

# NOVA SOUTHEASTERN UNIVERSITY FISCHLER COLLEGE OF EDUCATION

## GRADUATE CATALOG & STUDENT HANDBOOK



2017-2018





**NOVA SOUTHEASTERN  
UNIVERSITY**

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**Abraham S. Fischler  
College of Education**

**Catalog and  
Student Handbook  
2017 – 2018**

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

# FCE Catalog and Student Handbook 2017 – 2018

## Table of Contents

<p>Nondiscrimination Statement ..... 1</p> <p>Accreditations and Approvals..... 2</p> <p style="padding-left: 20px;">National Council for Accreditation of Teacher Education (NCATE) ..... 2</p> <p style="padding-left: 20px;">Approved Programs in Teacher Education..... 3</p> <p>State Disclosures ..... 4</p> <p>State-Specific Distance Education Disclosures and Student Complaint Process ..... 4</p> <p>FCE Professional Memberships ..... 4</p> <p>Approved Programs Competencies and Standards ..... 5</p> <p>Board of Trustees..... 6</p> <p>NSU Mission Statement ..... 7</p> <p>Vision 2020 Statement ..... 7</p> <p>President’s Message ..... 7</p> <p>NSU Core Values ..... 7</p> <p>FCE Mission Statement ..... 8</p> <p>Dean’s Message ..... 8</p> <p>FCE Compact Between Faculty and Students..... 8</p> <p>FCE Administration ..... 9</p> <p style="text-align: center;"><b>Student Information</b></p> <p>2017–2018 Academic Calendar ..... 11</p> <p>NSU Holiday Calendar ..... 11</p> <p>Admission Requirements ..... 12</p> <p style="padding-left: 20px;">Master of Science ..... 12</p> <p style="padding-left: 20px;">Educational Specialist ..... 12</p> <p style="padding-left: 20px;">Doctor of Education ..... 12</p> <p style="padding-left: 20px;">Admission Application Deadlines ..... 12</p> <p style="padding-left: 20px;">Non-Native English Speakers ..... 13</p> <p style="padding-left: 20px;">Transcript Evaluation ..... 13</p> <p style="padding-left: 20px;">International Applicants ..... 13</p> <p style="padding-left: 20px;">Concurrent Enrollment ..... 13</p> <p>CAPP Degree Evaluation ..... 14</p> <p>Change of Program of Study ..... 14</p> <p>Educator Certification/Licensure Requirements. 14</p> <p>Graduation..... 15</p> <p style="padding-left: 20px;">Degree Completion Requirements ..... 15</p> <p style="padding-left: 20px;">Degree Conferral ..... 15</p> <p style="padding-left: 20px;">Exit Survey ..... 15</p> <p style="padding-left: 20px;">Diplomas..... 15</p> <p style="padding-left: 20px;">Commencement ..... 15</p> <p style="padding-left: 20px;">Participation Eligibility..... 15</p> <p>Transfer of Credit ..... 15</p> <p>Tuition and Fees ..... 16</p> <p>Tuition and Fee Schedule ..... 17</p> <p style="text-align: center;"><b>Academic Degrees, Departments, and Programs</b></p> <p>Master of Science in Education..... 19</p> <p style="padding-left: 20px;">Program Learning Outcomes ..... 19</p> <p style="padding-left: 20px;">Conceptual Framework ..... 19</p>	<p>Field Experiences..... 19</p> <p>Security Clearance ..... 19</p> <p>Internship/Externship ..... 20</p> <p>Teaching Internship/Externship ..... 20</p> <p>Educational Leadership Internship..... 20</p> <p>Testing Requirements ..... 20</p> <p>Graduation Requirements ..... 20</p> <p>Program Completion Timeline ..... 21</p> <p>Master of Science in Leadership ..... 22</p> <p style="padding-left: 20px;">Program Learning Outcomes ..... 22</p> <p style="padding-left: 20px;">Graduation Requirements ..... 22</p> <p style="padding-left: 20px;">Program Completion Timeline ..... 22</p> <p>Master of Science Degree Specializations ..... 23</p> <p>Educational Specialist..... 24</p> <p style="padding-left: 20px;">Program Learning Outcomes ..... 24</p> <p style="padding-left: 20px;">Field Experiences..... 24</p> <p style="padding-left: 20px;">Security Clearance..... 24</p> <p style="padding-left: 20px;">Internship/Externship ..... 24</p> <p style="padding-left: 20px;">Teaching Internship/Externship ..... 25</p> <p style="padding-left: 20px;">Educational Leadership Internship..... 25</p> <p style="padding-left: 20px;">Testing Requirements ..... 25</p> <p style="padding-left: 20px;">Graduation Requirements ..... 25</p> <p style="padding-left: 20px;">Program Completion Timeline ..... 26</p> <p>Educational Specialist Degree Specializations... 27</p> <p>Doctor of Education ..... 28</p> <p style="padding-left: 20px;">Certification/Licensure ..... 28</p> <p style="padding-left: 20px;">Program Learning Outcomes ..... 28</p> <p style="padding-left: 20px;">Doctoral Studies Orientation (DSO) ..... 28</p> <p style="padding-left: 20px;">Summer Institute ..... 28</p> <p style="padding-left: 20px;">Applied Dissertation ..... 28</p> <p style="padding-left: 20px;">Applied Dissertation Services Fees ..... 28</p> <p style="padding-left: 20px;">Graduation Requirements ..... 29</p> <p style="padding-left: 20px;">Doctoral Program Completion Timeline ..... 29</p> <p>Doctor of Education Degree Concentrations ..... 30</p> <p>Doctor of Education General Program Requirements..... 31</p> <p style="text-align: center;"><b>Curriculum and Instruction Department</b></p> <p>Curriculum and Instruction Programs of Study ... 33</p> <p>Master of Science (M.S.) in Education Degree Programs ..... 34</p> <p style="padding-left: 20px;">Educational Leadership (DOE Approved – Florida) ..... 34</p> <p style="padding-left: 20px;">Educational Leadership (DOE Approved – Nevada) ..... 34</p> <p style="padding-left: 20px;">Elementary Education with ESOL Endorsement and Reading Endorsement (DOE Approved – Florida) ..... 35</p> <p style="padding-left: 20px;">Exceptional Student Education ..... 36</p> <p style="padding-left: 20px;">Management and Administration of Educational Programs (MAEP) ..... 37</p> <p style="padding-left: 20px;">Mathematics Education ..... 38</p>
--	--

Reading Education .....	39
Reading Education (DOE Approved – Florida) .....	39
Science Education .....	40
Spanish Language Education .....	40
Teaching English to Speakers of Other Languages (TESOL) .....	41
Educational Specialist (Ed.S.) Degree Programs .....	42
Educational Leadership (DOE Approved – Florida) .....	42
Educational Leadership (DOE Approved – Nevada) .....	42
Mathematics Education .....	43
Doctor of Education (Ed.D.) Degree Programs..	44
Curriculum and Teaching .....	44
Educational Leadership .....	45
Reading .....	45
Special Education .....	46

