning for ESL Educators I (0 credit)	ESE 620:	Behavior Management of Exceptional Students (3 credits)
EDU 508	Effective Instructional and Assessment Strategies (3 credits)	ESE 630:	Educational and Psychological Assessment of Exceptional Students (3 credits)
EDU 601:	Professional Seminar I (0 credit)	ESE 640:	Transition Skills and Services for Exceptional Students (3 credits)
ITEP 520:	ESL Education Content & Language Learning for ESL Educators II (0 credit)	ESE 650:	Instructional Strategies for Exceptional Students (3 credits)
EDU 503	Classroom Management and Organization (3 credits)	ESE 660:	Curriculum and Instructional Materials for Exceptional Students (3 credits)
ITEP 530:	ESL Education Content & Language Learning for ESL Educators III (0 credit)	ESE 690:	Consultation and Collaboration in Exceptional Student Education (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	ESE 699:	Applied Professional Experience in Exceptional Student Education (3 credits)
ITEP 540:	ESL Education Content & Language Learning for ESL Educators IV (0 credit)	EDU 602:	Professional Seminar II (0 credit)

Total Credits Required for Completion 45

Specialization Area: Mathematics (Miami-Dade, Broward, West Palm Beach and Tampa)
Noncertification Track (Major Code F653)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)		
EDU 502:	Psychological Foundations in Education (3 credits)	MAT 522:	Methods for Teaching Middle and Secondary Mathematics (3 credits)
ITEP 510:	ESL Education Content & Language Learning for ESL Educators I (0 credit)	MAT 508:	Conquering the Teaching of Calculus (3 credits)
EDU 508	Effective Instructional and Assessment Strategies (3 credits)	MAT 513:	Problems Solving Strategies in Mathematics Classrooms (3 credits)
EDU 601:	Professional Seminar I (0 credits)	MAT 509:	Learning and Teaching Geometry in the K-12 Classroom (3 credits)
ITEP 520:	ESL Education Content & Language Learning for ESL Educators II (0 credit)	MAT 507:	Linear and Abstract Algebra for Teachers (3 credits)
EDU 503	Classroom Management and Organization (3 credits)	MAT 511:	Teaching Probability and Statistics in the K-12 Classroom (3 credits)
ITEP 530:	ESL Education Content & Language Learning for ESL Educators III (0 credit)	MAT 506:	Strategies for Teaching Calculus (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	MAT 510:	Research and Applied Mathematical Experiences in School (3 credits)
ITEP 540:	ESL Education Content & Language Learning for ESL Educators IV (0 credit)	EDU 602:	Professional Seminar II (0 credits)

Total Credits Required for Completion 36

Specialization Area: Science (Miami-Dade, Broward, West Palm Beach and Tampa)
Noncertification Track (Major Code F656)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	SCI 523:	Methods for Teaching Secondary Science (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	SCI 600:	Foundations of Physical Science for Teachers (3 credits)
ITEP 510:	ESL Education Content & Language Learning for ESL Educators I (0 credit)	SCI 601:	Inquiry Based Space Science for Teachers 3 credits)
EDU 508	Effective Instructional and Assessment Strategies (3 credits)	SCI 602:	Teaching Comprehensive Ocean Science (3 credits)
EDU 601:	Professional Seminar I (0 credit)	SCI 603:	Teaching Inquiry Based Life Science (3 credits)
ITEP 520:	ESL Education Content & Language Learning for ESL Educators II (0 credit)	SCI 604:	Teaching Chemistry: An Activity Based Study of Matter and Energy (3 credits)
EDU 503	Classroom Management and Organization (3 credits)	SCI 605 :	Interdisciplinary Earth Science for Teachers (3 credits)
ITEP 530:	ESL Education Content & Language Learning for ESL Educators III (0 credit)	SCI 699:	Applied Professional Experience in Science Education (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDU 602:	Professional Seminar II
ITEP 540:	ESL Education Content & Language Learning for ESL Educators IV (0 credit)	**Total Credits Required for Completion 36**	

Specialization Area: Spanish Language - Secondary (Miami-Dade, Broward, West Palm Beach and Tampa)
Noncertification Track (Major Code F520)

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credit)	LANG 530:	Advanced Spanish Grammar and Composition I (3 credits)
EDU 502:	Psychological Foundations in Education (3 credits)	LANG 581:	Foreign Language Methods (3 credits)
ITEP 510:	ESL Education Content & Language Learning for ESL Educators I (0 credit)	LANG 545:	Peoples and Cultures of Spain (3 credits)
EDU 508	Effective Instructional and Assessment Strategies (3 credits)	LANG 560:	Representative Spanish Authors I (3 credits)
EDU 601:	Professional Seminar I (0 credit)	LANG 561:	Representative Spanish Authors II (3 credits)
ITEP 520:	ESL Education Content & Language Learning for ESL Educators II (0 credit)	LANG 550:	Spanish Linguistics for Teachers (3 credits)
EDU 503	Classroom Management and Organization (3 credits)	LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)
ITEP 530:	ESL Education Content & Language Learning for ESL Educators III (0 credit)	LANG 699:	Applied Professional Experience (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	EDU 602:	Professional Seminar II (0 credit)
ITEP 540:	ESL Education Content & Language Learning for ESL Educators IV (0 credit)	**Total Credits Required for Completion 36**	

Specialization Area: Elementary Spanish Language Education: (Miami-Dade) Noncertification Track (Major Code F587)

The Master's in Elementary Spanish Language Education is designed for teachers who are currently teaching or want to teach in a dual language/bilingual program at the elementary level.

Program of Study

EDU 5000:	Orientation to the Graduate Teacher Education Program (0 credits)	CIT 503:	Assessment of Learning (3 credits)
EDU 601:	Professional Seminar (0 credits)	ETEC 602:	Technology and the School Curriculum (3 credits)
CUR 526:	Educational Research for Practitioners (3 credits)	LANG 575:	Spanish Children's Literature (3 credits)
LANG 530:	Advanced Spanish Grammar and Composition I (3 credits)	LANG 576:	Readings in Content Area Spanish (3 credits)
LANG 531:	Advanced Spanish Grammar and Composition II (3 credits)		
TSOL 525:	Teaching Reading and Literacy Development in Spanish (3 credits)	LANG 551:	Teaching Spanish to Heritage Speakers (3 credits)
LANG 599:	Special Topics (3 credits)	LANG 699:	Applied Professional Experience in Spanish Language Education (3 credits)
LANG 581:	Foreign Language Methods (3 credits)	EDU 602:	Professional Seminar II (0 credits)

Total Credits Required for Graduation 36

Doctor of Education - ILALE

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

This program is currently offered to students in the following locations: Belize and the Dominican Republic

For program information, please refer to the Doctoral Programs section of the FSEHS catalog.

Program Admission Requirements

The following are specific admission requirements for entry into the Doctor of Education program for international students. Please see General Admission Requirements for additional admission information.

a. Official transcript from an accredited institution indicating a conferred master's degree.
b. Official English translation of the transcript if such is not in English.
c. Official evaluation of the transcript from an agency accredited by the National Association of Credential Evaluation Services (NACES) or equivalent documentation from country where studies where completed.
d. Evidence of a cumulative GPA of a 3.0.
e. Two professional letters of recommendation in English by two different individuals who can attest to the applicant's ability to succeed in a master's program.
f. Current employment or relevant work experience in field - resumé or Curriculum Vita.

Summer Conference

All doctoral students are required to attend a one-week long summer conference during the first summer in which they are enrolled in the doctoral program. This conference is held in Orlando, Florida during the month of July. Students have the opportunity to share experiences with doctoral students from across the United States and other international programs as well as to hear presentations from experts in the field of education. Additionally, during the conference, doctoral students will be able to meet with their dissertation chair.

Doctoral Seminars

The doctoral seminars take place at the last session of each study area. The seminars provide a forum for participants to discuss and interchange ideas between themselves, with scholars, and their professors. The seminars will afford an opportunity for participants to expand the knowledge gained in the classroom and their understanding of selected topics; by interacting with the lessons, texts, experiences, and colleagues on an equal footing rather than in the more traditional didactic and hierarchical style.

The practical application of theoretical concepts as well as critical discussions and scholarly writing will make up the essence of these sessions. There will be nine Doctoral Seminars linking the end of each study area with the beginning of the next study area; therefore, providing a continuum between the last session of a study area and the next study area. Each seminar may or may not have a writing component associated with it but all are 0 credit.

Topics to be discussed among others are: APA form and style, the advising process, the concept paper, the formal proposal, the IRB process, and the final report.

Concentrations

The Doctor of Education program offers ten different concentrations. Depending on the expressed needs of the community of learners where the program is offered, students will be offered a limited choice of concentrations from which they will select the one(s) that best meets their professional goals.

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 *http://www.schoolofed.nova.edu/arc* for more information about procedures, resources, and guidelines offered by the Applied Research Center.

ILALE Doctoral Programs of Study

Belize

The doctoral program in Belize is offered with three concentrations. Students must select **two** of the concentration areas listed below.

Program of Study and Concentration Areas

General Program Requirements

DSO 8000:	Doctoral Studies Orientation (0 credit)		EDD 9100L:	Leadership (6 credits)
LDR 8501:	Doctoral Seminar 1 (0 credit)		EDD 9200	Trends and Issues (6 credits)
LDR 8502:	Doctoral Seminar 2 (0 credit)		EDD 9300:	Methods of Inquiry (6 credits)
LDR 8503:	Doctoral Seminar 3 (0 credit)		ARC 8916:*	Qualitative Research (3 credits)
LDR 8504:	Doctoral Seminar 4 (0 credit)		ARC 8966:	Applied Dissertation Seminar 1: Concept Paper (2 credits)
LDR 8505:	Doctoral Seminar 5 (0 credit)		ARC 8967:	Applied Dissertation Seminar 2: Dissertation Proposal (5 credits)
LDR 8506:	Doctoral Seminar 6 (0 credit)		ARC 8968:	Applied Dissertation Seminar 3: Final Report (5 credits)
LDR 8507:	Doctoral Seminar 7 (0 credit)			
LDR 8508:	Doctoral Seminar 8 (0 credit)			
LDR 8509:	Doctoral Seminar 9 (0 credit)			

* EDD 9300: Methods of Inquiry is a prerequisite for ARC 8916: Qualitative Research

Total Credits Required for Completion (with Concentrations) 69

Higher Education (21 credits)

(Major Code F874)

EDD 8002:	Surviving Change: Politics, Power, Money, and the Law (3 credits)		EDD 8033:	Ethical Perspectives and Challenges in Higher Education (3 credits)
EDD 8007:	Governance and Management in Higher Education (3 credits)		EDD 8510:	Leading a Learning Organization (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)		EDD 9810:	Contemporary Challenges in Higher Education Leadership (3 credits)
EDD 8030:	Strategic Planning (3 credits)			

Instructional Technology and Distance Education (24 credits)

(Major Code F877)

EDD 7005:	Instructional Media (3 credits)		EDD 8008:	Principles of Instructional Technology (3 credits)
EDD 7007:	Principles of Distance Education (3 credits)		EDD 8119:	Contemporary Topics in Instructional Technology and Distance Education (ITDE) (3 credits)
EDD 8001:	Instructional Design (3 credits)			
EDD 8006:	System Analysis and Design (3 credits)		EDD 8121:	Advanced Instructional Design (3 credits)
			EDD 8123:	Advanced Applications in ITDE (3 credits)

Organizational Leadership (18 credits)

(Major Code F878)

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

Dominican Republic

The doctoral program in the Dominican Republic with Universidad Autónoma de Santo Domingo (UASD) is offered with two concentrations: Instructional Leadership and Higher Education.

Program of Study and Concentration Areas

General Program Requirements

DSO 8000:	Doctoral Studies Orientation (0 credit)	EDD 9100L:	Leadership (6 credits)
LDR 8501:	Doctoral Seminar 1 (0 credit)	EDD 9200	Trends and Issues (6 credits)
LDR 8502:	Doctoral Seminar 2 (0 credit)	EDD 9300:	Methods of Inquiry (6 credits)
LDR 8503:	Doctoral Seminar 3 (0 credit)	ARC 8916:*	Qualitative Research (3 credits)
LDR 8504:	Doctoral Seminar 4 (0 credit)	ARC 8966:	Applied Dissertation Seminar 1: Concept Paper (2 credits)
LDR 8505:	Doctoral Seminar 5 (0 credit)	ARC 8967:	Applied Dissertation Seminar 2: Dissertation Proposal (5 credits)
LDR 8506:	Doctoral Seminar 6 (0 credit)	ARC 8968:	Applied Dissertation Seminar 3: Final Report (5 credits)
LDR 8507:	Doctoral Seminar 7 (0 credit)		
LDR 8508:	Doctoral Seminar 8 (0 credit)		
LDR 8509:	Doctoral Seminar 9 (0 credit)		

* EDD 9300: Methods of Inquiry is a prerequisite for ARC 8916: Qualitative Research

Total Credits Required for Completion (with Concentrations) 66

Instructional Leadership (15 credits)

(Major Code F876)

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

Higher Education (21 credits)

(Major Code F874)

EDD 8002:	Surviving Change: Politics, Power, Money, and the Law (3 credits)	EDD 8033:	Ethical Perspectives and Challenges in Higher Education (3 credits)
EDD 8007:	Governance and Management in Higher Education (3 credits)	EDD 8510:	Leading a Learning Organization (3 credits)
EDD 8010:	Curriculum and Program Development (3 credits)	EDD 9810:	Contemporary Challenges in Higher Education Leadership (3 credits)
EDD 8030:	Strategic Planning (3 credits)		

The doctoral program in the Dominican Republic with Universidad Católica Nordestana in San Francisco de Macorís is offered with three concentrations: Instructional Leadership, Organizational Leadership and Instructional Technology and Distance Education. Students must select one or two of them.

Program of Study

General Program Requirements

DSO 8000:	Doctoral Studies Orientation (0 credit)	EDD 9100L:	Leadership (6 credits)
LDR 8501:	Doctoral Seminar 1 (0 credit)	EDD 9200	Trends and Issues (6 credits)
LDR 8502:	Doctoral Seminar 2 (0 credit)	EDD 9300:	Methods of Inquiry (6 credits)
LDR 8503:	Doctoral Seminar 3 (0 credit)	ARC 8916:*	Qualitative Research (3 credits)
LDR 8504:	Doctoral Seminar 4 (0 credit)	ARC 8966:	Applied Dissertation Seminar 1: Concept Paper (2 credits)
LDR 8505:	Doctoral Seminar 5 (0 credit)	ARC 8967:	Applied Dissertation Seminar 2: Dissertation Proposal (5 credits)
LDR 8506:	Doctoral Seminar 6 (0 credit)	ARC 8968:	Applied Dissertation Seminar 3: Final Report (5 credits)
LDR 8507:	Doctoral Seminar 7 (0 credit)		
LDR 8508:	Doctoral Seminar 8 (0 credit)		
LDR 8509:	Doctoral Seminar 9 (0 credit)		

* EDD 9300: Methods of Inquiry is a prerequisite for ARC 8916: Qualitative Research

Total Credits Required for Completion (with Concentrations) 66

Students must select from the concentration areas listed below:

Concentration Areas

Instructional Leadership (18 credits)

(Major Code F876)

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

Instructional Technology and Distance Education (24 credits)

(Major Code F877)

EDD 7005:	Instructional Media (3 credits)	EDD 8008:	Principles of Instructional Technology (3 credits)
EDD 7007:	Principles of Distance Education (3 credits)	EDD 8119:	Contemporary Topics in Instructional Technology and Distance Education (ITDE) (3 credits)
EDD 8001:	Instructional Design (3 credits)		
EDD 8006:	System Analysis and Design (3 credits)	EDD 8121:	Advanced Instructional Design (3 credits)
		EDD 8123:	Advanced Applications in ITDE (3 credits)

Organizational Leadership (18 credits)

(Major Code F878)

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

Fischler School of Education and Human Services

Certificate and Professional Development Programs

Certificate and Professional Development Programs

Certification of Advanced Graduate Studies
(Major Code F557)

The Certificate of Advanced Graduate Studies (CAGS) in Education offers students the opportunity to earn a post-masters certificate in various areas of study. Students will be afforded the opportunity to transfer credits earned for select concentrations and minors into other FSEHS graduate degree programs, should they choose to pursue an Ed.D. through FSEHS's Doctor of Education program in the future.