### Higher Education Leadership and Instructional Technology Department

Higher Education Leadership and Instructional Technology Programs of Study .....	50
Master of Science (M.S.) in Education Degree Program .....	51
Curriculum, Instruction, and Technology..	51
Master of Science (M.S.) in Leadership .....	51
Educational Specialist (Ed.S.) Degree Program .....	52
Curriculum, Instruction, Management, and Administration .....	52
Doctor of Education (Ed.D.) Degree Programs..	53
Higher Education Leadership .....	53
Human Services Administration .....	54
Instructional Technology and Distance Education .....	55
Organizational Leadership .....	56

### International Programs

<b>Maestría en Educación</b> .....	58
Programas de Estudio .....	58
Maestría en Currículo, Instrucción y Tecnología .....	58
Maestría en Liderazgo .....	58
Maestría en Enseñanza del Inglés como Segundo Idioma (TESOL) .....	59
Maestría en Liderazgo y Gerencia de Centros y Proyectos Educativos .....	59
Maestría en la Enseñanza de las Ciencias .....	60
Maestría en la Enseñanza de las Matemáticas .....	60
Maestría en Educación Especial .....	60
Maestría en Educación Preescolar/ Infantil .....	61

<b>Doctorado en Educación</b> .....	62
Conferencia de Verano .....	62
ILALE ofrece Doctorado en Educación las siguientes áreas de concentración .....	62
Programa de Estudio .....	62
Requerimientos Generales .....	62
Créditos de Concentraciones .....	63
Liderazgo Educativo .....	63
Liderazgo en la Educación Superior .....	63
Tecnología Educativa y Educación a Distancia .....	63
Liderazgo en la Organización .....	63
<b>Maestría Internacional de Preparación Docente (ITEP)</b> .....	64
Maestría en la Enseñanza de las Ciencias .....	64
Maestría en la Enseñanza de las Matemáticas .....	65
Maestría en Educación Especial .....	65
Maestría en Español .....	66

### Abraham S. Fischler College of Education Course Descriptions

FCE Course Descriptions .....	68
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### Abraham S. Fischler College of Education 2017-2018 Student Handbook Policies, Regulations, Procedures, and General Student Information

<b>General Student Information</b> .....	115
NSU Student Handbook .....	115
Reservation of Power .....	115
<b>Fischler College of Education Policies, Regulations and Procedures</b> .....	116
Academic Honesty, Responsibility, and the Code of Student Conduct .....	116
Academic Misconduct .....	116
Academic Progress .....	117
Academic Standing .....	117
Academic Probation and Dismissal – M.S. and Ed.S. Students .....	117
Academic Warning, Suspension, and Dismissal – Ed.D. and Ph.D. Students ...	117
Address and Name Changes .....	117
Advisement Services .....	117
Americans with Disabilities Act (ADA) ....	118
Attendance .....	118
Cancellation of Courses .....	118
Grades and Grading .....	118
Grading Scale .....	118
Incomplete Grades .....	118
Repeated Course/Grade Replacement...	119
Graduation Requirements .....	119
M.S. and Ed.S. Students .....	119
Ed.D. Students .....	119
Ph.D. Students .....	120

Commencement Participation .....	120
Plagiarism.....	120
Program Completion Timelines .....	121
M.S. and Ed.S. Program Completion	
Timeline .....	121
Doctoral Program Completion	
Timeline .....	121
Readmission.....	121
Registration .....	123
Student Reinstatement.....	123
Transcript Issuance .....	123
Withdrawal.....	123
Student Withdrawal from a Course	
and Cancellation of Registration.....	123
Student Withdrawal from a	
Program .....	124
Administrative Withdrawal from a	
Program .....	125
Tuition Refund Policy .....	125
Tuition Refund Schedule .....	126
Appeal and Grievance Procedures .....	128
Student Appeal Process – Master of	
Science, Educational Specialist, and	
Doctoral Students .....	128
Grievance Procedure .....	129
Master of Science, Educational	
Specialist, and Doctoral Students ....	129
Office of International Affairs (OIA) .....	132
International Students .....	132
Technology Requirements .....	133
Blackboard.....	133
SharkLink.....	133
WebSTAR.....	133

**Enrollment & Student Services (ESS)  
Policies, Regulations and Procedures**

Financial Aid.....	134
Enrollment and Student Services .....	134
Means of Communication with Students	134
The Office of Student Financial	
Assistance .....	134
Financial Aid Checklist .....	134
Grants and Scholarships .....	135
TEACH Grant .....	135
Scholarships .....	135
Student Employment .....	135
Loans.....	135
Return of Title IV Funds .....	136
Satisfactory Academic Progress (SAP)..	136
Veterans Education Benefits .....	136
Grade/Progress Reports for Students	
Receiving Veterans Benefits.....	136
Registration .....	137
The Office of the University	
Registrar .....	137
Registration .....	137
Dropping and Adding Classes.....	137
Withdrawal from Classes.....	137

Curriculum, Advising, and Program	
Planning .....	137
Payment .....	138
The University Bursar's Office .....	138
Late Payment Fee .....	138
Method of Payment.....	138
Payment Plans .....	139
Tuition Assistance Plans .....	139
NSU Student Health Insurance.....	139
Enrollment and Student Services Contact	
Information .....	140
Technical Help .....	140
University Call Center .....	140
The One-Stop Shop .....	140
Financial Policies and Information .....	141
Fees .....	141
Application Fee .....	141
Graduation Fee.....	141
Late Payment Fee .....	141
Late Registration Fee .....	141
Registration Fee .....	141
Student Health Insurance Fee.....	141
University Student Services Fee .....	141
Declined Payment Fee .....	141

**Full-Time Faculty and Campus Locations**

Full-Time Faculty Academic Year 2017-2018 ..	143
NSU Campus Locations .....	145
NSU Regional Campuses	
and Instructional Sites .....	145

# Abraham S. Fischler College of Education

## Catalog and Student Handbook 2017 – 2018



Date of Publication: July 1, 2017

The Abraham S. Fischler College of Education (FCE) *Catalog and Student Handbook* are presented in one document. Policies and programs set forth in this catalog and student handbook are effective from July 1, 2017, through June 30, 2018. Regulations and requirements, including fees, are necessarily subject to change without notice anytime at the discretion of the Nova Southeastern University (NSU) administration. FCE reserves the right to change curriculum, course structure, calendar, graduation requirements, and costs during the life of this publication. Updates and addendums will be made available as appropriate. Students are also bound by the *NSU Student Handbook* and should be familiar with its contents.

### Nondiscrimination Statement

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

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

This nondiscrimination policy applies to admissions, enrollment, scholarships, loan programs, athletics, employment, and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, military service, veteran status, political beliefs or affiliations, and activities generally accorded or made available to students at NSU and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs. The following person has been designated to handle inquiries and complaints regarding perceived discrimination and NSU nondiscrimination policies:

Laura Bennett  
Title IX Corodinator  
(954) 262-7858 / [lbennett1@nova.edu](mailto:lbennett1@nova.edu)

# Accreditations and Approvals



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

## National

### National Council for Accreditation of Teacher Education (NCATE)



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

Specialization	NCATE Unit Review	Name of NCATE SPA Recognition
<b>Master of Science in Education (M.S.)</b>		
Educational Leadership (Florida and Nevada)	X	Educational Leadership Constituent Council (ELCC)
Elementary Education with ESOL Endorsement and Reading Endorsement (Florida Initial and Add-on Endorsement)	X	Association for Childhood Education International (ACEI)
Exceptional Student Education with ESOL Endorsement (Florida Initial and Add-on Endorsement)	X	Council for Exceptional Children (CEC)
Reading Education (Florida)	X	International Literacy Association (ILA)
Teaching English to Speakers of Other Languages (TESOL) (Puerto Rico and International only)	X	Teachers of English to Speakers of Other Languages (TESOL)
<b>Educational Specialist (Ed.S.)</b>		
Educational Leadership (Florida and Nevada)	X	Educational Leadership Constituent Council (ELCC)

**Note:** The next on-site review will occur in December 2018 under the Council for the Accreditation of Educator Preparation [CAEP] standards.

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

- Association for Childhood Education International (ACEI) – M.S. in Elementary Education
- Council for Exceptional (CEC) – M.S. in Exceptional Student Education/Special Education
- Teachers of English to Speakers of Other Languages (TESOL/TEFL) – M.S. English for Speakers of Other Languages (ESOL)

# State

## 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 following Master's and Educational Specialist programs are approved for licensure by the state of Florida, and by the Nevada Commission on Postsecondary Education for licensure:

Florida Department of Education approved programs:

M.S. and Ed.S. in Educational Leadership

M.S. in Reading

Nevada Department of Education approved programs:

M.S. and Ed.S. in Educational Leadership

Nevada's program of professional licensure is based upon experience, academic degree, and completion of specific coursework in subject areas.



## State Disclosures

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

### Minnesota

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

### Nevada

Nova Southeastern University's Bachelor of Science in Education, Master of Science in Education, Educational Specialist, and Doctor of Education programs are licensed by the Nevada Commission on Postsecondary Education.

### Virginia

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

#### Norfolk State University

Brown Education Building  
700 Park Avenue  
Norfolk, VA 23504

#### Virginia Tech Executive Briefing Center

900 N. Glebe Road  
Arlington, VA 22203

### Wisconsin

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

## State-Specific Distance Education Disclosures and Student Complaint Process

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The following information is provided in compliance with recent United States Department of Education regulations. Students enrolled in online programs and residing in states other than Florida should visit <http://www.nova.edu/academics/distance-education.html> for state-specific distance education disclosures and the student complaint process.

## FCE Professional Memberships

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Fischler College of Education holds memberships in the following organizations:

American Association of Colleges for Teacher Education (AACTE)  
American Educational Research Association (AERA)  
Council of Academic Deans from Research Educational Institutions (CADREI)  
Council for the Accreditation of Educator Preparation (CAEP)  
Florida Association of Colleges for Teacher Education (FACTE)  
Florida Association of Professors of Educational Leadership (FAPEL)  
Nevada Association of Colleges for Teacher Education (NVAECTE)

# Approved Programs Competencies and Standards

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

## National

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

[http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf) (initial programs 2013)

[http://caepnet.files.wordpress.com/2014/08/caep\\_standards\\_for\\_advanced\\_programs1.pdf](http://caepnet.files.wordpress.com/2014/08/caep_standards_for_advanced_programs1.pdf) (advanced programs 2014)

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

[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

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

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

## Florida

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

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

Florida Competencies and Skills

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

Florida Educator Accomplished Practices (2010)

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

Florida Reading Endorsement Competencies (2011)

[https://www.flrules.org/gateway/readRefFile.asp?refId=556&filename=reading\\_endorsement\\_compt.pdf](https://www.flrules.org/gateway/readRefFile.asp?refId=556&filename=reading_endorsement_compt.pdf)

Florida Standards (formerly Florida Sunshine State Standards)

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

## Georgia

Georgia Professional Standards Commission

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

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

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

## Nevada

Nevada Academic Content Standards

[http://www.doe.nv.gov/Standards\\_Instructional\\_Support/NV\\_Academic\\_Content\\_Standards/](http://www.doe.nv.gov/Standards_Instructional_Support/NV_Academic_Content_Standards/)

## Specialized Professional Association (SPA) Standards by Content Area

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

- Elementary Education with ESOL Endorsement and Reading Endorsement/Association for Childhood Education International (ACEI)  
<http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cl%3d&tabid=676> (2017)
- English for Speakers of Other Languages (ESOL) Teachers of English to Speakers of Other Languages (TESOL/TEFL)  
<http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-%282010-pdf%29.pdf?sfvrsn=0> (2016)
- Exceptional Student Education/Special Education/Council for Exceptional Children (CEC)  
<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf> (initial 2016)  
<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets> (specialty sets)

# Board of Trustees

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Michael Zager, *Partner, Z Wealth Solutions*, Weston, Florida

## Trustee Emeritus:

H. Wayne Huizenga, 2000-2013

## Ex Officio:

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

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George I. Platt, J.D	<i>Managing Partner, LSN Partners</i> , Fort Lauderdale, Florida
Joel B. Ronkin	<i>Chair, NSU University School Head of Advisory Board</i> , Weston, Florida
Tony Segreto	<i>Consultant/Ambassador/Speaker</i> , Davie, Florida

## NSU Mission Statement

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

## Vision 2020 Statement

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

## President's Message

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

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

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

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

George L. Hanbury II, Ph.D.  
President



## NSU Core Values

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

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

# FCE Mission Statement

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Working to educate learners, the Abraham S. Fischler College of Education comprises a global professional learning community dedicated to teaching, service, and scholarship with integrity. The College is committed to offering technology-rich, student-centered educational experiences. High quality online, blended, and traditional learning are the hallmark of the College. Courses and programs stress dynamic professional practices that promote inquiry and reflection using an applied, theory to practice, approach. Students are prepared to lead change in diverse communities with emphasis on fostering equity, cultural awareness, and social responsibility.

## Dean's Message

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Welcome to Nova Southeastern University's Abraham S. Fischler College of Education (FCE). I am so pleased that you have chosen to be a part of the Fischler Family! At FCE we are committed to creating academic programs that serve the needs of our students and the community in which we live. By continuing to pursue your goal of higher education, you have taken another important step towards personal fulfillment, career advancement, and global citizenship. Throughout the course of your studies, we hope you will gain knowledge and insights that will allow you to grow as a scholar, a teacher, a student, and an advocate. Every interaction, every event, will provide you with an opportunity to grow in one of these areas; take each opportunity to heart, for it is through embracing our many roles in this world that we find the greatest opportunities to make positive and lasting impacts.



As you progress through this new and exciting journey, always keep your goal in sight; let it shape your path. There may be challenges ahead; we will be here to guide you through them. You will experience great triumphs; we will be here to celebrate them with you. You are now a member of the Abraham S. Fischler College of Education. With each step you take, count on your Fischler Family to help you along the way.

Kimberly Durham, Psy.D.  
Interim Dean, Abraham S. Fischler College of Education

## FCE Compact Between Faculty and Students

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The Compact between Faculty and Students of the Abraham S. Fischler College of Education is a declaration of a continuous commitment to supporting a vibrant community for all educators and students. Respect is one of the fundamental principles that serve to anchor this community. 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.