The Certificate of Advanced Graduate Studies program is advantageous for job seekers who need to satisfy certification requirements; for educators looking to advance their skills and potentially augment their salaries; and for doctoral students who need to postpone their degrees, but wish to transfer credits to earn a CAGS.

Advanced Graduate Certificate Concentration Areas and Minors

Concentration Areas
(see Ed.D. section for course information)
- Educational Leadership
- Health Care Education
- Higher Education
- Human Services Administration
- Instructional Leadership
- Instructional Technology and Distance Education
- Organizational Leadership
- Reading
- Special Education
- Speech-Language Pathology

Minors
(see Ed.D. section for course information)
- Adult Education
- Applied Behavioral Analysis
- Autism
- Brain-Based Leadership
- Charter School Leadership
- Community College Leadership
- Conflict Resolution
- Curriculum Development
- Early Childhood
- Gerontology
- Human Resource Development
- School Business Leadership
- Urban Education

Transfer of Credit
No transfer credits will be accepted for the Certificate of Advanced Graduate Studies.

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.

Transfer of Credit from FSEHS CAGS Program into a doctoral level program
Credits earned as part of the CAGS program may be transferable into the FSEHS Ed.D. program if:
   a. the credits were earned within the preceding 5 years from the first term of enrollment in the FSEHS program
   b. the grade earned for each course was a B or better

Certificate in Educational Diversity Leadership
(Major Code F562)

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

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

Diversity Certificate Courses (15 credits)

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

Certificate in Leadership

The Certificate in Leadership with a track in Education and Human Services is designed to foster the development of leadership skills to organize, motivate, and lead others to achieve organizational and team goals. The education and human services track focuses on developing practitioners who can translate leadership perspectives and applications into the fields of education and human services. The certificate is for degree and nondegree-seeking students.

Who Should Apply

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

Choose five courses for the Certificate (16 credits)

MSL 680: Leadership Theory and Practice (3 credits)
MSL 681: Leading Change (3 credits)
MSL 682: Ethical Leadership (3 credits)
MSL 683: Research for Leaders in Education and Human Services (3 credits)
MSL 684: Organizational Systems (3 credits)
MSL 685: Leading Learning Communities (3 credits)
MSL 686: Strategic Leadership in Education and Human Services (3 credits)

MSL 687: Current Organizational Issues and Trends in Education and Human Services Organizations (3 credits)
MSL 688: Leadership in the Information Age (3 credits)
MSL 689: The Business of Leadership (4 credits)
MSL 690: International Leadership Perspectives for Educators (3 credits)

Transfer of Credits

Credits earned through the certificate in leadership program can be transferred into the Master of Science in Leadership with a track in education and human services degree at the Fischler School of Education and Human Services and applied toward the master's degree.

Completion Requirements

- Satisfactory completion of all required coursework;
- Cumulative grade point average of 3.0 or higher; and
- Completed application for certificate

Delivery Options

Coursework for the certificate in leadership program is offered in a variety of formats—completely online or in a combination of online and on-site (blended format) at select NSU student educational centers. The online program allows students to receive and submit coursework and interact with participants and professors via the Internet. The site-based program allows students to attend classes in the evenings or on weekends in locations near their home. These distance delivery options allow busy professionals to complete their certificate without having to leave their jobs or travel long distances.

Fischler Training and Workforce Development

Vision Statement

"Learning that Works." We help organizations and individuals achieve better results through better learning.

Mission Statement

Our mission is to be your best learning resource for staff development educators, training, and performance professionals.

Whether you are in a leadership position directing a training and development department, teaching courses, designing learning, doing performance consulting, or simply a manager trying to develop your team to be more effective, we provide best practices in training and workforce development to a wide variety of global education and work settings including companies, educational institutions, government, and non-profits. 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 programs and services in times and places that are convenient to working adults. We provide resources in the following areas:

- Academic degrees for learning professionals
- Certificate programs for credit and non-credit
- Leadership development for learning leaders
- Instructional design services for customized training
- Online design and delivery through distance education
- Expert consulting teams
- Research in identifying needs and/or evaluation

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.

Our e-NOVAtive Workforce 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

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
  - Speech-Language Pathology
  - Instructional Technology and Distance Education
  - Early Childhood Education

FSEHS Training and Workforce Development Solutions

Our core competencies and curricula include:
1. Leadership and Management Development
2. Professional Productivity
3. Instructional Technology and Distance Education
4. Teaching and Learning
5. 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.

A. Leading Self   B. Leading Others   C. Leading Teams   D. Leading Organizational Excellence

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
- Experiential Team Building
- Leading High Performance Teams
- DISC Profile
- Myers Briggs
- Herrmann Brain Dominance

D. Leading Organizational Excellence
- Leading Organizational Excellence
- Six 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.)

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 five-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 Curriculum
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. Speech-Language Pathology

For more information on items 3-5, 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/DVD, 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

Karen D. Bowser, Dean of Professional Development
and Field Operations
Phone: 954-262-8513
Cell : 954-448-1902
Email: bowserk@nova.edu
http://www.schoolofed.nova.edu/tpd/

Address:
Fischler School of Education and Human Services
1750 NE 167th Street
North Miami Beach, FL 33162-3097

National Board Professional Teaching Standards Certification Graduate Credit

Through its collaboration with the American Council on Education (ACE), NSU's Fischler School of Education and Human Services is pleased to provide candidates who achieve or complete the National Board Professional Teaching Standards Certification (NBC) with graduate credit. Teachers who have achieved National Board Certification are eligible for nine (9) graduate credit hours to be applied towards any master's, educational specialist, or doctoral program. Graduate credit is not automatically granted to all applicants. Applicants must meet the admission requirements for the intended graduate degree-seeking program, and be enrolled. The graduate credits will be applied as credit towards a degree-seeking program with course electives. (Course substitutions are not granted.) Graduate credit will only be approved for the following graduate courses:

NBPT 710:   Documenting Professional Accomplishments and Building Portfolios (3 Cr)

NBPT 720:   School Reform through the NBPTS (3 Cr)

NBPT 730:   Practicum in Curriculum and Instruction (3 Cr)

National Board Certification Institutional Scholarship

For additional information, contact the Office of Student Services, Academic Advising at (800) 986-3223, ext. 21559. Nova Southeastern University (NSU) offers an institutional scholarship to degree seeking candidates studying a master's, educational specialist, or doctoral degree. Graduate applicants interested in the NBC scholarship must first contact NSU's Office of Student Financial Assistance for information about financial aid application deadlines. For more information about the Office of Student financial Assistance, call (954) 262-3380 or visit the Web site at *http://www.nova.edu/cwis/finaid.*

If you are interested in learning more about National Board Certification, call 1-800-22TEACH or visit their Web site at *http://www.nbpts.org.*

National Institute for Educational Options (NIEO)

Nova Southeastern University's Fischler School of Education and Human Services (FSEHS) 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 school reform strategy to improve public education.

The NIEO is an integral part of the FSEHS and its curriculum offering especially in the school choice arena. For example, the **Charter School Education/Leadership Masters of Science** specialization focuses on administration, leadership, and teaching in charter schools. This specialization provides students with training in the overall school choice education industry, curriculum, assessment, managing and governing of charter school, public relations, and various other topics of interest to the charter school stakeholder. Course content is research based and infuses best practices in education.

The NIEO was integral to the development of the doctoral minor **in Charter School Education Leadership**. The minor in charter school education leadership is designed to provide an extensive overview of the history, legal framework, and maintenance and operations of charter schools. The FSEHS has memoranda of understanding with various charter school management companies to serve the administrators and teaching faculty.

The Institute encompasses research, professional development and services for the following options and the new **Walton Family Foundation (WFF)** grant to establish the Florida Charter School Alliance, including the new Charter School Resource Center and school reform and associations' support centers:

> The Florida School Choice Resource Center (FSCRC) — this center was developed by the NIEO through a state grant from the Florida Department of Education. NSU-FSEHS has been a cooperative partner with the **FDOE for Florida's Voluntary Public School Choice (VPSC)** project through two five-year competitive federal grant from the U.S. DOE. The purpose of this project was to assist the FDOE to implement Parent Resource Centers at NSU North Miami Beach and Kendall campuses as well as throughout the state of Florida that helps parents learn about the twenty school choice available in Florida.

> In addition, the Parent Resource Centers under the FSCRC were developed through partnerships with NSU, community leaders and school districts. These are "one-stop" resource centers 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** have provided 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. The FSCRC at FSEHS North Miami Beach and Kendall campus PRC's will close on June 30, 2010.

The Institute serves the following school choice options programs and provides technical services, professional development and school choice association support services:

1. **Career Academies** — this initiative furthers the efforts of the **National Career Academy Coalition (NCAC).** The NCAC is a grass roots membership organization that promotes the use of structured academies (a

school-within-a-school) at the middle school 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. The NCAC and NIEO sponsor joint programs, seminars, and technical assistance conferences.

2. **Charter Schools** — this initiative furthers the efforts of public school choice by providing the planning and implementation grant development for the Walton Family Foundation (WFF) in support of the newly formed statewide professional association for charter schools in the state of Florida. NIEO received the planning grant, developed the governance structure of the organization, organized meetings for the Board and developed the strategic plan for the organization, The **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.

3. **Magnet Schools —** Magnet Schools of America (MSA), the national professional organization for magnet schools throughout the nation, operated its Business Office at the NIEO from 2000 until 2004. 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 continue to cosponsor workshops and conferences for magnet school professionals through the new **Florida Parental School Choice Consortium which is operated by the NIEO.**

4. **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.

5. **Small Schools Workshop (SSW)** — this national organization which promotes the concept of small schools is housed in Chicago, Illinois and has operated as a professional development and research center since 1991, serving to promote secondary school reform in the nation's schools. Dr. Michael Kolinsky, its Director, was a Visiting Professor of Education at FSEHS. This professorship was granted to assist NIEO in its efforts to serve this clientele and to provide the foundation for the proposed Coalition of Essential School Center at FSEHS.

6. The **Southeastern Equity Center (SEC)** – This center is one of ten federally funded USDOE equity center throughout the United States. The FSEHS is responsible for the development with SEC, of the Virtual Equity Center which is a unique feature of the SEC which services eight states in the southeast region. On-line modules are available on Web-CT, NSU's on-line teaching course vehicle.

7. The **Florida Parental School Choice Consortium (FPSCC)** — this membership organization provides a yearly Choice Summit and a legislative conference. Its mission is to provide information and support to maintain and expand public school choice options in Florida. FPSCC promotes awareness of public school choice, benefits of diversity in public school choice options, assist member implementation of state and federal legislative school choice requirements. It assists members with evaluation and/or assessment of the impact of public school choice on student achievement. It provides members access to best practices and funding opportunities for public school choice options and is provides networking and professional development opportunities and resources.

The following services are offered by the NIEO:
1. A web site for educators announcing conferences, seminars, and graduate degree and certificate programs in these options;
2. Conference and workshop management with Cvent technology;
3. Access to Parent Resource Centers through our partnerships throughout the state of Florida.
4. 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)
5. A clearinghouse of national experts in each of these unique areas of K–12 education

For further information on any of the NIEO options, contact:

Dr. Judith S. Stein, Executive Director
Toll free: 800-986-3223, ext. 28742
Phone: (954) 262-8742 FAX: 954-262-3988
Email: *stein@nsu.nova.edu*

Nigel A. Whyte, Assistant Director
Toll free: 800-986-3223, ext. 25082
Phone: (954) 262-5082
Email: nwhyte@nsu.nova.edu
Web site: *http://www.schoolofed.nova.edu/nieo/*

School Safety and Violence Prevention Certificate Program

The Certificate Program in School Safety and Violence Prevention provides school administrators, school teachers and staff, and educators in the field of higher education practical skills and knowledge to meet the current challenges associated with school safety. The training provides educators with the skills to develop safety plans with the training and response skills to provide the leadership during and post crisis. This certificate program utilizes Crime Prevention through Environmental Design (CPTED) ordinances to review and design the environment for violence prevention and will demonstrate an understanding of the National Incident Management System (NIMS) in compliance for mitigation and prevention, emergency preparedness, and response and recovery.

Courses

SSV 500 Mitigation and Prevention (3 Cr)

Mitigation and Prevention: This course will provide an overview of operational responsibilities and skills necessary for school officials charged with the safety and security of school staff and students using an all hazard approach. Mitigation and Prevention will introduce school officials to the necessary steps in identifying potential barriers to "hardening" the school site in emergency situations and recommending proactive measures to see that all students and staff learn and work in a sage and secure environment.

SSV 0501 Emergency Preparedness (3 Cr)

This course will provide a comprehensive study in the development of a school's safety plan. Using an all hazard approach, the components of a school safety plan will be developed, focusing on a rapid, coordinated, effective response when a school emergency occurs. Realizing that every school must have an emergency plan tailored to its unique needs, this course will assist administrators in identifying critical components of the pain. Tabletop exercises will be developed to practice the recommendations of the safety plan.

SSV 502 Response and Recovery (3 Cr)

This course is designed to follow the emergency plan designed in SSV 0501. Topics discussed will include: determining if an emergency is occurring, identify the needed response, and coordinating appropriate personnel. This course will address the emotional impact of a school emergency and the need to return to the educational focus of the schools as quickly as possible. The planning and practicing of drill will be developed and discussed, as well as taking part in the tabletop exercises.

For more information, contact Dr. Jamie Manburg at (954) 262-7823 or jmanburg@nova.edu.

SeniorComp

This FSEHS initiative brings low-income senior citizens into the information age. Groups of 10 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 (e.g., Mandel Foundation and the Community Foundation of Broward), and has completed ten groups during the last 6 years. In the orientation to the project and to their new computer systems, the seniors are shown how to use their computers and printers. 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 courses on computer applications offered by the Senior Computer Center at the Sunrise Daniel Cantor Senior Learning Center. New groups begin when funding grants are obtained.

For more information or to be added to the waiting list, contact Dr. Al Mizell at (954) 262-8642 or mizell@nova.edu.

Teacher Universe™

Teacher Universe™ 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 teachers who are recognized experts in these areas.

Teacher Universe offers 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
- Instructional materials, both reviewing and creation
- Online chat rooms
- Conferences featuring accomplished educators and authors
- Recognition program

For further information, contact us at
Toll free: 800-986-3223, ext. 28848
Phone: (954) 262-8848

Email: denisek@nsu.nova.edu
Web site: *http://www.fgse.nova.edu/teacheruniverse*

FISCHLER SCHOOL
OF EDUCATION & HUMAN SERVICES

2010 – 2011
Student Handbook

Policies, Regulations, Procedures, And General Student Information

NOVA SOUTHEASTERN UNIVERSITY

General Student Information

NSU Student Handbook

The *NSU Student Handbook* addresses general university policies for NSU students, including student life, student rights and responsibilities, university policies and procedures, and NSU resources. The *NSU Student Handbook* is available at the Office of Student Affairs Web site, *http://www.nova.edu/cwis/studentaffairs*. Students should refer to the *NSU Student Handbook* for information regarding university policies, procedures, and resources that are not listed in this publication including, but not limited to the following:

University Policies and Procedures

Acceptable Use of Computing Resources
Abuse/Physical Assault
Acceptance of Professional Fees
Appeal Procedure
Arson
Bomb Threats
Breaking and Entering
Campus Security Report
Cellular Phone Policy
Closing Hours
Code of Student Conduct and Academic Responsibility
Consensual Relations Between Faculty Members and Students
Contracting on Behalf of the University
Disabilities
Discriminatory Conduct
Drug Policy—Zero Tolerance
Emergency Situations
Failure to Comply
False Information
Falsification of Records
Fire Safety
Fraud
Gambling
Grievance Procedures for Nonacademic Disputes
Health Policies

Hurricane Procedures
Identification Cards
Interference with University Investigations and Disciplinary Proceedings
Jurisdiction of University Policies and Procedures
Off-Campus Violations
Parking and Traffic Policies
Privacy of Records
Procedure to Inspect Records
HIPAA Statement
Public Laws
Sexual Misconduct and Harassment
Sexual Misconduct Policy
Harassment Statement
Sexual Harassment Policy
Smoking Policy
Solicitation and Posting Policy
Stalking
Student Publications
Theft or Unauthorized Possession
Title IX Compliance Policy
Travel
Trespass Policy
Unauthorized Entry
Unauthorized Possession of University Property
Vandalism
Weapons

NSU Resources and Student Life

Alumni Association
Campus Traditions
Community Service
Computing Facilities
Newspaper
Nova Singers
NSU Athletics
NSU Student Counseling
Off-Campus Housing
Office of International Students
One-Stop Shop
Pay for Print
Public Safety
Radio Station
Recreation and Wellness

Residential Life and Housing
Student Affairs
Student Employment
Student Financial Services and Registration
Student Medical Centers
Student Organizations
Student Union
University Registrar
University Bursar
Veterans Benefits
Veterans Affairs
Wireless Networking—NSU WINGS
Women's Resource Institute

Reservation of Power

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

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

Policies, Regulations and Procedures

Academic Honesty, Responsibility and the Code of Student Conduct

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

Any violations of the *Code of Student Conduct and Academic Responsibility* and/or university policies, regulations and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards; supplementary standards; Nova Southeastern University or Fischler School of Education and Human Services policies, academic regulations or procedures will be handled by the Office of the Dean of Student Affairs, or by another individual, committee, academic unit or center as deemed appropriate.

Changes to the *Code of Student Conduct and Academic Responsibility* will be posted on the student affairs Web site. Students are required to be familiar with university rules and policies, as well as the *Code of Student Conduct and Academic Responsibility*. Students should refer to the *NSU Student Handbook* for a complete list of student conduct standards. The *NSU Student Handbook* is available at the Office of Student Affairs Web site, *http://www.nova.edu/cwis/studentaffairs*.

Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online at *http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf*.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any Form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating Academic Dishonesty**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism**: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)
5. **Conspiracy to commit academic dishonesty**: assisting others to commit acts of academic misconduct
6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery**: offering of goods, services, property or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials**: examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Fischler School of Education and Human Services without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of Academic Misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

Academic Progress

Academic progress is defined as progression from one academic term/semester to the next. To make satisfactory academic progress and progress to the next academic term/semester, a student must satisfactorily complete all courses and/or benchmarks required in the preceding academic term/semester.

Academic Standing

Students are in good academic standing if they have successfully completed all courses attempted, no courses with incomplete grades are outstanding, maintained a Cumulative GPA of 3.0 or better, and the student is not currently on academic or behavioral probation, or has been dismissed.

Academic Probation and Dismissal – M.A., M.S., Ed.S. Students

- Students who fail to maintain a cumulative 3.0 GPA will be placed on academic probation.
- Students who are placed on academic probation are required to raise their cumulative GPA to 3.0 or better within the defined probation period.
- Students have one term (defined as one [1] sixteen [16] week term, one [1] ten [10] week term or two [2] eight [8] week sessions) in which to clear probation.
- Students who fail to clear probation are subject to dismissal.
- Students previously placed on probation will be subject to dismissal should their GPA fall below a 3.0 a second time (students are limited to one [1] probationary period only).
- Students who are conditionally admitted and do not earn a grade of B or above in all courses completed during their first term of enrollment will be subject to dismissal.

Notification of probation or dismissal may occur during the succeeding term of registration, whereby students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Academic Probation – M.S. in Speech-Language Pathology Students

Students will be placed on academic probation for the following:

- Cumulative GPA falling below a 3.0.
- Grade of F in any academic course.
- Grade of C or below in any two academic courses.
- Grade of C or below in a clinical course.

Students will be placed on professional probation for the following:

- A second unprofessional or unethical conduct violation notice, as defined by the NSU Code of Student Conduct and Academic Responsibility, the Code of Ethics of the American Speech-Language-Hearing Association (*http://www.asha.org*), and/or the manual for internship and clinical policies and procedures.

Students will be subject to dismissal from the program for the following:

- Students previously placed on academic probation, should they be placed on probation a second time (i.e., academic or professional).
- Students previously placed on professional probation, should they be placed on probation a second time (i.e., academic or professional).
- Students who earn a third grade of C or below in any course, regardless of successfully repeated courses.
- Students who earn a second grade of C or below in any repeated academic or clinical course (i.e., second attempt), regardless of successfully repeated courses.
- Students admitted on a "conditional" basis who earn less than a B in any course during their first term of enrollment (i.e., first six [6] semester hours of course work).

Academic Warning, Suspension, and Dismissal – Ed.D. and SLP.D.

- In the term a student earns a failing grade in any course, the student will be placed on Academic Warning.
- Students who have been placed on Academic Warning and earn a failing grade in any other course will be placed on Academic Suspension pending review of their academic record.
- Students may not make progress and cannot receive services in their NSU degree program beyond the term of enrollment during which notification of Academic Suspension is received.
- Students placed on Academic Suspension may be dismissed.
- Students may be dismissed under a second finding of plagiarism [See Academic Honesty Standards].

Notification of academic suspension or dismissal may occur during the succeeding term of registration, whereby future term registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

Address and Name Changes

NSU maintains student contact information through the Student Information System (*http://webstar.nova.edu),* including current mailing address and telephone number. Students should update their records in WebSTAR and notify their academic division if there is a change in their name and/or contact information.

Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The Fischler School of Education and Human Services' ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSEHS Office of Student Judicial Affairs at (954) 262-8617 or 800-986-3223, ext. 28617, or via e-mail at *seldines@nsu.nova.edu*. Undergraduate students should contact the Director of Student Disability Services at (954) 262-7189 or 800-986-3223, ext. 27189, or visit the Web site at *http://www.nova.edu/disabilityservices*.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSEHS Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any given semester.

Attendance

Each course professor/instructor will advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests can be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear on the first scheduled day of class.

Cancellation of Courses

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

Cheating [See Academic Misconduct]

Form and Style Guidelines for Student Writing

The current edition of *The Publication Manual of the American Psychological Association* (APA) is the official style guide used for all written works at the Fischler School of Education and Human Services. All students must adhere to the form and style requirements outlined by the APA style guide and the Fischler Standard Format document (available online at *http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf*) for all written assignments.

Students should be aware that there has been an update to the APA. This update can be accessed free at *http://www.nova.edu/library/dils/teachinghandouts/APAchanges.htm*.

Grades and Grading

Grading Scale

Letter Grade	Percentage Points	GPA Equivalent
Doctoral Programs		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
F	Below 80	0.0
Master's and Ed.S. Programs		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
C	70–79	2.0
F	Below 70	0.0

Additional Grading Codes

AU   Audit (limited availability)
CL   CLEP (Undergraduate Only)
EQ   Credit awarded based on prior experience (limited availability)
I   Incomplete
NG   No Grade
PR   Progress
W   Withdrawn without Penalty

All applied dissertation benchmarks (concept paper, proposal and final report) will be graded Pass (P)/No Pass (NP). Some courses will be graded Pass/Fail (P/F) and are identified accordingly in course syllabi.

Incomplete Grades

A grade of incomplete (I) may be granted, at the discretion of the instructor, to students who are in good academic standing, but who may have experienced an unexpected personal, medical, or professional emergency. A grade of "I" may not be granted to a student whose work has been unsatisfactory or who has failed to submit over 50% of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course.

Students may be asked to provide documentation if requested by the instructor. Incomplete grades are *not* automatically awarded. Incomplete grades may be denied if the student fails to request a grade of incomplete at least *2 weeks prior to the due date for the final assignment.*

Upon instructor approval to award an incomplete grade, the student must initiate and submit an "Incomplete Grade Agreement" form to the instructor. All incomplete coursework must be submitted within one term/semester of the final class meeting of the course (i.e., no more than 16 weeks or sooner if possible) or as stipulated by the instructor. Unless approved by the instructor, assignments will not be accepted after the date indicated on the agreement form. If the grade of incomplete (I) is not resolved and a change of grade filed by the instructor by the end of the following term, the incomplete (I) will administratively convert to a course grade of F.

Graduation Requirements

M.A., M.S. and Ed.S. Students

Students enrolled in any FSEHS M.A., M.S. or Ed.S. program must fulfill the following graduation requirements (refer to *Graduation* on page 15 of the catalog):

- Students must successfully complete all academic and program requirements,
- students must have a minimum 3.0 cumulative GPA,
- complete a degree application (refer to page 14 of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the university.

Master of Arts in Teaching and Learning (MATL) Program additional graduation requirements: (refer to *Graduation Requirements* for the MATL program on page 25 of the catalog):

- All students must submit an Action Research Project (ARP) Verification Form.

Graduate Teacher Education Program (GTEP) approved program specializations, Educational Leadership, Initial Certification Plan, and New Preparation Certification Approved Programs additional graduation requirements:

- Students must submit passing scores on exams related to the M.S. degree and any state requirements (refer to *Graduation Requirements* for the M.S. degree program on page 29 of the catalog and the specific Approved Program of Study).

Master of Science in Speech-Language and Communication Disorders additional graduation requirements (refer to M.S. in SLP program on pages 81-85 of the catalog):

Ed.D. and SLPD Students

Students enrolled in any FSEHS doctoral program must fulfill the following graduation requirements (refer to *Graduation Requirements* for the Ed.D. program on page 188 of the catalog):

- Attend Doctoral Studies Orientation at NSU, prior to beginning doctoral coursework,
- successfully complete all academic requirements,
- successfully complete the applied dissertation concept paper, an applied dissertation proposal, and the applied dissertation report,
- complete all testing requirements for their given program (if any), and
- fulfill all financial obligations to the university.

International Students

Nova Southeastern University is authorized to accept international students for admission to all degree programs. An international student is an individual who has a residence in a country other than the United States to which he or she plans to return, and who has come to the United States temporarily and solely for the purpose of attending an academic institution.

All prospective international students must follow these steps in order to receive an I-20 AB Form Certificate of Eligibility:

- You must apply and be fully accepted to an academic program (see eligibility criteria for your specific program).
- You must provide proof of English language competency (please see language requirements at *http://www.nova.edu/internationalstudents/prospective/i20.html*).
- You must provide a statement of financial capability (a bank statement with funds available to cover the cost of one year's tuition and living expenses).
- If you attended a U.S academic institution and had a previous F-1 visa, you must download and have your

current institution's international office complete a *Transfer of Authorization* form.

- In order to be considered an international student in good standing and maintain your status, you must pursue a full course of study at one of NSU's campus locations in Florida.

Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent occurrence of plagiarism in a future course (i.e., a second violation) results in immediate dismissal from the Fischler School of Education and Human Services without the possibility of re-enrolling at any time.

Any occurrence of plagiarism on a practicum or an applied dissertation (concept paper, proposal, final report), as determined by the practicum advisor or applied dissertation committee chair, also results in immediate dismissal from the Fischler School of Education and Human Services without the possibility of re-enrolling at any time.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be randomly checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred*. If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course.

Program Completion Timelines

Doctoral Program Completion Timeline (FSEHS Policy 1.02)

Doctoral students are allotted seven (7) years from the initial term of enrollment in which to complete all program/degree requirements (excludes DSO 8000). Students unable to complete all program/degree requirements within this seven (7) year timeframe will be subject to dismissal.

Students who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within seven (7) years may request an extension of time of up to one (1) year (maximum). Requests must be received during the last term prior to the expiration of the seven (7) year timeframe for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension.

An additional and final extension of time of up to one (1) year maximum may be requested beyond an initial one (1) year extension for students who have achieved an approved applied dissertation proposal (required for additional time beyond an initial extension). Requests must be received prior to the expiration of the initial extension for consideration. Students must also be in good academic and financial standing to be eligible for an additional extension. No additional time beyond a second extension is available.

M.A., M.S., and Ed.S. Program Completion Timeline (FSEHS Policy 1.04)

Master's and Educational Specialist students are allotted six (6) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this six (6) year timeframe will be subject to dismissal.

Students who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within six (6) years may request a one-time extension of time up to one (1) year (maximum). Requests must be received during the last term prior to the expiration of the six (6) year timeframe for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension. No other extensions beyond one (1) year are available.

Readmission (FSEHS Policy 1.06)

A student who meets the criteria for readmission (see below) may apply for readmission by following the

Readmission Procedure.

I. **Readmission Following Academic Dismissal (Master's and Educational Specialist Students)**

A student who is dismissed for academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- A student must wait one calendar year from the date of dismissal before requesting readmission to the program.
- After being dismissed, a student may reapply to the program one time only.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the catalog (e.g., admission, degree requirements, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
  o Credits earned within the past five years.
  o An earned grade of B or better.
  o Credits are consistent with specialization and degree requirements as stated in the current catalog.

II. **Readmission Following Academic Dismissal (Doctoral Students)**

A doctoral student who is dismissed for academic reasons is ineligible for readmission to a FSEHS doctoral program.

III. **Readmission Following Expiration of Completion Timeline (Master's, Educational Specialist, and Doctoral Students)**

A student who is dismissed for exceeding his/her time limit for degree completion may reapply to the program under the following conditions:

- A student may reapply to the program one time only.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
  o Credits earned within the past five years.
  o An earned grade of B, Pass, or better in the courses to be applied).
  o Credits are consistent with major, concentration, specialization, and degree requirements as stated in the current catalog.
- A student requesting readmission must follow the steps outlined in the Readmission Procedure.

IV. **Readmission following a Temporary Academic Withdrawal**

A student who encounters a temporary personal or professional situation prohibiting his/her continued enrollment is eligible to reenroll in his/her program of study during a subsequent term that is *less than* one year from the date of withdrawal under the following conditions:

- The student has satisfied his/her financial obligations with the university.
- A student who was previously placed on academic notice has not been suspended or dismissed.

An admission application is not required.

V. **Readmission Following Administrative Withdrawal**

A student who is administratively withdrawn or fails to enroll for one year or more (i.e., does not register) (See Policy 1.03), may reapply to his/her program of study under the following conditions:

- A student is required to complete an admission application (Applicable fees apply).
- A student who reapplies is subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission criteria, required additional credits, tuition and fees, etc.).
- Credits previously earned at NSU will apply as long as they are consistent with the curricular requirements in place at the time of readmission.
- Unless a time extension was granted due to absence and readmission under Policy 1.05, a student must reenroll in the program at a point that will allow for completion of all degree requirements within the program's established time frame, based on his/her initial term of enrollment.