# FCE Administration

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## Leadership Team

Kimberly Durham, Psy.D., *Interim Dean/Professor*

Jorge Blanco, Ed.D., *Assistant Dean for Finance and College Operations*

Lina Chiappone, Ph.D., *Chair, Curriculum and Instruction Department/Associate Professor*

Beth Donaldson, M.P.A., *Assistant Dean for Recruitment and Admissions*

Wayne Driscoll, Ed.D., *Interim Chair, Higher Education Leadership and Instructional Technology Department/Assistant Professor*

Heather Holliday, Ed.D., *Director, Enrollment Marketing Strategy and Writing*

Jamie Manburg, Ed.D., *Associate Dean for Assessment, Accreditation, and Administration/Assistant Professor*

Dana Mills, Ph.D., *Associate Dean for Student Affairs, Research, and Undergraduate Programs/Assistant Professor*

Kenneth Rockensies, Ed.D., *Associate Dean for Academic Affairs/Associate Professor*

Jessica Rodriguez, M.P.A., *Director, Communications and Alumni Affairs*

# Student Information

# 2017 – 2018 Academic Calendar

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Fall 2017 Semester (201820)	August 21, 2017 – December 10, 2017	Registration Opens	Registration Closes
<b>Full Session</b>	August 21, 2017 – December 10, 2017	May 1, 2017	August 20, 2017
<b>1st Session</b>	August 21, 2017 - October 15, 2017	May 1, 2017	August 20, 2017
<b>2nd Session</b>	October 16, 2017 - December 10, 2017	May 1, 2017	October 15, 2017

*\*Late Registration for Full and 1st Session Begins August 7, 2017; for 2nd session it is October 2, 2017*

Winter 2018 Semester (201830)	January 8, 2018 – May 6, 2018	Registration Opens	Registration Closes
<b>Full Session</b>	January 8, 2018 - May 6, 2018	October 9, 2017	January 7, 2018
<b>1st Session</b>	January 8, 2018 – March 4, 2018	October 9, 2017	January 7, 2018
<b>Spring Break: March 5, 2018 - March 11, 2018</b>			
<b>2nd Session</b>	March 12, 2018 - May 6, 2018	October 9, 2017	March 11, 2018

*\*Late Registration for Full and 1st Session Begins: December 24, 2017; for 2nd session it is February 25, 2018*

Summer 2018 Semester (201850)	May 7, 2018 – August 12, 2018	Registration Opens	Registration Closes
<b>Full Session</b>	May 7, 2018 - August 12, 2018	March 5, 2018	May 6, 2018
<b>1st Session</b>	May 7, 2018 - June 24, 2018	March 5, 2018	May 6, 2018
<b>2nd Session</b>	June 25, 2018 - August 12, 2018	March 5, 2018	June 24, 2018

*\*Late Registration for Full and 1st Session Begins: April 22, 2018; for 2nd session it is June 10, 2018*

\*Late Registration fees apply to continuing students only.

## NSU Holiday Calendar August 2017 – August 2018

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

Holiday	NSU Observed Date
Labor Day	Monday, September 4, 2017
Thanksgiving Day	Thursday, November 23, 2017
Day after Thanksgiving Day	Friday, November 24, 2017
Winter Closure	Saturday, December 24, 2017– Monday, January 1, 2018
Martin Luther King Day	Monday, January 15, 2018
Memorial Day	Monday, May 28, 2018
Independence Day	Wednesday, July 4, 2018



# Admission Requirements

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

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

## Master of Science Programs – Admission Requirements

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

1. An official transcript from a regionally accredited institution indicating a conferred bachelor's degree.
2. Evidence of a minimum cumulative grade point average (CGPA) of a 2.5, **or** GRE scores of 300 (combined Verbal and Quantitative scales only) **or** the Miller's Analogies Test (MAT) with a scaled score of 400. (The tests must have been taken within the past 5 years from the date of application.)

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

## Educational Specialist Programs – Admission Requirements

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

1. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum cumulative grade point average (CGPA) of 3.0, and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, graduate programs).

## Doctor of Education Programs – Admission Requirements

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

1. An official transcript from a regionally accredited institution indicating a conferred master's degree with a minimum cumulative grade point average (CGPA) of 3.0, and official final transcripts from all institutions of higher education (community colleges, bachelor's programs, post-graduate programs).
2. Two professional letters of recommendation by two different individuals who can attest to the applicant's ability to succeed in a doctoral program.
3. Miller Analogies Test (MAT), or Graduate Record Examination (GRE®) Test Scores must have been taken within the past five (5) years. MAT: Submit a test score report showing a raw score of 400, **or** GRE scores of 300 (combined Verbal and Quantitative scales only).

## Admission Application Deadlines

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

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

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

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

### Non-Native English Speakers

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

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

### Transcript Evaluation

Applicants who have earned a degree at an institution outside of the United States must submit an independent academic evaluation from a NACES member company. The evaluation must include a course-by-course analysis and list all course subjects with United States semester credits and a GPA on a 4.0 scale by one of the National Association of Credential Evaluation Services (NACES) approved agencies.

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

For information, contact one of the following:

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

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

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

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

### International Applicants

International applicants are required to obtain an F-1 student visa in order to study on campus at NSU. International candidates who intend to study in the United States are required to obtain an I-20 form from NSU and must be full-time, degree-seeking students, and must attend classes in the South Florida area or at any one of NSU's Regional Campuses in the State of Florida. International candidates may not qualify for an I-20 and a subsequent student F-1 visa due to the online instructional delivery format of all FCE programs currently available. Candidates should contact an academic advisor or an assistant/associate director of recruitment to discuss their options prior to beginning the application process. For further information about student visas, contact the Office of International Affairs at +1-954-262-7240.

### Concurrent Enrollment

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

# CAPP Degree Evaluation

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The Curriculum, Advising & Program Planning (CAPP) is the University's online degree evaluation system. CAPP Degree Evaluation is designed to help students achieve their academic goals efficiently. The system is used to compare your completed coursework against degree requirements published in the college catalog. CAPP is not meant to replace your [academic advisor/program office](#) or the college catalog, but is a reference tool to help you track your progress towards degree completion. The CAPP Degree Evaluation enables students and advisors to measure academic progress towards degree requirements at anytime through SharkLink. Please note that **your CAPP Degree Evaluation is not official**. You should consult your academic advisor/program office for detailed program requirements and course options. For further information about CAPP Degree Evaluation, please visit the Registrar's Web site <http://www.nova.edu/capp>.

## Change of Program of Study

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

## Educator Certification/Licensure Requirements

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The requirements for educator certification/licensure differ from state to state. Some states do not grant certification/licensure unless transcripts are endorsed as having met that state's approved program requirements by completing a state-approved degree 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 (FELE), are eligible for a professional or temporary certificate or endorsement. Actual teacher certification or endorsement is awarded by the Florida 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.

Students who have been awarded a statement of eligibility by the Florida Department of Education, 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.