Readmission Procedure

Students who meet the criteria for readmission may reapply to the program by submitting a completed admissions application, $50.00 non-refundable application fee, and related documents based on the program's admission criteria. Documents are to be sent to the following address:

Nova Southeastern University
Fischler School of Education and Human Services
Enrollment Processing Services (EPS)
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, FL 33329

Upon receipt of the admissions application, the application will be reviewed by and Academic Advisor to determine student eligibility.

Applicants who have been accepted will be notified of their admissions status via U.S. Mail.

Students who have been dismissed for academic reasons must reapply and include a letter of intent to re-enroll with their application. The letter of intent should specify what circumstances have changed to enable the student to be academically successful in the program.

Registration

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class and receive a grade. Students should register at the beginning of the fall, winter, and summer terms for all courses they plan to take during a given term. Students should not register for part of a term. Registering for the entire term allows the NSU Office of Student Financial Aid to properly process and disperse the student's financial aid.

Web registration is available through the Student Information System at *http://webstar.nova.edu/.* In order to access your information and register for classes, you will need your NSU ID and a PIN. You should have received your PIN via regular mail after you were officially admitted to the university. If you need to receive a PIN, or if you have misplaced your PIN, you can contact the PIN Specialist by calling (954) 262-4850 or 800-541-6682, ext. 24850, on weekdays between 8:30 a.m. and 5:00 p.m. (Eastern Time) or via email at *pinhelp@nsu.nova.edu.* An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student (refer to NSU Payment Policy).

Reinstatement (FSEHS Policy 1.07)

Undergraduate Students:
Undergraduate students who have not been enrolled for *less than one year* may re-enroll/reactivate their application within a period 12 months after the intended semester of enrollment. Reenrollment may occur at any time within a 12 month period under the following conditions:
- Student's record is considered in good academic standing
- Student's account is free of any outstanding financial obligations to the university

Undergraduate students who have not been enrolled for *more than one year* must reapply to the university. Students must submit a completed admission application and include a $50.00 non-refundable application fee. Students should refer to the Delayed Enrollment and Reapplication for Admission policy outlined in the current Farquhar College of Arts and Sciences Catalog available at http://www.undergrad.nova.edu/catalog/

Graduate Students:
Graduate students who have not been enrolled for *less than one year* may reenroll/reactivate their application within a period of 12 months after the intended semester of enrollment. Students who stop out (i.e., do not enroll) after one or two semesters are eligible to reenroll under the following conditions:
- Student's record is considered in good academic standing
- Student's account is free of any outstanding financial obligations to the university

Note: A student who was placed on academic probation, suspension or warning is subject to the terms and conditions of continuous enrollment following a period of inactivity.

Graduate students who have not been enrolled for *more than one year* must reapply to the university. Students must submit a completed admission application and include a $50.00 non-refundable application fee. (**See Readmission previous listed in this section**).

Teaching Internship/Externship

Students enrolled in the Undergraduate or Graduate Teaching Internship/Seminar (EDUC 4570/EDU 688) may be removed from their internship under the following circumstances:
- The preservice teacher behaves in an unprofessional manner, as defined by NSU or the Code of Ethics and the Principles of Professional Conduct of the Education Profession.
- The preservice teacher engages in dishonest or illegal activities while engaged in the internship.
- The preservice teacher fails to demonstrate the necessary communication skills – written or oral.
- The preservice teacher violates the trust of his/her students or professional colleagues.
- The preservice teacher is unreliable in punctuality and attendance.
- The preservice teacher does not meet standards in demonstrating required competencies in planning, lesson delivery, and assessment.
- The preservice teacher does not maintain student files or records.
- The preservice teacher fails to meet the dress code for interns.

Transcript Issuance

You may request an official transcript through WebSTAR. After entering your NSU ID and PIN, click on: **Student and Financial Aid,** then **Student Records**, and finally, **Request Printed/Official Transcript**. This process allows you to request and pay for the transcript on-line. Generally, transcripts will be generated within one (1) business day of

receiving your request. After you have made your request, you can also check on the status of its processing through the online system. If you do not have a PIN, one can be obtained by completing the PIN Request Form.

If you are unable to request the transcript through the online process, you may submit a *Transcript Request Form* (PDF) either by fax to (954) 262-4862 or by mail to:

> Office of Student Financial Services
> Attention: Registration Department
> 3301 College Ave.
> Fort Lauderdale-Davie, FL 33314-7796

If you encounter any complications with a requested transcript you may email NSU Registrar or call 954-262-7255 for assistance.

Withdrawal

Student Withdrawal from a Course and Cancellation of Registration

Students who cancel their registration before the first day of a class session are entitled to a full tuition refund in accordance with the tuition refund policy (see Student Handbook). After the first class, students who submit a *Student Transaction Form* (STF) to the registration department of their intention to withdraw will receive a prorated refund of tuition. The refund for courses, which includes internships, capstones, etc., is based on the date of the request following the official start date of the term. (The registration fee is non-refundable.)

A student may not withdraw from a class on or after the last class meeting or if plagiarism [See Academic Misconduct – Plagiarism] has been determined. If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course. Unless withdrawal procedures have been completed within the stated deadline, students are considered active participants in all classes for which a registration has been accepted and processed unless the Office of Student Services has received written notification of the drop/withdrawal STF. The tuition refund schedules can be viewed on the Office of Student Services Web site at http*://www.schoolofed.nova.edu/sso.*

Students will receive a full refund of tuition payments:

- For not meeting minimum admission requirements.
- For a cancelled course or workshop.
- For an involuntary call to active military duty.
- For documented death of the student or a member of his or her immediate family (parent, spouse, child, sibling).
- For severe illness of the student (as approved by the institution and confirmed in writing by a physician) that precludes completion of the term.
- For exceptional circumstances approved by the president or his designee.

The STF can be obtained at the Office of Student Services Web site at *http://www.schoolofed.nova.edu/sso/forms.htm*. Refunds will be based on the date of receipt of the request. Students who drop a course after the first class meeting must:

1. Notify the Office on Student Services Registration department of the intent to drop a course.
2. Complete a STF to drop or withdraw and return the completed form to a Student Educational Center **OR** mail or fax the completed form to:

> Nova Southeastern University
> Fischler School of Education and Human Services
> Office of Student Services
> ATTN: Registration Department
> 1750 NE 167th Street
> North Miami Beach, FL 33162
> Fax (954) 262-2336

This policy is designed to meet or exceed refund requirements of various states (e.g., California, South Carolina, Washington, Indiana, Wisconsin, and Florida).

Students who wish to withdraw from their program of study must follow the procedure outlined below:

Students must submit a request for program withdrawal. Students must notify the Office of Student Services, in writing, of their intent to withdraw from their program of study. All students must send their request via their NSU email account or via U.S. mail (see contact information below). Students must include their full name, NSU ID number, program name, effective date for program withdrawal, and cluster number (if applicable).

1. Upon receipt of written notification from the student, the Admissions Department will process the program withdrawal. A comment will be posted in the NSU Banner system as a confirmation of the transaction.

2. The Admissions Department will send official program withdraw notification to the student via U.S. mail and NSU email.

3. A copy of the program withdrawal letter will be sent to the Enrollment Processing Services (EPS), placed in Banner, and in the student's academic file.

Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must drop those courses by following the Course Withdrawal Procedure.

Contact Information:

> Nova Southeastern University
> Fischler School of Education and Human Services
> Office of Student Services
> Attention: Admissions Department
> 1750 NE 167th Street
> North Miami Beach, FL 33162
> Email: *admitteam@nova.edu*

Administrative Withdrawal (FSEHS Policy 1.03)

FSEHS will initiate the administrative withdrawal of a student from their program of study if any of the following situations occur:

- Students who fail to enroll (i.e., register) for one year or more will be administratively withdrawn from the program.
- Students who fail to honor NSU financial obligations will be administratively withdrawn after 90 days of nonpayment.
- Students who fail to demonstrate academic progress for one year or more will be administratively withdrawn from the program.

Temporary Academic Withdrawal (FSEHS Policy 1.05)

Any student who encounters a temporary personal or professional situation of one year or less prohibiting his/her continued enrollment may withdraw from his/her program of study by following the Temporary Academic Withdrawal procedure 1.05P. Students are not eligible to receive academic services from faculty or staff during the period of temporary academic withdrawal. Temporary academic withdrawals will suspend the time limit for degree completion.

Students who wish to withdraw temporarily from their program of study must follow the procedure outlined below:

All FSEHS students must notify the Academic Advising Department in the Office of Student Services, in writing, of their intent to temporarily withdraw from their program of study. All students must send their request via their NSU email account or via U.S. mail (see contact information below). Students must include their full name, NSU ID number, program name, effective date for temporary academic withdrawal, and cluster/cohort number (if applicable).

> Nova Southeastern University
> Fischler School of Education and Human Services
> Office of Student Services
> Attention: Academic Advising Department
> 1750 NE 167th Street
> North Miami Beach, FL 33162
> Email: *admitteam@nsu.nova.edu*

Upon receipt of written notification from the student, an Academic Advisor will process the withdrawal. A comment will be posted in the NSU Banner system as a confirmation of the student's request to withdraw.

An email notification will be issued to the student's NSU email account to confirm his/her request to withdraw.

A copy of the program withdrawal letter will be sent to Enrollment Processing Services (EPS). A comment will be entered in Banner, and filed in the student's academic advising file.

Students who are enrolled in courses during a term (session) coinciding with the dates of temporary withdrawal must drop the courses by following the Student Withdrawal Procedure.

Note: A refund for a course is based on the date of the request following the official start date of the term. Refunds are prorated based on the date of receipt of the request. (**See Financial Policies and Information - Tuition Refund Policy**)

Undergraduate students who wish to return after a temporary absence of *one year or more* may be required to submit an application to be readmitted to NSU. (**See Readmission**)

Graduate students who wish to return after a temporary absence of *one year or more* are required to **reapply and submit** a letter of petition to the Office of the Dean of Academic Affairs to resume his/her studies without loss of time for degree completion. (**See Reinstatement**)

Technology Requirements

All applicants, students, employees and alumni are assigned an NSU ID that uniquely identifies them and provides them access to our administrative system (WebSTAR). In addition, students, employees and alumni are assigned a SharkLink ID which is also their NSU email name.

Your NSU Email Name is created automatically when you become a new student, faculty, or staff member of NSU. Your NSU Email Name will also be your SharkLink ID.

Your NSU Email Name & Password is used for:

- Your SharkLink Login
- Your WebCT Login
- Your NSU WebMail Account
- Security access to various NSU Web Applications

SharkLink

SharkLink is NSU's online portal. With a single username and password, students, employees, and alumni can easily access many online university applications including NSU email, Web calendars, online groups, WebSTAR, and WebCT.

Access SharkLink at http//sharklink.nova.edu

WebSTAR

WebSTAR is available to all student, faculty and staff members. Students can use WebSTAR to register for classes online, view grades and transcripts and also pay tuition and fees. Faculty members can view their courses, contact students, and enter midterm and final grades. Employees are able to sign up for benefits, view pay stub information and tax forms.

Access WebSTAR at http://webstar.nova.edu
You will need your NSU ID and PIN to enter the system.

Need Help?

The Office of Information Technologies Computing Help Desk provides assistance to all NSU students. Contact the Help Desk at (800) 541-6682 x24357 or (954) 262-4357.

PC	Mac
CPU Pentium 4, 1.3 GHz	CPU Power PC 1.4GHz / Intel 1.4 GHz
Windows XP Pro, Windows Vista	Mac OS X Tiger 10.4, Leopard 10.5
RAM 512 (Windows XP Pro) **or** RAM 1GB (Windows Vista)	Ram 512MB
Hard Drive – free space about 4GB	Hard Drive – free space about 4GB
Browser: IE 6.1, Firefox	Browser: Safari, Firefox

Appeal and Grievance Procedures

Student Appeal Process

Forms for initiating the Student Appeal Process may be obtained through the FSEHS Office of Student Judicial Affairs via email at *osja@nova.edu*.

Speech-Language Pathology Students (M.S. and SLP.D.)

Students who have been dismissed from the program have the right to petition for reinstatement. An appeal to overturn the dismissal must be submitted in writing within 15 days of receipt of the certified mail advising the student of dismissal. The appeal should be addressed to the chair of the Student Professional and Academic Review Committee (SPARC) and should include the student's rationale for reinstatement. The SPARC, which is composed of departmental faculty, will review the appeal and render a decision. The student will be notified by the chair of SPARC by certified and regular mail.

Should the student wish to further pursue the appeal for reinstatement, the student may address a second written appeal to the Associate Dean of the Programs in Speech-Language and Communication Disorders (SLCD). This letter must be received within 15 days of receipt of the SPARC's decision. The Associate Dean will render a decision and the student will be notified of the decision by certified and regular mail.

Should the student wish to further pursue the appeal for reinstatement, a third and final appeal process may be initiated through the Office of Student Judicial Affairs. The student may file a grievance within 15 days of receipt of the Associate Dean's decision. The grievance will undergo a review by committee and the student will receive written notification of the decision.

The responsibility for course examinations, assignments, and grades resides with the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, and/or procedural irregularities.

FSEHS Policy 3.05 – Doctoral Ed.D. Students

The doctoral studies appeal process for the Fischler School of Education and Human Services (FSEHS) is intended to provide a formal means of resolving differences between students and the administration or faculty. The proper protocol for addressing perceived discrepancies involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., director, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

- For disagreements over a *final course grade* or *other academic matter*, first consult the course professor. If the disagreement persists after consulting the course professor, then consult the program professor or lead faculty for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or lead faculty may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing a *Student Appeal Form* and *Informal Resolution Verification Form*. All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration by the committee.

A. A three-member committee consisting of a doctoral enrollment counselor, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the middle of each month, or as needed, to review appeals. Neither students, nor administration or faculty, against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

 1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

    a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FSEHS. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by compelling evidence; not merely a statement to this effect.

    b. Should the committee's decision favor the student, one of the following measures will ensue:

- The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

- If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

    a. Should the committee's decision favor the student, one of the following measures will ensue:

- The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

- If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

3. When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to the appropriate administrator (i.e., director, dean or designee) within a reasonable time frame for a written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

B. In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.

C. Written notification of the committee's decision is provided within a reasonable time frame of its review via first-class U.S. mail.

1. The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.

    a. When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.

2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.

D. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FSEHS Office of Student Judicial Affairs.

1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.

    a. Grievance forms must be requested within fifteen (15) days from the date of written notification of the appeal committee's decision.

2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

FSEHS Policy 3.04 – Educational Specialist, Master of Science, and Master of Arts Students
The appeal process for Educational Specialist and Master's students of the Fischler School of Education and Human Services (FSEHS) is intended to provide a formal means of resolving differences between students and the administration or faculty. The proper protocol for addressing perceived discrepancies involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of behavioral standards), first consult the appropriate administrator (i.e., director, dean or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

- For disagreements over a *final course grade* or *other academic matter*, first consult the course professor. If the disagreement persists after consulting the course professor, then consult the program professor or lead faculty for the course or study area. A written account of any perceived discrepancies may be requested by the program professor or lead faculty prior to his/her review. The program professor or lead faculty may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed with the Office of Student Judicial Affairs by completing a *Student Appeal Form* and *Informal Resolution Verification Form.* All forms must be completed and on file in Student Judicial Affairs within forty-five (45) days from the date of the administrative action, or from the end date of the course if appealing a grade, for consideration.

A. A three-member committee consisting of a student services representative, program professor, and an administrator or designee, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis on or about the beginning/end of each month, or as needed, to review appeals. Neither students, nor administration or faculty, against whom an appeal is filed, attend the committee's review. All parties involved are represented by written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.

1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

    a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FSEHS. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by compelling evidence; not merely a statement to this effect.

    b. Should the committee's decision favor the student, one of the following measures will ensue:

        - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

        - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

2. When appealing *other academic matters* (e.g., violations of academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.

    a. Should the committee's decision favor the student, one of the following measures will ensue:

        - The Appeals Coordinator will consult the course professor to resolve the matter consistent with the committee's determination.

        - If the Appeals Coordinator is unable to resolve the matter, a three-member faculty panel will be convened to review the appeal for a final determination by majority vote, which shall be binding upon either party. Faculty serving on the panel will not have had any prior knowledge of the appeal under review.

3. When appealing an *administrative action* (e.g., dismissal; violations of behavioral standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to the appropriate administrator (i.e., director, dean or designee) within a reasonable time frame for the program's written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.

B. In the event all necessary statements and documentation to be reviewed are not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.

C.   Written notification of the committee's decision is provided within a reasonable time frame of its review via first-class U.S. mail.

   1.   The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.

      a.   When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.

   2.   Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.

D.   If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her complaint, a formal grievance may be filed with the FSEHS Office of Student Judicial Affairs.

   1.   A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.

      a.   Grievance forms must be requested within fifteen (15) days from the date of written notification of the appeal committee's decision.

   2.   Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

Grievance Procedure

Forms for initiating a formal grievance may be obtained through the FSEHS Office of Student Judicial Affairs via email at *osja@nova.edu*.

FSEHS Policy 3.06 – Doctoral, Educational Specialist, and Master's Students

The purpose of this procedure is to promote the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Students and faculty are encouraged to informally resolve disputes prior to instituting a formal grievance.

A.   Any student who has a grievance concerning an administrative action or a member of the faculty or staff shall file such a grievance in writing with the Director of Student Judicial Affairs within fifteen (15) days from the date of the action taken against him/her. The written grievance shall contain a short and concise statement of all relevant facts and the relief sought on forms available from the Judicial Affairs Office.

B.   Upon receipt of a written grievance, the Director of Student Judicial Affairs shall request proof supporting the grievance and request a response with supporting evidence from the party against whom the complaint has been filed. An Administrative Review Panel will review the grievance and evidence to determine whether the grievance presents a complaint upon which action should be taken. If the grievance is found to have no basis, to be insubstantial, or wholly a question of academic discretion, the grievance shall be dismissed without further action. The student will be advised in writing as to whether the grievance was dismissed, or whether additional action will be taken.

   The student may be present for the grievance review via a telephone conference call for a limited time to address the Administrative Review Panel and answer questions from panel members; no other person may participate or listen-in on the conference call. Neither students, nor the party against whom the complaint has been filed, may attend the review in person.

   1.   If the Administrative Review Panel decides that further inquiry should be made, the Director of Student Judicial Affairs may then invoke one of the following procedures:

      a.   Informal Resolution Procedure: The Director of Student Judicial Affairs may informally meet with all parties and try to resolve the issues raised.

      b.   Formal Resolution Procedure: If the Director of Student Judicial Affairs is unable to informally resolve the issue, then a Grievance Committee will be convened to make a final determination of the issue.

   2.   The Grievance Committee shall consist of three members. Two members shall be taken from a center alumni list and will be chosen by rotation sequence and availability from a resource panel of alumni who have consented to serve as impartial arbitrators. The third member will be a faculty member or center administrator of Nova Southeastern University. The third member will have no immediate knowledge of the facts of the dispute.

   3.   The parties will attend the Grievance Hearing before the panel at which time both parties shall submit their evidence and arguments concerning the matter. The parties shall be notified of the

time, date, and place of the hearing. All hearings shall be conducted on the main campus during normal working hours. There will be no meeting of the committee unless an active appeal has been filed in accordance with this procedure.

The Grievance Committee hearing shall be subject to the following procedures:

a. The committee shall have no right to modify, add to, or subtract from this grievance procedure.

b. A majority vote of the committee shall be determinative.

c. The committee may not substitute its judgment for the qualitative academic decision of the faculty member rendering the grade or assessing the student's work. The committee may only recommend to uphold or reverse the program's decision. In the event the committee reverses the Program's decision, the administrator (i.e., director, dean or designee) shall fashion a remedy consistent with sound academic principles which shall be final. The committee may not address sanctions, which are wholly within the administrator's discretion.

d. The committee shall render its decision in writing on forms provided.

e. The committee shall be obliged to render a decision within (14) fourteen calendar days following the close of the hearing.

4. The decision of the committee shall be final and binding. Any student filing a grievance shall be notified of the committee's decision by certified mail to their last official address.

5. Venue shall lie in Broward County, State of Florida, for any and all Fischler School of Education and Human Services student disputes, grievances or appeals.

Note for Residents of Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board's address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone # 602-542-5709, Web site address: *http://azppse.state.az.us.*

Note for Residents of South Carolina: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the South Carolina Commission on Higher Education. The student must contact the commission for further details. The commission's address is 1333 Main Street, Suite 200, Columbia, SC 29201; phone # 803-737-2260.

Note to Virginia Residents: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the State Council of Higher Education for Virginia, 101 N. 14th Street, James Monroe Building, Richmond Virginia, 23219; (804) 225-2600.

Financial Aid

Financial Aid policies and information in this section are provided by the Enrollment and Student Services Office of Student Financial Assistance. Policies listed in this section apply to all FSEHS students and programs, unless otherwise stated within this text.

Enrollment and Student Services

Enrollment and Student Services (ESS) is comprised of the Office of Student Financial Assistance (OSFA), the University Registrar's Office, the University Bursar's Office, the One-Stop Shop, the University Call Center, Enrollment Processing Services, and Transfer Evaluation Services. Collectively, the ultimate goal of ESS is to effectively meet the information and service needs of all NSU students. Financial aid policies and information in this section apply to all FSEHS students and programs, unless otherwise stated within this text.

The Office of Student Financial Assistance

Going to college can be both exciting and financially challenging. The Office of Student Financial Assistance is dedicated to helping you make smart financial choices while you are in college. There are four types of financial aid available to assist you in meeting the cost of attending college: grants, scholarships, student employment, and loans. Grants and scholarships are considered "gift" **aid and generally do not have to be repaid. However, if a student drops or withdraws from any classes for which financial aid has been received, the student may have to return any "unearned" funds.** Loans are considered "self-help" aid and always need to be repaid. Student employment requires you to work in exchange for a pay check. Please remember: Students interested in federal grants **must** complete the Free Application for Federal Student Aid (FAFSA) and meet general eligibility criteria. **For detailed information on the financial aid process and sources of aid, visit the financial aid Web site at** www.nova.edu/financialaid**.**

Means of Communication with Students

The official means of communicating financial aid information to students is via WebSTAR and NSU (Sharklink) email. Students will receive requests for information and award notices through their NSU email account, and will be directed to the WebSTAR secure site, to use their NSU PIN, for access to pertinent financial aid information. In addition, students will receive their first award notification for the 2010-2011 academic year via postal mail. Students are encouraged to use NSU's WebSTAR system at *http://webstar.nova.edu* to register for classes, display their class schedule, view any holds, display their grades and transcripts, make payments, and review financial aid requirements and awards.

Financial Aid Checklist

☑ **1. Complete the FAFSA & NSU State Aid Application.**
Complete the Free Application for Federal Student Aid (FAFSA) at *http://www.fafsa.ed.gov* annually which becomes available each January 1. The earlier you apply, the better chance you have of being considered for maximum available funds. To apply for Florida grants and scholarships, undergraduate students should also complete the NSU State Aid Application available on the financial aid Web site at *http://www.nova.edu/financialaid/forms/state_aid_application.pdf*.

☑ **2. Plan for housing and meal plan.**
Your budget includes a housing and meal component. Please ensure that your budget covers these expenses, if you intend to live on campus.

☑ **3. Check your WebSTAR account regularly.**
Log in to your WebSTAR account using your NSU ID and PIN at *http://webstar.nova.edu/* to regularly check the status of your financial aid and to ensure that you have no outstanding requirements.

☑ **4. Submit additional documents and complete a Master Promissory Note.**
If you are interested in receiving student loans, you will be required to complete a Direct Loan Master Promissory Note (MPN). Some students may be required to submit additional documents prior to being awarded. You will be notified of outstanding requirements via NSU (Sharklink) email. Your requirements (outstanding and completed) can also be viewed in WebSTAR.

☑ **5. Accept, reduce, or decline your loan and federal work-study award(s).**
Your financial aid award notice will provide you with detailed instructions on how to accept, reduce, or decline your financial aid award. Your award will not be disbursed until this step has been completed.

☑ **6. Don't forget to continuously apply for and identify scholarships.**
Regularly schedule time for the scholarship search. The best place to start is the scholarship Web page at *http://www.nova.edu/financialaid/scholarships/*.

☑ **7. Check your NSU (Sharklink) email daily.** NSU email and WebSTAR are the official means that the OSFA will use to communicate with students. Keep up-to-date by checking your NSU email daily.

☑ **8. Register for classes (early).**
Students awarded federal loans must be enrolled at least half-time. Half-time enrollment is defined as 6 credits per semester for all undergraduate students. For graduate and first professional students, your program of study defines half-time status. Enrollment requirements for federal and state grants vary. Familiarize yourself with the enrollment requirements defined by your program office as well as by the financial aid programs through which you are receiving aid. Be sure to register as early as possible to

ensure timely disbursement of your financial aid funds.

Student Employment

There are three main student employment programs: Federal Work-Study (FWS), Nova Student Employment, and Job Location and Development (JLD).

Federal Work Study Program (FWS)

The FWS Program is a need-based program that provides students with part-time employment to help meet their financial need. Interested students must file a FAFSA, and indicate on the FAFSA that they are interested in Work-Study. Students must be awarded FWS in order to apply and obtain a position. FWS is awarded to U.S. citizens and resident aliens. Students may work up to 25 hours per week depending on eligibility. The rate varies according to the position. When calculating the balance owed to NSU, FWS is not to be deducted as other aid. The Bursar's Office does not calculate the award as expected payment towards tuition since students will receive a paycheck every pay period.

Under the umbrella of FWS are the **America Reads and America Counts Programs**. Students serve as reading or math tutors to elementary school children throughout Broward County. Students must have their own dependable transportation. The minimum number of hours students can work is 10 hours per week. The pay rate is $13.00 an hour. Tutors must complete a training session and pass a background check. Students cannot participate in both programs.

Students who have been awarded FWS for the fall semester will be sent a student employment packet in the mail at the end of July which includes the student employment application, as well as information regarding the orientation process.

Nova Student Employment

Nova Student Employment provides part-time, on-campus jobs for in-school students regardless of financial need. Students do not need to apply for financial aid to be considered for these positions. International students may qualify for on-campus student employment under this program. Students can work a maximum of 20 hours per week.

Job Location and Development (JLD)

The JLD Program develops and locates off-campus jobs for students. Positions are open to all currently enrolled students of NSU, regardless of financial need. International students must receive special permission from their program office and the Office of International Students and Scholars to work off-campus. Positions may be part-time or full-time.

Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. Generally, scholarships are awarded to students who meet particular criteria for qualification, such as academic achievement, financial need, field of study, talent, or athletic ability. The NSU scholarship Web site at www.nova.edu/financialaid/scholarships/ provides resources to help you locate and apply for scholarships. New scholarships are regularly added to the Web site, so check now, and check often.

Scholarships and grants are available to students from various sources within the university, as well as from external public and private organizations, such as the Florida Independent College Fund.

All college and university scholarships and grants are combined with other federal and state financial aid programs, to help meet students' financial needs. Eligibility requirements vary. Students should note that changes in enrollment during a semester may affect eligibility for awards.

Please see the Financial Aid Web Site *http://www.nova.edu/financialaid* for information regarding scholarship availability, deadlines, award amounts, and additional requirements.

> **ALAS/Houghton Mifflin Harcourt Scholarship**
> **Award Amount:** The first-place winner will receive a one-time $10,000 award and a one-time $2,000 honorable mention scholarship will also be awarded.
> **Requirements:** Must be a current member in good standing, of the Association of Latino Administrators and Superintendents (ALAS), who is an aspiring school leader pursuing an advanced degree in education with the goal of becoming a superintendent. Candidates must complete an application, submit a 500-word essay on how an advanced degree will help the candidate achieve his or her goals and further the goals of ALAS, and provide 3 letters of recommendation. For more information, and to download an application, visit *http:www.hmhco/company/communities/education.html*

> **Bahamas Union of Teachers (BUT) Scholarship**
> **Award Amount:** Varies
> **Deadline:** April 30, with notification given by mid June. Renewal: Yes; automatic renewal – awarded for duration of student's academic career in the degree program for which he/she is admitted
> **Requirements:** New students planning to enroll in an undergraduate/graduate education program at the

Fischler School of Education, Bahamas locations ONLY. Must be a BUT member and maintain membership throughout entire program of studies. Minimum of 39 credits earned from previous higher education institution and possess a minimum cumulative GPA of 3.5 (on a 4.0 scale) from previous higher education institution. Students must maintain a GPA of 3.0 in order to retain scholarship. Students must be currently employed in the field of education, and highly involved with volunteer work and active within the Bahamian community. Students must remain in good academic/financial standing with the university
Additional Information: Application and Instructions: *Bahamas Union of Teachers Scholarship Application*

Black Heritage Council Scholarship
Award Amount: $500, non-renewable
Deadline: Applications must be received by the Black Heritage Council by January 31 Annually
Requirements: Applicants must be enrolled in a degree program at the Fischler School of Education and Human Services; demonstrate financial need (complete financial aid process); have a cumulative GPA of at least 3.0 on a 4.0 scale; complete a 3-5 page essay detailing the applicant's contributions to individuals and/or communities of Black heritage; submit application and a letter of recommendation from a teacher or supervisor.
Additional Information:
Contact: Dr. Delores Smiley
Phone: (800) 986-3223 ext. 28443 or (954) 262-8443
Website: *http://www.fischlerschool.nova.edu/bhc/*

Common Knowledge Scholarship
Website: *www.cksf.org*
Award Amount: Varies
Deadline: Varies
Requirements: All undergraduate and graduate students are eligible
Additional Information: The Common Knowledge Scholarship Foundation awards scholarships through the use of internet-based quiz competitions. Students who answer the most number of questions in the shortest amount of time are declared winners.

Fischler Doctoral Fellowship Program
NSU Institutional Scholarship
Award Amount: Stipend of $30,000 plus tuition, books, materials for same year
Deadline: See website at: *http://www.schoolofed.nova.edu/gradfellow/index.htm*
Requirements: Applicants for admission or currently enrolled students in one of the doctoral studies. Must be available for full-time employment at North Miami Beach campus for two calendar years. Complete the online application by September 1st for a start date in the following year.