The Florida Department of Education address:

Florida DOE Bureau of Educator Certification  
Turlington Building, Suite 201  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
<http://www.fldoe.org/edcert>  
[EdCert@fldoe.org](mailto:EdCert@fldoe.org)

Telephone Service:

U.S. Domestic: 800-445-6739

Outside U.S.: 850-245-5049

# Graduation

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## Degree Completion Requirements

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

## Degree Conferral

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

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

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

## Exit Survey

When students have been approved for degree conferral, they will be requested to complete and submit an FCE Exit Survey. A link to the survey will be provided.

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

## Diplomas

The diploma indicates the degree the student has earned (e.g., Master of Science, Doctor of Education) and the date of conferral. The academic transcript (the official record of coursework at NSU), indicates the degree earned, major field of study, concentration, or minor (if any), date of degree conferral, and date of academic completion. After degrees have been conferred and all financial obligations to the university have been met, diplomas and transcripts are printed and sent to students by Federal Express Ground service.

## Commencement

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

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

Please refer to Commencement Participation in the Student Handbook section of this catalog for further information

# Transfer of Credit

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

- The requirements for the student's specialization or concentration allow for transfer of credit.
- The credits were earned within the preceding five years from the first term of enrollment in the FCE program.
- The credits were earned at a regionally accredited graduate institution.
- The content of the courses requested for transfer is equivalent to the study area courses in the program.
- The courses were not used towards a prior degree.
- The credit was earned postmaster's degree from a regionally accredited university for the Ed.D. program.
- The grade earned for each course was a B or better. A grade of P (Pass) or CR (Credits) or other such grade cannot be accepted as equivalent to B unless it can be officially verified as such.
- An official transcript has been received by the FCE Office of Student Services to aid in the evaluation of the courses under consideration for transfer.
- A request for [Transfer of Credit](#) form has been completed by the student and mailed to the FCE Office of Student Services. The transfer of credit form is available at the FCE website, at [http://education.nova.edu/Resources/uploads/app/28/files/PDF/transfer\\_of\\_credit\\_request.pdf](http://education.nova.edu/Resources/uploads/app/28/files/PDF/transfer_of_credit_request.pdf).

The student must provide the Department Chair with a syllabus and catalog description of the courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting materials such as class notes. Acceptance of graduate coursework from other colleges and/or universities is not guaranteed. An Academic Advisor will provide written approval for transfer of credit.

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

**M.S. and Ed.S. Programs**

- EDU 5000—Orientation to the M.S. and Ed.S. Program
- Any transcribed certificate program
- Supervised Teaching Internship or Teaching Externship
- Capstone—Administrative/Educational Leadership Internship, Applied Field Experience, Applied Professional Experience, Educational Applied Research Project, Field-Based Project, Supervised Reading Practicum, Supervised Teaching Internship or Supported Teaching Externship

**Ed.D. Programs**

- DSO 8000—Doctoral Studies Orientation
- Applied Dissertation Benchmarks

No credit for experiential learning or other forms of advanced standing will be granted.

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

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

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

## Tuition and Fees

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University Student Services Fees must be paid in addition to tuition each term. The Student Services Fees is \$450 per semester for students enrolled in two or more courses, for a combined total of four or more credits, not to exceed \$1,350 per year. Students enrolled in a single course of three credit hours or less will pay \$225 per semester, not to exceed \$675 per year. Students taking quarterly programs will be adjusted to the same as those of semester students. The Student Services Fee will go towards the introduction of new programs and the enhancement of existing activities concerning health, safety, welfare, and technology services available to NSU students.

**Tuition and fees are subject to change without notice.**

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

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

Following is a list of tuition rates effective July 1, 2017. Tuition rates are posted per credit hour unless otherwise noted. Students enrolled in Applied Dissertation Services pay per semester.

# Tuition and Fee Schedule

## Master's Degrees (per credit hour)

Master of Science in Education (M.S.)	\$955
Master of Science in Leadership (M.S.)	\$810

## Educational Specialist Degree (per credit hour)

Educational Specialist (Ed.S.)	\$955
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## Doctorate Degrees (per credit hour)

Doctor of Education (Ed.D.)	\$1,260
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## Applied Dissertation Services (per semester)

ADS 8090	\$150
ADS 8091	\$3,030

## International Dissertation Services (per semester)

IDS 8092	\$150
IDS 8093	\$400

## Other Fees

Application Fee (non-refundable)	\$50
Degree Application Fee	\$100
Internship Fee	\$100
Registration Fee	\$30
Student Services Fee (one course – 3 credit hours or less)	\$225
Student Services Fee (one course – 4 credit hours or more/two or more courses)	\$450
Transcript Fee	\$10

# **ACADEMIC DEGREES, DEPARTMENTS, AND PROGRAMS**

# Master of Science in Education

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

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

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

**Important Note:** All applicants must register for EDU 5000: Orientation to the M.S. and Ed.S. Program during the first session/term. The orientation is a requirement for all students.

## Program Learning Outcomes

1. Advocate for changes to educational policies to ensure equity for all learners.
2. Share strategies for integrating technology into educational practices with colleagues.
3. Evaluate curricular practices at the school level to ensure alignment with state or national/international standards.
4. Analyze assessment data to inform decision making regarding planning and instruction.
5. Evaluate research to identify evidence based strategies to address a specific educational need.

## Conceptual Framework

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

**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

## Field Experiences

Field experiences are embedded in courses for teacher candidates throughout the master's programs. Additional practicum or field experiences may be required for programs that lead to certification. These requirements are specified in the individual programs of study that are outlined in the Curriculum and Instruction Department and the Higher Education Leadership and Instructional Technology Department sections that follow in this catalog. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 28453 or link to the website at <http://education.nova.edu/students/current-students/qtep/office-of-placement-services.html>.

## Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's professional responsibility. Security clearance should be obtained solely through the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Security clearance is required in any master's program which includes a field experience component and/or concludes with an internship or applied professional experience. Directions for



obtaining security clearance can be found on the Office of Placement Services Web page:  
<http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>

## Internship/Externship

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

The online **internship application must be submitted within the registration period and all requirements must be met fully in order to be eligible for the internship.** Candidates in teacher preparation programs should refer to the *Internship Seminar Syllabus and Handbook* for a complete explanation of policies and procedures. All other questions about the internship should be directed to the Office of Placement Services at (800) 986-3223, ext. 28453 or <http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>.

## Teaching Internship/Externship

Students enrolled in the Graduate Teaching Internship/Seminar may be removed from their internship under the following circumstances:

- The preservice teacher behaves in an unprofessional manner, as defined by NSU or the Code of Ethics and the Principles of Professional Conduct of the Education Profession.
- The preservice teacher engages in dishonest or illegal activities while engaged in the internship.
- The preservice teacher fails to demonstrate the necessary communication skills – written or oral.
- The preservice teacher violates the trust of his/her students or professional colleagues.
- The preservice teacher is unreliable in punctuality and attendance.
- The preservice teacher does not meet standards in demonstrating required competencies in planning, lesson delivery, and assessment.
- The preservice teacher does not maintain student files or records or compromises confidentiality of student files or records.
- The preservice teacher fails to meet the dress code for interns.

**Note:** See Internship/Externship Handbook for additional information from the Office of Placement Services at <http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>. Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University.

## Educational Leadership Internship

These courses provide an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements for EL 699 include a minimum of 300 contact hours, EL 698 include a minimum of 150 contact hours, as well as 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.