Future Teachers FBI-SOS Scholarship
Website: *www.cksf.org*
Award Amount: Varies
Deadline: Varies
Requirements: College students interested in pursuing a career in education
Additional Information: Participants register with the Common Knowledge Scholarship Foundation and compete for this scholarship by taking online multiple-choice quizzes at the CKSF web site, *www.cksf.org.*

Greater Miami Chamber of Commerce
Award Amount: Full Tuition – Not including registration and student service fees
Deadline: April 1; Renewal: Yes, after agreement through 2013
Requirements: Active member of Greater Miami Chamber of Commerce in good standing for at least one year or currently employed in good standing of Greater Miami Chamber of Commerce for at least three years. Must continue membership or employment while completing the certificate or degree. Hold at least a bachelors degree awarded by a regionally accredited institution of higher learning and have applied to the Certificate in Leadership or the Master of Science in Leadership program offered at the Fischler School of Education and Human Services. Must have at least a 2.5 GPA to apply for the certificate and masters program.
Additional Information: Application and Instructions: *Greater Miami Chamber of Commerce Application*

Hispanic Community Service Scholarship
Fischler School of Education and Human Services: contact Terry Davis (*dterry@nsu.nova.edu*) or 954-262-7900. Website: *www.schoolofed.nova.edu/undergraduate* to access the application.
Award Amount: $10,000
Deadline: August 18
Requirements: Be an undergraduate student, majoring in Education. Be an entering junior student who has completed 60 credits and has been admitted into the Fischler School of Education and Human Services of Nova Southeastern University. Be of Hispanic heritage, which is defined as having at least one parent of Hispanic ancestry. Be fluent in Spanish. Meet the Financial Aid Index. Have a minimum GPA of 3.0 on a 4.0 scale and maintain a minimum GPA of 3.0 during the course of study. Be willing to accept the scholarship at

the Award ceremony. Be a U.S. citizen.

JEWISH EDUCATORS SCHOLARSHIP FUND
NSU Institutional Scholarship
Award Amount: $1000
Deadline: Not Specified
Requirements: Current doctoral studies students working in the career field of Jewish Education.

JOSEPH GONZALEZ MEMORIAL SCHOLARSHIP
NSU Institutional Scholarship
For applications: *www.schoolofed.nova.edu/slp*
Award Amount: $1000
Deadline: Not Specified
Requirements: Speech-Language and Communication Disorder students enrolled for online study.

NAESP FELLOW SCHOLARSHIP FOR EDL AND DOL
NSU Institutional Scholarship
For Applications: See NAESP website *http://www.naesp.org*
Award Amount: Tuition only (covers coursework in only one doctoral concentration, 4 year maximum)
Deadline: Not specified
Requirements: Candidate is selected from among the previous year's recipients of the National Distinguished Principals (NDP). NDPs will receive applications from NSU. Candidates must have been active principals for at least five years, and will continue as principals through the award year.

NATIONAL ALLIANCE OF BLACK EDUCATORS (NABSE) SCHOLARSHIP
NSU Institutional Scholarship
Award Amount: Tuition in the second academic year of study, nonrenewable
Deadline: Membership (August 1); Applications (September 15th).
Requirements: Applicants must be enrolled in any of the Fischler School doctoral programs for at least one year and hold membership in NABSE. Students must be in good academic standing at NSU. Submit application, resume, and proof of current NABSE membership by August 1st during the first year in doctoral studies. For more information go to *http://www.schoolofed.nova.edu/dhel/nabse.htm*

NATIONAL BOARD CERTIFICATION SCHOLARSHIP
NSU Institutional Scholarship
Award Amount: $2,500 for Master's or Educational Specialist studies; $5000 for Doctoral studies, non-renewable
Deadline: Not specified
Requirements: National Board Certified Teachers studying at Master's and Doctoral levels. Students will need to submit a copy of their NBCT letter and two letters of recommendation.

NICOLE WEISER SCHOLARSHIPS
NSU Institutional Scholarship
For applications: *www.schoolofed.nova.edu/slp*
Award Amount: Two awards of $2,000 and one award of $1,500
Deadline: February 17
Requirements: For Speech-Language and Communication Disorder Programs. For master's students who work as a school-based clinician with one year of working experience. Also for new students or second year master students who demonstrate academic excellence, motivation, leadership and personal achievement. Students are also required to submit letters of recommendation and an essay. The awards go to the students that best exemplify the highest standard of academic excellence, clinical skill development, and service to our program.

NSU IQ Scholarship
Website: *http://www.nova.edu/nsuiq*
Award Amount: 1st Place - $3,000, 2nd Place $2,500, 3rd Place $2,000
Deadline: Varies
Requirements: All NSU students are eligible (Full-time NSU employees are not eligible to win)
Additional Information: The NSU IQ Scholarship Quiz is administered by the Common Knowledge Scholarship Foundation. Students register at *www.cksf.org*, learn interesting facts about NSU, and take an internet-based, multiple-choice quiz on the information they learned. Students who answer the most number of questions in the shortest amount of time are declared winners.

PEP-C GRANT
(Post-secondary Educational Planning Commission of the State of Florida)
NSU Institutional Scholarship
For applications: *www.schoolofed.nova.edu/slp*
Award Amount: Varies

Deadline: July
Requirements: The grants are for master's students enrolled in the speech-language pathology program. Applications for these grants are available at the time of registration.

PRINCIPAL OF THE YEAR SCHOLARSHIP
NSU Institutional Scholarship
Award Amount: $1500 for Masters or Ed Specialist studies; and $3,000 for doctoral studies, non-renewable
Deadline: Not Specified
Requirements: Students must be school district winners of Principal of the Year awards to be eligible. Students must submit copies of their district's notification letter and/or certificate.

TEACHER OF THE YEAR SCHOLARSHIP (Master's or Educational Specialist)
NSU Institutional Scholarship
Award Amount: District winner $1,000 (may vary by school district); state winner $4,000, non-renewable
Deadline: Not Specified
Requirements: Students who are current school district winners of Teacher of the Year awards are eligible. Students must submit copies of their district's notification letter and/or certificate.

Loans

A student loan, unlike a grant and work-study, is borrowed money that must be repaid, with interest. Student loan repayment is a legal obligation, so before you decide to take out a student loan, determine the amount you will have to repay on the loan.

Federal Stafford Loans

There are two types of Stafford loans: subsidized (need-based) and unsubsidized (not need-based).

- **Subsidized Stafford Loan**
  The U.S. Department of Education pays the interest while students are in school at least half-time, for the first six months after graduation, and during periods of deferment.
  Interest rates: 5.6 percent for undergraduate and 6.8 percent for graduate students.

- **Unsubsidized Stafford Loan**
  Students are responsible for paying the interest that accrues on the loan from the time it is disbursed until it is paid in full. Students make interest payments while in school, or during periods of deferment or forbearance.
  Fixed interest rate of 6.8 percent for both undergraduate and graduate students.

Please note: Annual and lifetime (aggregate) loan limits apply. Origination fees may vary. A student who has reached his or her aggregate limit may no longer borrow under the Federal Stafford Loan Program.

As NSU is exclusively participating in the William D. Ford Federal Direct Loan Program for the 2010-2011 academic year, all students borrowing federal Stafford loans, will be required to complete a Direct Loan Master Promissory Note (MPN) at https://studentloans.gov/myDirectLoan/index.action. First-time borrowers will also be required to complete entrance counseling available online at the same link. All students awarded federal loans must be enrolled at least half-time. Half-time enrollment is defined as 6 credits per semester for all undergraduate students. For graduate and first professional students, your program of study defines half-time status.

Parent Loan for Undergraduate Students (PLUS)

PLUS Loans are federally-sponsored loans parents can obtain to help pay the cost of education for their dependent undergraduate children. The PLUS has a fixed interest rate of 7.9%. The maximum PLUS amount that a parent can borrow is the student's cost of attendance minus any other financial aid the student receives. As with other federal loans, students are required to be enrolled at least half-time per semester. In addition, students must not have adverse credit history and must meet citizenship criteria.

Federal Grad PLUS Loan

The federal Grad PLUS (fixed interest rate of 7.9%) is a loan available to graduate or professional students who have applied for their annual maximum loan eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Programs. The maximum Grad PLUS amount that a student can borrow is the student's cost of attendance minus any other financial aid the student receives. In addition, students must not have adverse credit history and must meet citizenship criteria.

Alternative/Private Loans

If your grants, scholarships, and/or federal loans do not cover your full cost of attending NSU, you may apply for a private or alternative loan through lending institutions and nonprofit organizations. Alternative loans are considered part of a student's financial aid package and cannot exceed the cost of attendance.

Satisfactory Academic Progress (SAP)

Nova Southeastern University, in compliance with federal regulations, has established the following standards of academic progress that must be met to receive financial assistance. Satisfactory progress is required of a financial aid recipient to fulfill a specified educational objective within a specific time frame, as defined by the institution.

All students are required to meet these requirements, regardless of whether or not they previously received financial aid. Students should consult their financial aid counselor before dropping or withdrawing from courses to ensure compliance with academic progress requirements.

The following are condensed criteria for satisfactory progress at Nova Southeastern University.

Undergraduate Programs

Qualitative Measure

Students must earn the following cumulative grade point average after completion of each increment:
1 to 29 credits: minimum GPA = 1.70
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. If you are denied for this reason, you cannot appeal. In addition, full-time students (24 or more attempted credits for the academic year) must complete 18 new credits each academic year. Less than full-time students must complete 70% of attempted credit hours.

Graduate Programs

Qualitative Measure

Students must earn the following cumulative grade point average after completion of each increment:
1 to 12 credits: minimum GPA = 2.70
13+ credits: minimum GPA = 3.0

Quantitative Measure

Students can only receive financial aid for up to 150 % of the published length of their program. If you are denied for this reason, you cannot appeal. In addition, full-time students (18 or more attempted credits for the academic year) must complete 12 new credits each academic year. Less than full-time students must complete 70% of credits attempted.

The above are the minimum criteria for maintenance of satisfactory progress. Some financial aid programs may have more stringent academic progress standards. Most scholarships require a minimum GPA of 3.0. Refer to the descriptions of individual aid programs for more information or contact the Office of Student Financial Assistance for specific details.

Doctoral Programs, Law, and Health Professions

Each program has its own standards of academic progress as outlined in the programs' individual Student Handbooks. Suspended and dismissed students are ineligible for financial aid until they are restored to good standing or probationary status.

SAP Appeal Process

If a student's financial aid application is denied because of failure to meet these standards, he/she has the opportunity to appeal such action to the Standards of Academic Progress Appeals Committee within 30 days of notification of denial. Visit the financial aid Web site at *http://www.nova.edu/financialaid/receiving/academic_progress.html* for more details.

Veterans Benefits

Department of Veterans Affairs educational benefits are designed to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the veterans benefit specialist at (954) 262-7236; toll free 800-541-6682 ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the veterans benefits Web page at http://www.nova.edu/financialaid/veterans/. If you have any questions concerning eligibility, you may also contact the U. S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their Web site at *http://www.gibill.va.gov*.

Standards of Progress for Veterans

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 800-541-6682 ext. 27236. 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 for Students Receiving Veterans Benefits

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.

Conduct Policy for Students Receiving Veterans Benefits

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 Appeal and Grievance Procedures listed in the FSEHS Catalog and Student Handbook.

Financial Aid Debt Management

Have you prepared a budget for your expenses? If not, now is the time to start. The financial decisions you make now will affect your ability to achieve your long-term financial goals. As an undergraduate student, you are able to receive Federal Stafford Loans, in addition to grants and scholarships. As a dependent undergraduate student, you can borrow an aggregate (life-time) limit of up to $31,000. It is important to remember, however, that every dollar you borrow will need to be paid back with interest. For instance, if you were to borrow the entire $31,000, your monthly student loan repayment would be approximately $356 per month.

Studies show that in order to comfortably pay back your student loans, the monthly payment should be less than 10 percent of your monthly income. That means in order to pay back $356 per month; you will need a salary of at least $42,810. Before you take out any student loans, you should get an idea of how much you will be making in your particular field upon graduation. You can check this information by visiting www.collegegrad.com, and looking up the entry level salary for your future profession.

Be Credit Card Smart!
- Credit cards are not free money; they are actually high interest loans in disguise. Familiarize yourself with the various fees associated with credit cards.
- Only take out one or two credit cards.
- Shop around for the lowest interest rates.
- Make sure interest rates are fixed.
- You can save a lot of time and money by paying more than your minimum monthly credit card payment.
- If you have a balance of $1,000 with a 16% interest rate, and you only make the minimum $25 per month payment, it will take you 11 years and $1,861 to pay off that $1,000.
  However, by simply doubling your payment to $50 per month, you can pay that same balance off in 2 years for only $1,192.

Your college education should be as financially stress-free as possible. By preparing early, borrowing wisely, and taking the time to research options to finance your college education, you can avoid the financial pressures and focus on the wonderful and valuable experience offered at NSU.

The University Bursar's Office

The Office of the University Bursar is responsible for billing students, collecting and depositing their payments, issuing refunds from excess financial aid funds, and verifying students' eligibility for a student loan. Please be aware of the following policies:

- Payment is due in full at the time of registration.
- Registration will be processed unless there is a hold on the student's account.
- Electronic bills are sent the middle of each month via email to the student's NSU email address. Students can authorize additional users to receive an NSU eBill notification by signing the person on as an authorized user.
- If a student owes a balance 30 days after the start of the term, a hold and a $100.00 late fee will be placed on the account. This hold prevents future registrations, the viewing of grades, and access to the RecPlex at the University Center.
- If a balance exists after 90 days, the account will be placed in collections.

Method of Payment

NSU accepts Visa, MasterCard, and American Express. Check payments include traveler's checks, cashier's checks, personal checks, and money orders. International checks must be in U.S. funds only and drawn on a U.S. bank. Wire transfers are accepted. More information regarding wire transfers is available at *www.nova.edu/cwis/bursar/registration.html.*

You may make a credit card payment online at *http://webstar.nova.edu.* You must have your User ID and PIN to log in to WebSTAR. Electronic check and credit card payments can also be made through NSU eBill. Credit card authorization forms can be downloaded from the Bursar's Web site at *http://www.nova.edu/cwis/bursar/forms/ccauthform.pdf*, and faxed to (954) 262-2473.

Payment Plans

Some graduate program offices offer payment plan options. Please check your program's Web site for details. In addition, NSU offers the following plans:

3-Month and 10-Month Payment Plans

NSU students (with the exception of international students) who wish to defer payment of their tuition, fees, and other institutional charges due at the time of registration may sign up for a 3-month or a 10-month payment plan. The 10-Month Payment Plan is only available for the fall and winter semesters. For details, visit *http://www.nova.edu/cwis/bursar/payment.html.*

Failure to make an installment payment, when due, may render this contract null and void, and will require immediate and full payment of all remaining charges. NSU will withhold all services from the student, including grades, diplomas, transcripts, and future registrations, until the outstanding balance has been paid in full.

Employer Tuition Assistance Plans

Undergraduates participating in employer tuition assistance programs who wish to defer tuition payment need to submit a letter of eligibility, a purchase order from their employer, or details of the program from the employer's human resources office or the company Web site. They must also provide postdated payments (checks or credit card authorizations) for the amount of tuition. Payment, of tuition only (not fees), may then be deferred for five weeks after course completion. A $75 deferment fee is charged for this service and must be paid at registration, along with all other fees. Students must notify the Office of Student Financial Assistance if they are participating in the Employer Tuition Assistance Plan.

Florida Prepaid College Plan

NSU accepts and bills the Florida Prepaid College Plan for tuition, fees, and dorm costs. However, the plans are based on the tuition rates of the tax assisted Florida public colleges and universities. The difference between NSU tuition, fees, and dorm costs and the allocations through the Florida Prepaid College Plan is the sole responsibility of the student. If a student is on the unrestricted plan, the student must designate a dollar amount for up to the cost of tuition and fees. Students new to NSU must contact Florida Prepaid at 800-552-GRAD to authorize NSU for payment. Additionally, each semester, the student must submit a copy of the front and back of the ID card with a signed statement indicating the number of credits or the amount to be invoiced. To learn more about the Florida Prepaid College Plan, click *Florida Prepaid College Plan.*

Enrollment and Student Services Contact Information

University Call Center

The University Call Center is available seven days a week to answer financial aid, bursar, and registrar questions.