**NOTE: All field experience and internship students are expected to adhere to the NSU Student Code of Conduct.**

## Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must be submitted directly from the testing center to Nova Southeastern University Abraham S. Fischler College of Education prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted.

For specific testing requirements, refer to the respective programs of study that are located in the Curriculum and Instruction Department and the Higher Education Leadership and Instructional Technology Department sections that follow in this catalog.

## Graduation Requirements

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

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

- successfully complete EDU 5000: Orientation to the M.S. and Ed.S. Program;
- complete all required coursework;
- attain an overall 3.0 GPA;
- if applicable, complete a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- complete all state testing requirements specified for the program specialization if applicable (contact an academic advisor);
- submit a degree application form with payment of the diploma fee;
- fulfill all financial obligations to the university; and
- provide official score report.

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

### **Program Completion Timeline**

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

# Master of Science in Leadership

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The Master of Science in Leadership at the Fischler College of Education is designed for advisors, coordinators, trainers, supervisors, administrators, and directors in private schools, colleges and universities, human services and non-profit organizations, and the military. The M.S. in Leadership fosters the development of leadership skills to organize, motivate, and lead others to achieve organizational and team goals. This program focuses on developing practitioners who can translate leadership perspectives and applications into their respective fields of endeavor.

**Important Note:** All applicants must register for EDU 5000: Orientation to the M.S. and Ed.S. Program during the first session/term. The orientation is a requirement for all students.

## Program Learning Outcomes

1. Lead effectively using knowledge of theories, frameworks, strategies and important issues in organizational leadership.
2. Solve organizational leadership problems by applying solutions based on leadership knowledge.
3. Analyze research effectively for the purpose of decision-making in organizations.
4. Communicate effectively in both oral and written contexts in an organization.
5. Apply the use of technology to access research and other relevant information.

## Graduation Requirements

Please refer to Graduation Requirements in the *Student Information* section of this catalog to find degree completion requirements or contact an academic advisor for additional information.

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

- successfully complete EDU 5000: Orientation to the M.S. and Ed.S. Program;
- complete all required coursework;
- attain an overall 3.0 GPA;
- submit a degree application form with payment of the diploma fee;
- fulfill all financial obligations to the university; and
- provide official score report.

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

## Program Completion Timeline

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

## Master of Science Degree Specializations

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

- Curriculum, Instruction, and Technology
- Educational Leadership (DOE Approved – Florida and Nevada)
- Elementary Education with ESOL Endorsement and Reading Endorsement (DOE Approved – Florida)
- Exceptional Student Education
- Management and Administration of Educational Programs (MAEP)
- Mathematics Education
- Reading Education (DOE Approved – Florida)
- Science Education
- Spanish Language Education
- Teaching English to Speakers of Other Languages (TESOL) (Puerto Rico and International only)

Master of Science in Leadership

# Educational Specialist

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The Educational Specialist degree (Ed.S.) offers the professional educator both a challenging and rewarding educational experience. Through the three specializations offered at the Ed.S. level: Curriculum, Instruction, Management and Administration; Educational Leadership; and Mathematics Education (current educators can add certification/licensure areas, 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 students to obtain their degrees from virtually any location.

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

**Important Note:** All applicants must register for EDU 5000: Orientation to the M.S. and Ed.S. Program during their first session/term. The orientation is a requirement for all students.

## Program Learning Outcomes

1. Promote development and implementation of educational policies to ensure equity for all learners.
2. Design professional development on integrating technology into educational practices.
3. Recommend changes to curricular practices at the school, district, and/or state level to support student academic success.
4. Analyze assessment data to inform decision making in educational settings.
5. Engage in research to identify, investigate, and to provide recommendations to address educational needs.

## Field Experiences

Field experiences are embedded in courses for teacher candidates throughout the educational specialist programs. Additional practicum or field experiences may be required for programs that lead to certification. These requirements are specified in the individual programs of study that are outlined in the Curriculum and Instruction Department and the Higher Education Leadership and Instructional Technology Department sections that follow in this catalog. For additional information on field experiences, contact the Office of Placement Services at 800-986-3223, ext. 28453 or link to the website at <http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>.

## Security Clearance

To participate in field experience, students requiring placement in Pre-K-12 classrooms are required to obtain a Level 2 security clearance (fingerprint/background check) from their respective school district. Obtaining and maintaining security clearance, along with related costs, is the NSU student's professional responsibility. Security clearance should be obtained solely through the local school district. Security clearance obtained through private sectors will not be allowed as proof of clearance. Security clearance is required in any program which includes a field experience component and/or concludes with an internship or applied professional experience. Directions for obtaining security clearance can be found on the Office of Placement Services Web page:

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

## Internship/Externship

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

The online **internship application must be submitted within the registration period and all requirements must be met fully in order to be eligible for the internship.** Candidates in teacher preparation programs should refer to the *Internship Seminar Syllabus and Handbook* for a complete explanation of policies and procedures. All other questions about the internship should be directed to the Office of Placement Services at (800) 986-3223, ext. 28453 or <http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>.

## Teaching Internship/Externship

Students enrolled in the Graduate Teaching Internship/Seminar may be removed from their internship under the following circumstances:

- The preservice teacher behaves in an unprofessional manner, as defined by NSU or the Code of Ethics and the Principles of Professional Conduct of the Education Profession.
- The preservice teacher engages in dishonest or illegal activities while engaged in the internship.
- The preservice teacher fails to demonstrate the necessary communication skills – written or oral.
- The preservice teacher violates the trust of his/her students or professional colleagues.
- The preservice teacher is unreliable in punctuality and attendance.
- The preservice teacher does not meet standards in demonstrating required competencies in planning, lesson delivery, and assessment.
- The preservice teacher does not maintain student files or records or compromises confidentiality of student files or records.
- The preservice teacher fails to meet the dress code for interns.

**Note:** See Internship/Externship Handbook for additional information from the Office of Placement Services at <http://education.nova.edu/students/current-students/gtep/office-of-placement-services.html>. Students are entitled to due process pursuant to the policies and procedures of Nova Southeastern University.

## Educational Leadership Internship

These courses provide an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements for EL 699 include a minimum of 300 contact hours, EL 698 include a minimum of 150 contact hours, as well as 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.

**NOTE: All field experience and internship students are expected to adhere to the NSU Student Code of Conduct.**

## Testing Requirements

Testing requirements must be satisfied prior to the conferral of the student's degree. Students are responsible for designating Nova Southeastern University as a recipient of the score report. Official score reports must be submitted directly from the testing center to Nova Southeastern University Abraham S. Fischler College of Education prior to degree conferral and commencement participation. Score reports submitted by students will not be accepted.

For specific testing requirements, refer to the respective programs of study that are located in the Curriculum and Instruction Department and the Higher Education Leadership and Instructional Technology Department sections that follow in this catalog.

## Graduation Requirements

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

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

- successfully complete EDU 5000—Orientation to the M.S. and Ed.S. Program;
- complete all required coursework;
- attain an overall 3.0 GPA;
- complete a capstone project (e.g., Applied Professional Experience, Internship, Practicum);
- complete all state testing requirements as specified for your program specialization if applicable (contact an academic advisor);
- submit a degree application form with payment of the diploma fee;
- fulfill all financial obligations to the university; and
- provide official score report.