Hours of Operation:

Monday – Friday: 6:00 a.m. to 12:30 a.m.; Saturday – Sunday: 8:30 a.m. to 12:30 a.m.
University Bursar: (954) 262-5200; 800-806-3680
Office of Student Financial Assistance: (954) 262-3380; 800-806-3680

The One-Stop Shop

The One-Stop Shop is the central point of information and service for walk-in prospective, new, and continuing students. The staff is cross-trained in financial aid, registration, bursar and student accounts functions, as well as to provide other types of status information and services that students may require. Stop by anytime during the hours of operation listed below: The One-Stop Shop is located in the Horvitz Building on the main campus.

Hours of operation: **Monday - Thursday 8:30 a.m. to 7:00 p.m.**
Friday 8:30 a.m. to 6:00 p.m.
Saturday 9:00 a.m. to 12:00 p.m.

The University Call Center and the One-Stop Shop are closed on holidays observed by NSU.

Financial Policies and Information

Books—Estimated Cost for Books

Following is a list of estimated per year cost for books and supplies for each program. These figures represent an estimate and are not guaranteed.

Associate of Arts in Early Childhood Education	$850
BrainSMART (Master of Science and Educational Specialist)	$1000
Bachelor of Science (Off Campus and Online)	$1375
Doctor of Education (Including CYS, DEDL, DHEL, DOL, ITDE)	$1800
Doctorate in Speech-Language Pathology	$2300
Educational Specialist (GTEP & NGTE)	$1500
Master of Science in Education (GTEP, IDDE, MSL & NGTE)	$1000
Master of Science in Instructional Technology and Distance Education (ITDE)	$1000
Master of Science in Speech-Language Pathology	$1500

Continuing Dissertation Services Fees (FSEHS Policy 1.1.2)

Continuing Dissertation Services represents two levels of student registration for work on the applied dissertation. After completing coursework, at the beginning of the third year, students are registered for Applied Dissertation Services I, (ADS 8090), and are obligated to pay a $100.00 tuition fee. After the third year, feedback from the dissertation chair is contingent upon enrollment in Continuing Dissertation Services. In their fourth year and beyond, students are required to register for Applied Dissertation Services II (ADS 8091) and will be charged the normal tuition fee of $2,300, as applicable.

Students must be registered for continuing services upon completion of course work. In addition, student must be registered for Continuing Dissertation Services during final review process.

Continuing Dissertation Services Fees apply as follows:
- Doctoral students who have started their third year of enrollment (effective with the 25th month from their first enrollment term) and doctoral students who have completed at least 54 credit hours will be enrolled in Applied Dissertation Services I – ADS 8090.
  - Students will be automatically registered for ADS 8090 by staff in the Office of Student Services.
  - Enrollment in ADS 8090 is for a period of one year only, ending in the 36th month of enrollment.
  - Students are assessed a $100.00 fee for ADS 8090. The fee for ADS 8090 is in addition to any other course registration or fees (e.g., registration, late fee, student fee, etc.) for which the student is obligated.

- Doctoral students who have started their fourth year of enrollment (effective with the 37th month from their first enrollment term), regardless of the number of credit hours completed, must register for Applied Dissertation II – ADS 8091.
  - Students must proactively register themselves for ADS 8091 via a Student Transaction Form (STF) or via WebSTAR.
  - Enrollment in ADS 8091 is continuous until the student receives final approval of his/her applied dissertation project from the Applied Research Center.
  - Doctoral students are assessed a $2,300 fee for ADS 8091. The Continuing Dissertation Services fee is in addition to any other course registration or other fees (e.g., registration, late fee, student fee, etc) for which the student is obligated.

Note: As per above: Students who have additional coursework to complete must also enroll in ADS 8090 or ADS 8091.However, students will be charged the Continuing Dissertation Services fee plus credit hour tuition for any other course registration.

Fees

Application Fee

Application for Admission to the university must be accompanied by a $50 non-refundable application fee.

Graduation Fee

An Application for Degree should be submitted no later than the last term in which the student will complete his/her program. The application must be submitted with a $75 application for degree fee (non-refundable). Please visit the Office of the Registrar's Web site at *http://www.nova.edu/cwis/registrar/instructions.html* for degree application and

instructions. Graduation regalia can be purchased through the NSU Bookstore (*http://nsubooks.bncollege.com*) at an additional charge.

Late Payment Fee

If a student has a balance at 30 days after the official start of the term, a hold and a $100 late payment fee will be placed on the account. If a balance exists after 90 days, the account will be placed in collections. Any further registrations received for an account with a hold will not be processed.

Late Registration Fee

Continuing students who register for classes after the registration deadline will be required to pay a $100 late registration fee. Students should refer to the program schedule, posted on the respective Web site, regarding registration dates and deadlines.

Registration Fee

Students will pay a $30 registration fee per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

Speech-Language Program Fees

Students in the master's program in Speech-Language Pathology will be charged a $200 lab fee for the following clinical courses: SLP 6005, 6015, SLP 6101, SLP 6102, SLP 6110, SLP 6120 and SLP 6130. This fee is non-refundable if a student withdraws on or after the first day of the term.

Students participating in clinical experiences outside of Dade, Broward, and Palm Beach counties will be charged an additional fee for a faculty member's visit to the site. For students within the state of Florida, a $400 fee will be charged for SLP 6101, SLP 6110, 6120 (or SLP 6130), and a $750 fee will be charged for students participating in SLP 6101, SLP 6110, 6120 (or SLP 6130) outside the state of Florida. This fee is non-refundable if a student withdraws on or after the first day of the term.

University Student Services Fee

A $125 fee will be charged for students registering for three credits or less in a given term. A $250 fee will be charged for students registering for more than three credits per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

Payment Options

Check Payments

The NSU Bursar's Office mails billing statements on the 15th of each month. If you choose to mail your tuition and fees prior to receiving your statement, check the NSU Web site at *http://www.nova.edu/cwis/finaid* or call (954) 262-5200 or 800-522-3243 to inquire about your balance. Otherwise, when you receive your statement, mail your payment, along with the remittance stub, directly to:

> Nova Southeastern University
> Bursar's Office
> 3301 College Avenue
> Fort Lauderdale-Davie, FL 33314-7796

Credit Card Payments

Tuition and fees may also be paid by credit card (American Express, MasterCard, or Visa). Download the NSU Credit Card Form at: *http://www.nova.edu/cwis/bursar/studentacts.html#registration.* Mail the completed form to the NSU Bursar's Office at the above address, or fax it to the Bursar's Office at (954) 262-5203.

Students may also use their credit cards to make payments online by following the steps outlined below.

1. Log on to WebSTAR's homepage at *http://webstar.nova.edu* or use the links provided on NSU's Web site.
2. Select the "Enter Secure Area" option and use your NSU student ID and PIN number to log on.
3. Select the "Student Services & Financial Aid" option.
4. Select the "Student Records" option.
5. Select the "Account Summary by Term" or "Account Summary" option.
6. Select the "Credit Card Payment" option located at the bottom of the screen and follow the prompts as directed.

Note: Whether you use a personal check or credit card, be sure to include your full name and NSU student ID number so that your payment can be correctly credited to your student account.

Revoked Payments

A processing fee will be assessed for any check returned to the NSU Bursar's Office for nonpayment. When checks are returned for nonpayment or credit card payments are declined, the corresponding fees/dues will be charged against the student's account.

Tuition Refund Policy (FSEHS Policy 1.1.1)

A student who cancels his/her registration before the first class meeting/session is entitled to a full tuition refund; student fees are also refundable.

A student who drops a course after the first class meeting will receive a prorated tuition refund. The prorated tuition refund will be based on the number of class meetings/sessions held during the term as of the date of receipt of a completed Student Transaction Form.

A student who drops a course after the first class meeting must:
1. Notify the Office on Student Services Registration department of the intent to drop a course.
2. Complete a Student Transaction Form (STF) to drop or withdraw and return the completed form to a Student Educational Center or mail or fax the completed form to:

> Nova Southeastern University
> Fischler School of Education & Human Services
> Office of Student Services
> ATTN: Registration Department
> 1750 NE 167th Street
> North Miami Beach, FL 33162
> Fax (954) 262-2336

A student may not withdraw from a class **on** or **after** the last class meeting. Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation (i.e., educational activity) includes attendance, logging onto an online course, the submission of assignments, or examinations, etc. A student who stops attending classes will receive a final grade based on course requirements and work completed. An official drop request must be submitted by the student and received by the Office of Student Services in order to drop/withdraw a student from class.

FSEHS Refund Amounts based on a 16-week schedule

100% Refund	Written notice of drop/withdrawal before the official start date of the term.
50% Refund	Written notice of drop/withdrawal before the end of the 6th week of class following the official start date of the term.
25% Refund	Written notice of drop/withdrawal by the end of the 8th week of class following the official start date of the term.
No Refund	No refunds will be made after the end of the 9th week of the class meeting.

FSEHS Refund Amounts based on a 10-week schedule

100% Refund	Written notice of drop/withdrawal before the official start date of the term.
50% Refund	Written notice of drop/withdrawal before the end of the 6th week of class following the official start date of the term.
25% Refund	Written notice of drop/withdrawal by the end of the 8th week of class following the official start date of the term.
No Refund	No refunds will be made after the end of the 9th week of the class meeting.

FSEHS Refund Amounts based on a 8-week schedule

100% Refund	Written notice of drop/withdrawal before the official start date of the term.
50% Refund	Written notice of drop/withdrawal before the end of the 3rd week of class following the official start date of the term.
25% Refund	Written notice of drop/withdrawal by the end of the 4th week of class following the official start date of the term.
No Refund	No refunds will be made after the end of the 6th week of the class meeting.

This policy is designed to meet or exceed refund requirements in all the states where the Fischler School of Education and Human Services offer programs.

FSEHS/NSU Resources

Academic Computing Facilities/Campus and Student Educational Centers

Academic Computing Facilities designs, maintains, and supports all computer labs, electronic classrooms, and smart classrooms - on campus, at the student educational centers in Florida and Las Vegas, and at other NSU locations including the Bahamas, Jamaica, and Puerto Rico. The unit delivers comprehensive technology services for students and faculty members - from the design and installation of new labs and electronic classrooms, to the technical maintenance and support of existing labs and electronic classrooms, and from the provision of software and teaching tools for faculty members, students, staff members and other lab patrons to holding tech tutor sessions for students needing assistance with software skills. The staff of Academic Computing Facilities also provides technical support for the smart classrooms at all NSU locations.

For further information, please contact the Academic Computing Facilities at (954) 262-4533 or visit the Web site at *http://microweb.nova.edu*.

Administration/Faculty Office Hours

FSEHS administrators and faculty are available via email or by appointment from 9:00 am to 5:00 pm EST, Monday through Friday, excluding university-recognized holidays.

Bookstore

The NSU Bookstore is located in the University Park Plaza. The bookstore is open Monday–Friday, 8:30 a.m. to 6:15 p.m., and Saturday, 10:00 a.m. to 1:30 p.m. Call for information regarding extended hours at the beginning of the semester. The bookstore carries the required and recommended textbooks for classes. The bookstore also carries school supplies and a wide variety of school spirit merchandise. Students may also special order any book in print at no additional cost. Students at off-campus locations may order textbooks via the Web (*http://www.nsubooks.bkstore.com*), by phone, or by fax. The course number and section must be indicated when books are ordered. Books are shipped via UPS, usually within 24 hours.

The NSU Bookstore contact information is below:

NSU Bookstore
3562 South University Drive
University Park Plaza
Fort Lauderdale-Davie, Florida 33328
Telephone: (954) 262-4750 or 800-509-BOOK
Fax: (954) 262-4753
Web site: *http://www.nsubooks.bkstore.com*

Refund Policy—Textbooks
- A full refund, in the student's original form of payment, will be granted if books are returned within the first week of class, with receipt.

Career Development

Career Development are available to assist students and alumni in all aspects of career decision making and planning and in the job-search process. The purpose is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans. Through consulting and career-related resources, the center strives to educate students and alumni by teaching them how to

- develop a career life plan, from choosing a major to conducting a job search,
- explore career and/or graduate/professional school opportunities, and
- secure employment.

Career Development encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future. For further information, please contact Career Development at (954) 262-7201.

Libraries

The Alvin Sherman Library, Research, and Information Technology Center, which is a joint-use facility with the Broward County Board of County Commissioners, opened in October 2001. This library has five floors, 325,000 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes (books, journals, and periodicals), and a centralized circulation area. It is the largest library building in Florida. A multistory parking garage with more than 1,500 spaces is near the library.

The university library system is composed of the Alvin Sherman Library, East Campus Branch Library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. Agreements have been signed with academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all NSU libraries are

accessible via computers to local and distance education students and faculty members, wherever they may be located. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

To augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of nonprint materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the center provides technical assistance for distance learning delivered by teleconferencing. The university's microcomputer laboratory resources include a growing inventory of instructional software for use by students and faculty members. For further information on the campus libraries, visit the Web site at *http://www.nova.edu/library*.

Library at FSEHS (North Miami Beach Campus)

In addition to the Alvin Sherman Library, Research, and Information Technology Center located at NSU's Main Campus, the Fischler School of Education and Human Services provides students with access to a limited collection library located at the North Miami Beach campus. This branch library serves faculty, staff members, and students with reference service, library instruction, document delivery, and online service. Two computer stations are dedicated to students' research and assignments. For more information about the services at this location, call (954) 262-8423, or go to *http://www.nova.edu/library/about/otherlibs/nmb.html*

North Miami Beach Library Hours

Days	Library Hours*
Monday – Thursday**	10:00 am - 6:00 pm E.S.T.
Friday**	10:00 am - 6:00 pm E.S.T.
Saturday & Sunday	Closed

The North Miami Beach Campus is closed during holidays observed by NSU.

* Please note that hours may vary.

** Due to librarian's travel schedule, call (954) 262-8423 to schedule an appointment.

Lost and Found

Lost and found items are turned over to campus security. If you have lost an item, please check with a Public Safety Officer or call 954-262-8988. You will be required to describe the lost item and verify ownership of that item.

Message Center

When visiting the North Miami Beach campus, you will notice university messages posted in various forms such as: on the Fischler Information Network (FIN), Fischler's intranet, on poster stands, in elevators, and on video screen message boards located throughout the campus.

Student Services

It is strongly recommended that all students entering a program, changing specializations/concentrations, requesting transfer of credits, or attempting to meet specific renewal or certification requirements call to schedule an appointment with or send an email to advising, before registering for classes. Advising staff are available for scheduled appointments, walk-ins, and by phone (see the following contact information and schedule).

Phone: 954) 262-8500, (800) 986-3223, ext. 28500
Fax: (954) 262-3910
Email: fsedvise@nova.edu
Web site: *http://www.schoolofed.nova.edu/sso*

Mailing Address:

Nova Southeastern University
FSEHS – Office of Student Services
1750 NE 167th Street
North Miami Beach, FL 33162

Hours of Operation

Days	Student Services Hours
A.A., B.S., M.A., M.S., Ed.S. and Ed.D. programs	
Monday – Friday	8:30 am – 6:00 pm E.S.T.
Saturday and Sunday	Closed

The Office of Student Services is closed during holidays observed by NSU.