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

## **Program Completion Timeline**

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

## **Educational Specialist Degree Specializations**

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

- Curriculum, Instruction, Management and Administration
- Educational Leadership (DOE Approved – Florida and Nevada)
- Mathematics Education



# Doctor of Education

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

## Certification/Licensure

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

## Program Learning Outcomes

1. Solve problems using evidence based, content area expertise and innovative technologies.
2. Conduct research that complies with ethical principles and contributes to a specific field or profession.
3. Develop a plan to advocate for social justice in collaboration with stakeholders.
4. Utilize systematic self-reflection, critical analysis, and knowledge of the field to modify professional practices for continuous improvement.
5. Contribute new knowledge through research.

## Doctoral Studies Orientation (DSO)

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

## Summer Institute

Doctoral students are required to attend at least one FCE Summer Institute as part of required coursework. During each day of the Summer Institute, students will attend several required and elective sessions that focus on research and the dissertation benchmarks. The sessions offer a unique blend of direct instruction and time for students to write and create draft products. There will be numerous opportunities to interact with professors and fellow students. The overall goal of the institute is to immerse students in a study/writing experience resulting in draft work worthy of submission to assigned chairs for immediate consideration, editing, and eventual approval. For additional information, please visit the summer institute website at <http://education.nova.edu/summer/>

## Applied Dissertation

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

Ed.D. students are required to complete an applied dissertation as their culminating project. Students should visit the Department Program Office Resources web site at <http://education.nova.edu/applied-research/index.html> for more information about procedures, resources, and guidelines. There are four stages in the completion of the applied dissertation: (1) prospectus, (2) proposal development, (3) proposal, and (4) applied dissertation.

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

## Applied Dissertation Services Fees

Students who are within the first three years of enrollment will receive dissertation services as long as they are enrolled in coursework. Students who complete all of their coursework and have registered for all of their dissertation benchmark courses (prospectus, proposal development, proposal, and applied dissertation) within the first three years will be required to register for ADS 8090, Applied Dissertation Services I if there is no other coursework in which the student needs to register in order to receive dissertation services from their committee.

Beginning with the fourth year (10<sup>th</sup> semester) following initial enrollment, doctoral students are required to register for ADS 8091, Applied Dissertation Services II, in order to receive dissertation services from their committee. Students will be required to register for ADS 8091 each semester to receive dissertation services from their committee.

Students who are in their fourth year or beyond and are enrolled in a dissertation benchmark course do not need to register for ADS 8091 during the semester in which they are enrolled in the dissertation benchmark course.

In accordance with Satisfactory Academic Progress (SAP) regulations, ADS 8090 and ADS 8091 bears one (1) credit hour, which does not count as coursework or elective credit towards degree completion. Doctoral students registered for ADS 8090 or ADS 8091 will receive an academic designation of Progress (PR) or No Progress (NPR), Doctoral students must maintain satisfactory academic progress to retain an active status. For more information, please refer to the SAP criteria in the Financial Aid section of this catalog.

## Graduation Requirements

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

To complete the Doctor of Education program a student must:

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

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

## 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 in the Student Handbook section of the catalog.

## Doctor of Education Degree Concentrations

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

### **Ed.D. Concentrations**

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

# Doctor of Education General Program Requirements

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

## Orientation

DSO 8000: Doctoral Studies Orientation (0 credits)

## Summer Institute

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

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

## Concentration Area Courses (24 credits)

Concentration areas and electives allow students to specialize and study certain areas in depth. Students must select one concentration area.

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

## Research Required Courses (6 credits)

RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)

RES 9300: Methods of Inquiry (3 credits)

## Research Track (6 credits)

*Students will take either the Quantitative Research Track or the Qualitative Research Track. Students will be guided into the appropriate track during RES 9300: Methods of Inquiry.)*

Quantitative Research Track

RES 8911: Quantitative Research Design (3 credits)

RES 8921: Quantitative Data Analysis (3 credits)

Qualitative Research Track

RES 8916: Qualitative Research Design (3 credits)

RES 8926: Qualitative Data Analysis (3 credits)

## Elective Courses (6 credits)

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

## Applied Dissertation (12 credits)

DISR 8966: Applied Dissertation 1: Prospectus (3 credits)

DISR 8967: Applied Dissertation 2: Proposal Development (3 credits)

DISR 8968: Applied Dissertation 3: Proposal (3 credits)

DISR 8969: Applied Dissertation 4: Applied Dissertation (3 credits)

## Extended Dissertation Services (0 credit)

ADS 8090: Applied Dissertation Services I (1 credit)

(Registration from completion of all coursework through 36<sup>th</sup> month)

**Or**

ADS 8091: Applied Dissertation Services (1 credit)

(Registration from 37<sup>th</sup> month to conferral)

**\*Note:** Credits earned from ADS 8090 or ADS 8091 do not count toward the minimum credit hour requirement for the Ed.D. degree. Students must be registered for ADS 8090 or ADS 8091 to be eligible for continuing services through the Department Program Office.

## Total Credits for Completion 54

# Curriculum and Instruction Department

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

## Curriculum and Instruction Department

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The Department of Curriculum and Instruction meets the needs of educators and school administrators who want to deepen their knowledge of a subject area, and who seek careers in education-related fields. Guided by current research, our graduate programs serve teachers and others working in a variety of educational contexts and a range of academic fields. Degree programs provide opportunities to connect theory to practice through engaging instructional practices. Our programs have diverse offerings for those interested in advancing their knowledge and careers. As leaders in their fields, faculty members in the Department of Curriculum and Instruction are known for their scholarly work, research-oriented activities, and student-centered approach. They embrace the spirit of NSU's core values of excellence in teaching, appreciation for diversity, student-centeredness, and service to the community.

### Curriculum and Instruction Programs of Study

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#### **Master of Science in Education**

Educational Leadership (DOE Approved – Florida and Nevada)  
Elementary Education with ESOL Endorsement and Reading Endorsement (DOE Approved – Florida)  
Exceptional Student Education  
Management and Administration of Educational Programs (MAEP)  
Mathematics Education  
Reading Education (DOE Approved – Florida)  
Science Education  
Spanish Language Education  
Teaching English to Speakers of Other Languages (TESOL) (Puerto Rico and International only)

#### **Educational Specialist**

Educational Leadership (DOE Approved – Florida and Nevada)  
Mathematics Education

#### **Doctor of Education**

Curriculum and Teaching  
Educational Leadership  
Reading  
Special Education

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

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### Specialization: Educational Leadership

Certification: DOE Approved – Florida (Major Code A534)

#### About the Specialization

The M.S. in Education with a specialization in Educational Leadership is a DOE 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

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDL 506: Standards-Based Curriculum and Assessment (3 credits)

EDL 550: Electronic Tools for Educational Leaders (3 credits)

EDL 510: School Leadership (3 credits)

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

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

EDL 530: Management of Schools (3 credits)

EDL 505: Educational Budgeting and Finance (3 credits)

EDL 520: School Law for Administrators (3 credits)