Student Organizations

In addition to the NSU organizations listed in the *NSU Student Handbook*, the following organizations are open to students of the Fischler School of Education and Human Services:

Kappa Delta Pi (undergraduate) *http://www.kpd.org*
Phi Gamma Sigma (doctoral alumni professional society)
http://www.schoolofed.nova.edu/phigammasigma/index.htm
National Student Speech-Language-Hearing Association *http://www.nsslha.org/nsslha*

Technology Assistance

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.

Students may visit the Help Desk online at *http://www.nova.edu/help*. The Help Desk hours of operation are Monday – Friday 7:00 am – 4:00 am EST/EDT (hours may vary during *holidays*). Students can also contact the Help Desk at (954) 262-4357 (800-541-6682 ext. 24357) or help@nsu.nova.edu.

Fischler School of Education and Human Services

Full-Time Faculty and Campus Locations

Full-Time Faculty Academic Year 2010-2011

Liezette Abel-Ruffin
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Program Professor

Julie Alemany
Ed.D., Nova Southeastern University
M.Ed., Florida Atlantic University
Program Professor

Tamara Anderson
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Soledad Arguelles-Borges
Ph.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Georgina Arguello
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Doctoral Admissions Counselor/
Program Professor

Clyde Bailey
Ph.D., Nova Southeastern University
M.S., University of West Indies
Doctoral Admissions Counselor/
Program Professor

Jerry Bartolomeo
Ph.D., University of Florida
M.S., University of Florida
Program Professor

Vesna Beck
Ed.D., Nova Southeastern University
M.S., Ball State University
Director/Program Professor

Paul B. Borthwick, Jr.
Ph.D., University of Akron
M.S., University of Akron
Program Professor

Vivian Bosque
Ed.D., University of Houston
M.A., University of Florida
Program Professor

Karen Bowser
D.Ed., The Pennsylvania State University
M.Ed., The Pennsylvania State University
Dean/Program Professor

Tambi Braun
SLP.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Tony Bright
Ph.D., Michigan State University
M.A., University of Alabama
Program Professor

Jacquelyn Dwoskin Browne
Ph.D., Union Institute and University
M.S.W., New York University
M.A., New York University
Program Professor

Diane Bryant
Ph.D., University of Pittsburgh
M.A., University of Pittsburgh
Doctoral Admissions Counselor/
Program Professor

A. Jared Bucker
Ph.D., University of Miami
M.C.S.E., University of Miami
M.P.S., Lynn University
Program Professor

Teresa J. Butterweck
M.S., Nova Southeastern University
Speech Pathologist/Program Instructor

Marcelo Castro
Ph.D., University of Miami
M.S.Ed., University of Miami
M.S., University of Belgrano, Argentina
Program Professor

Lina Chiappone
Ph.D., University of Miami
M.Ed., University of Miami
Director/Program Professor

Mary Clisbee
Ed.D., University of Massachusetts
M.Ed., Salem State College
Director/Program Professor

Alan K. Cohen
Ed.D., Temple University
M.S., University of Pittsburgh
Program Professor

Mel D. Coleman
Ed.D., Teacher's College,
Columbia University
M.Ed., Ohio University
Director/Program Professor

James F. Collins
Ed.D., Syracuse University
M.Ed., State University of New York
Director/Program Professor

Mary C. Collins
Ph.D., Syracuse University
M.S., Syracuse University
Program Professor

Judith L. Coughlin
Ph.D., University of Miami
M.S., Nova Southeastern University
Program Professor

Denise E. Crammer-Turner
Psy.D., Miami Institute of Psychology
M.S., Miami Institute of Psychology
M.S., St. Thomas University
Program Professor

Maureen Crowley
Ed.D., Nova Southeastern University
M.A., Central Michigan University
Program Professor

Ronald J. Cugno
Ed.D., Nova Southeastern University
M.Ed., Bridgewater State College
Special Projects Administrator/
Program Professor

Nydia Cummings
Ph.D., University of Miami
M.S., Arkansas State University
Program Professor

Todd A. Curless
Ph.D., Florida State University
M.S., Indiana University
Program Professor

Susan L. Davis
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Maribel Del Rio-Roberts
Psy.D., Carlos Albizu University
M.A., Florida International University
Program Professor

Anthony J. DeNapoli
Ed.D., Nova Southeastern University
P.D., Long Island University
M.A., New York University
Dean/Program Professor

Charlene M. Desir
Ed.D., Harvard University
M.A.Ed., Harvard University
M.A., Tufts University
Doctoral Admissions Counselor/
Program Professor

Nelson E. Diaz
Ed.D., Nova Southeastern University
Ed.S., University of Florida
M.S., Florida International University
Acting Education Provost and
University Dean/Program Professor

Fredrick DiCarlo
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Director/Program Professor

Gretchen M. Donndelinger
Ed.D., University of California
M.S., National University
Program Professor

Ken R. Dose
Ed.D., Nova Southeastern University
M.A.T., Nova Southeastern University
Program Professor

John C. Drewes
Ed.D., University of Massachusetts
C.A.G.S., City University of New York
M.A., City University of New York
Program Professor

Wayne T. Driscoll
Ed.D., Teacher's College,
Columbia University
M.Ed., Wright State University
Dean/Program Professor

Kimberly D. Durham
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Executive Dean/Program Professor

Fawzy A. Ebrahimsaid
Ed.D., University of Georgia
Ph.D., University of Georgia
M.Ed., University of Georgia
Program Professor

W. Alex Edmonds
Ph.D., Florida State University
M.S., Florida State University
Program Professor

Melissa W. Edrich
M.S., Nova Southeastern University
Program Instructor

David Escobar-Arcay
Ph.D., Boston College
M.A., Gordon-Conwell Theological Seminary
M.Ed., Harvard University
Program Professor

Jorge Maximiliano Fernandez de Cueto
Ph.D., University of California
Program Professor

Ramon Ferreiro
Ph.D., University of Havana
Program Professor

Helene R. Fisher
SLP.D., Nova Southeastern University
M.S., New York University
Program Professor

Melba G. Fletcher
Ed.D., University of Alabama
M.S., Troy State University
Director/Program Professor

John G. Flores
Ph.D., University of Connecticut
M.S., Boston University
Executive Dean/Program Professor

Dana L. Fredebaugh
Ph.D., University of Miami
M.S., University of Miami
M.A., University of the Virgin Islands
Program Professor

Elane R. Friedel
M.S., Nova Southeastern University
Associate Director/Program Instructor

Melinda Fronrath
Ed.D., Nova Southeastern University
M.Ed., Ashland University
Program Professor

Lisa J. Fuller
Ed.D., Nova Southeastern University
M.B.A., Nova Southeastern University
Manager/Program Professor

Michael W. Gaffley
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Donald D. Gainey
Ed.D., Nova Southeastern University
M.A.T., Rhode Island College
Program Professor

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M.S., Nova Southeastern University
Resident Psychologist/Program Professor

Marilyn Gardner
J.D., Suffolk University Law School
Ph.D., Boston College
Program Professor

Nancy Gauvin
M.S., Nova Southeastern University
Program Instructor

Linda H. Goldsmith
Ed.D., Western Michigan University
M.A., Fordham University
Program Professor

David L. Graf
Ed.D., University of Nebraska – Lincoln
M.S., University of Wisconsin
Director/Program Professor

Arthur J. Green
J.D., University of Cincinnati
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Rochelle D. Green
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Dean/Program Professor

David K. Griffin
Ed.D., Florida International University
M.A., State University of New York
Assistant Professor

Marilyn K. Grish
Ed.D., Nova Southeastern University
M.A., Eastern Michigan University
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Constance R. Hebert
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M.Ed., College of William & Mary
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Ed.D., University of Florida
M.Ed., University of Florida
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M.Ed., University of South Florida
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Ph.D., University of Iowa
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Associate Dean/Program Professor

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Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
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Ed.D., Nova Southeastern University
M.Ed., University of Alabama
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M.A., Southern Methodist University
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M.A., University of Texas
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Mary T. Kolesinski
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M.Ed., Boston State College
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Ed.D., Indiana University
M.S., Indiana University
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Danielle M. Kwasnik
Ed.D., Nova Southeastern University
M.P.A., Nova Southeastern University
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Sidi M. Lakhdar
Ed.D., Boston University
M.A., Salem State College
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Ed.D., Boston University
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Ph.D., Indiana University
M.A., Southern Illinois University
M.A., Illinois State University
Program Professor

Terri K. Mortensen
Psy.D., Argosy University
M.A., Argosy University
Clinical Program Professor

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M.S., Sacramento State University
Program Professor

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M.A., University of London
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M.S., Florida State University
Program Professor

Robert Ronald Parlett
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M.A., University of South Florida
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M.S., Wright State University
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M.S., Florida State University
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M.Ed., Boston University
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M.Ed., University of Puerto Rico
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M.S., University of Central Arkansas
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M.A.Ed., University of Puerto Rico
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M.S., University of Kentucky
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M.A., Wayne State University
Program Professor

David Ross
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M.J.P.M., Florida Atlantic University
Program Professor

Tara S. Saltzman
Ph.D., Lynn University
M.Ed., Lynn University
Executive Dean/Program Professor

Sharon A. Santilli
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M.A., University of Massachusetts
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Timothy R. Scala
Psy.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Charles A. Schlosser
Ph.D., Iowa State University
M.S., Iowa State University
Program Professor

Terri S. Schmidt
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Program Professor

Rhonda Schuval
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Doctoral Admissions Counselor/
Program Professor

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M.S., University of Kansas
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Timothy D. Shields
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M.S., University of Central Florida
Dean/Program Professor

Michael R. Simonson
Ph.D., University of Iowa
M.S., Iowa State University
Program Professor

Stephen I. Siplet
Ed.D., Nova Southeastern University
M.Ed., Temple University
Program Professor

Marcia R. Skopp
Ed.D., Nova Southeastern University
M.Ed., American Intercontinental University
Doctoral Admissions Counselor/
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Jocelyn C. Slater
M.S., Nova Southeastern University
Program Instructor

Delores M. Smiley
Ed.D., Nova Southeastern University
M.A., Western Michigan University
Dean/Program Professor

David Spangler
Ph.D., Union Institute and University
M.F.A., Union Institute and University

Francine L. Spigel
M.A., Montclair State University
Supervisor/Program Instructor

Donna Starr
Ed.D., University of Arkansas
M.Ed., University of Arkansas
Program Professor

Dennis W. Stetter
Ph.D., Nova Southeastern University
M.E.A., McGill University
M.S., McGill University
Program Professor

Zandra Stino
Ph.D., Florida State University
M.S., Florida State University
Program Professor

Hui Fang Huang Su
Ed.D., Nova Southeastern University
M.Ed., Texas A & M University
Program Professor

Edna Suarez-Colomba
Ed.D., Nova Southeastern University
M.P.H.E., University of Puerto Rico
Director/Program Professor

Nancy Teger
Ph.D., Nova Southeastern University
M.S., Case Western Reserve University
Program Professor

Michelle Tenam-Zemach
Ed.D., Florida International University
M.A., New York University
Program Professor

Nancy Terrel
Ed.D., Florida Atlantic University
M.A., Samford University
Director/Program Professor

Kathy A. Thomas
Ed.D., Nova Southeastern University
M.A., Tufts University
Director/Program Professor

Steve D. Thompson
Ph.D., Barry University
M.A., University of Miami
Executive Director/Program Professor

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Ph.D., University of Rhode Island
M.S., Florida Atlantic University
M.P.H., University of Miami
Program Professor

Maryann Tatum Tobin
Ph.D., University of Miami
M.A., University of Miami
Program Professor

Sandra M. Trotman
Ph.D., University of Waikato
Program Professor

Stanley Truskie
Ph.D., University of Pittsburgh
M.Ed., University of Pittsburgh
Program Professor

Maryann Vaca
Ed.D., Nova Southeastern University
M.Ed., Duquesne University
M.A., New York University
Doctoral Admissions Counselor/
Program Professor

Elaine Van Lue
Ed.D., Nova Southeastern University
M.S., University of Central Florida
Program Professor

Shelley J. Victor
Ed.D., Nova Southeastern University
M.A., University of Miami
Program Professor

Rachel M. Williams
Ph.D., Howard University
M.A., University of Central Florida
Program Professor

Jan Yates
Ph.D., Nova Southeastern University
M.S., Florida State University
Program Professor

Sandra J. Zampino
Ed.D., Nova Southeastern University
M.S., Nova Southeastern University
Doctoral Admissions Counselor/
Program Professor

Carole Zangari
Ph.D., Purdue University
M.Ed., Trenton State College
Program Professor

Barbara Zucker
M.A., Kent State University
Clinic Director/Program Instructor

NSU Campus Locations

East Campus
Graduate School of Humanities and Social Sciences
3100 SW 9th Avenue
Fort Lauderdale, FL 33315-3025
800-262-7978
shss@nsu.nova.edu

Las Vegas, Nevada
8945 West Russell Road, Suite 170
Las Vegas, Nevada 89148
(702) 943-3450
nsu-lasvegas@nsu.nova.edu

Main Campus
3301 College Avenue
Fort Lauderdale-Davie, FL 33314-7796
800-541-NOVA (6682)
nsuinfo@nsu.nova.edu

North Miami Beach Campus
Fischler School of Education and Human
Services
1750 NE 167th Street
North Miami Beach, FL 33162-3097
800-986-3223
eduinfo@nsu.nova.edu

Oceanographic Center
8000 North Ocean Drive
Dania Beach, FL 33004-3078
800-39-OCEAN
imcs@nsu.nova.edu

NSU Student Educational Centers/Instructional Sites

Bahamas
8 Jean Street
c/o BBCC
P.O. Box EE 15958
Nassau, Bahamas
(242) 364-6766
nsu-bahamas@nsu.nova.edu

Jacksonville, Florida
6675 Corporate Center Parkway, Suite 115
Jacksonville, Florida 32216
(904) 245-8900
nsu-jacksonville@nsu.nova.edu

Jamaica
(876) 978-3311
Toll free: (800) 541-6682
nsu-jamaica@nsu.nova.edu

Ocho Rios
Brown's Town Community College
Ocho Rios/St. Ann
Jamaica, WI

Kingston
48 Constant Spring Road
Kingston 6, Jamaica, WI

Montego Bay
Wexford Court Hotel
39 Gloucester Avenue
PO Box 108
Montego Bay, St. James
Jamaica, WI

Mandeville
PO Box 137
Mandeville, Mandeville
Jamaica, WI

Miami, Florida
8585 SW 124th Avenue
Miami, Florida 33183
(305) 274-1021
Toll Free: (800) 541-6682
nsu-miami@nsu.nova.edu

Miramar Student Education Center
Miramar Town Center
2050 Civic Center Place
3rd Floor
Miramar, FL 33025
(954) 262-9499
Field Associate
Dr. Nancy Terrel
nterrel@nova.edu

Orlando, Florida
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Orlando, FL 32839
(407) 264-5600
nsu-orlando@nsu.nova.edu

Southwest, Florida
Cape Coral, Ft. Myers, Naples
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(800) 541-6682
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Tampa, Florida
3632 Queen Palm Drive
Tampa, Florida 33619
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nsu-tampa@nsu.nova.edu

West Palm Beach, Florida
3970 RCA Boulevard, Suite 7000
Palm Beach Gardens, Florida 33410
(561) 622-7018
nsu-westpalmbeach@nsu.nova.edu

NSU Speech-Language and Communication Disorders Clinic

Davie, Florida
6100 Griffin Rd.
Fort Lauderdale-Davie, FL 33314
954-262-7726

FISCHLERSCHOOL.NOVA.EDU