EL 600: Seminar in the Knowledge Base of Educational Leadership (3 credits)

EL 699: Administrative/Educational Leadership Internship (6 credits)

**Total Credits Required for Degree Completion 36**

#### Additional Graduation Requirements

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

### Specialization: Educational Leadership

Certification: DOE Approved – Nevada (Major Code A534)

#### About the Specialization

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

#### Additional Admission Requirements

1. Valid Professional Teaching Certificate/License
2. Cumulative GPA of 3.0 or higher in the last 60 credits of undergraduate degree program
3. Official Verification Letter (demonstrating at least 3 years of teaching experience in accredited K-12 schools)

#### Program of Study

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDL 506: Standards-Based Curriculum and Assessment (3 credits)

EDL 550: Electronic Tools for Educational Leaders (3 credits)

EDL 510: School Leadership (3 credits)

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

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

EDL 530: Management of Schools (3 credits)

EDL 505: Educational Budgeting and Finance (3 credits)

EDL 520: School Law for Administrators (3 credits)

EDL 545: School Improvement Process (3 credits)

EL 699: Administrative/Educational Leadership Internship (6 credits)

**Total Credits Required for Degree Completion 36**

### Additional Graduation Requirements

- a. Students enrolled in the Nevada program are required to take and pass all sections of the Praxis II exam: (0411/5411) Educational Leadership: Administration and Supervision, minimum score: 143

### Specialization: Elementary Education with ESOL Endorsement and Reading Endorsement Certification: DOE Approved – Florida (Major Code A601)

#### About the Specialization

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

#### Additional Admission Requirements

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

#### Program of Study

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

ELE 502: Methods of Teaching Mathematics in the Elementary Schools (3 credits)

ELE 602: Teaching of Science in the Elementary School (3 credits)

ELE 505: Teaching Visual Arts and Music in the Elementary School (2 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 601: Teaching Language Arts in the Elementary School (3 credits)

ELE 603: Teaching Elementary Social Studies in a Multicultural Society (3 credits)

EC 5015: Teaching and Working with Five-Year Old Children: The Kindergarten Classroom (3 credits)

EDU 514: Pre-Internship Practices (3 credits)

EDU 501: School and Society (3 credits)

EDU 503: Classroom Management and Organization (3 credits)

EDU 502: Psychological Foundations in Education (3 credits)

TSOL 510: Classroom TESOL, Theory and Strategies for Teachers (3 credits)

TSOL 520: Second Language Learning: Theory, Methods, and Evaluation (3 credits)

CUR 591: Assessment and Evaluation (3 credits)

RED 560: Literature for Children and Adolescents (3 credits)

ELE 692: Elementary Education Internship (9 credits)

#### Total Credits Required for Degree Completion 61

#### Additional Graduation Requirements

##### **Students with a Temporary Teaching Certificate must provide:**

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

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

##### **Students with a Professional Teaching Certificate must provide:**

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

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



## **Specialization: Exceptional Student Education**

(Major Code F515)

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

### **Option A:**

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

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

### **Program of Study (36 Credits)**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

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 620: Behavior Management of Exceptional Students (3 credits)

ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits)

ESE 640: Transition Skills and Services for Exceptional Students (3 credits)

ESE 650: Instructional Strategies for Exceptional Students (3 credits)

ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)

ESE 670: Inclusive Education for Exceptional Students (3 credits)

ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)

ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)

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

### **Total Credits Required for Degree Completion 36**

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

**Note:** ESE courses above 600 will require waiver of some prerequisites.

### **Option B:**

**Customized Study in ESE.** The program is open to 1) certified teachers who seek to attain the MS in ESE and/or add categorical specialization(s), 2) individuals from related services who seek to attain the MS in ESE, and 3) individuals interested in gaining knowledge about strategies and practices for students with special needs. Students have the option to design a customized program of study. This option is intended to permit students to concentrate on a disability-specific area of study or to study a combination of courses that best meets individual career objectives and needs.

The customized MS in ESE requires a minimum of 36 credit hours. Courses may be selected from options that carry the prefix of ESE, CBD, or EP (see course listings provided). Students will collaborate with an ESE faculty member and an Academic Advisor to develop the customized program of study. The finalized program represents a contract between FCE and the student; any changes or modifications to the program must be negotiated between the student and the ESE faculty member.

**Note:** The customized program **does not lead to certification**; however, the completion of specific courses may meet individual state requirements for "add-on" endorsements and/or certification. Students are to refer to their respective State Departments of Education to determine specific certification/licensure and/or endorsement requirements.

### **Additional Admission Requirements**

Certified/Licensed Educator or Related/Direct Services Professional

## **Program of Study**

*(Coursework in suggested order of completion)*

### **Core Courses**

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

CBD 501: Special Education Law (3 credits)

ESE 630: Educational and Psychological Assessment of Exceptional Students (3 credits)

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

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

### **(Refer to course descriptions for prerequisites)**

#### **Autism**

EP 650: Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 credits)

EP 655: Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 credits)

EP 660: Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 credits)

EP 665: Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder (3 credits)

#### **Developmental/Intellectual Disabilities**

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

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

#### **Emotional and Behavioral Disorders**

CBD 512: Characteristics and Needs of Students with Emotional and Behavioral Disorders (3 credits)

CBD 515: Methods for Teaching Students with Emotional Behavioral Disorders (3 credits)

#### **Learning Disabilities**

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

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

#### **Prekindergarten Disabilities**

EP 5265: Nature and Needs of Young Children with Disabilities (3 credits)

EP 5270: Assessing the Needs of Young Children with Disabilities (3 credits)

EP 5275: Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 credits)

EP 5280: Working with Families of Young Children with Disabilities and the Community (3 credits)

#### **Additional Exceptional Student Education Course Options**

CBD 503: Classroom Management (3 credits)

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

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

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

ESE 600: Survey of Exceptionalities of Children and Youth (3 credits)

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

ESE 620: Behavior Management of Exceptional Students (3 credits)

ESE 640: Transition Skills and Services for Exceptional Students (3 credits)

ESE 660: Curriculum and Instructional Materials for Exceptional Students (3 credits)

ESE 680: Teaching Social and Personal Skills to Exceptional Students (3 credits)

ESE 690: Consultation and Collaboration in Exceptional Student Education (3 credits)

#### **Total Credits Required for Degree Completion: 36**

**Note:** ESE courses above 600 will require waiver of some prerequisites.

### **Specialization: Management and Administration of Educational Programs (MAEP)**

(Major Code F504)

#### **About the Specialization**

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

### **Program of Study**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDL 510: School Leadership (3 credits)

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

EDL 530: Management of Schools (3 credits)

EDL 505: Educational Budgeting and Finance (3 credits)

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

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

EL 600: Seminar in the Knowledge Base of Educational Leadership **OR** EL 601: Knowledge Based of Educational Leadership – Comprehensive Examination (3 credits)

EL 698: Administrative Internship **OR** EL 699: Administrative/Educational Leadership Internship (6 credits)

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

### **Total Credits Required for Degree Completion 36**

### **Specialization: Mathematics Education**

(Major Code F653)

#### **About the Specialization**

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

#### **Program of Study**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

MAT 504: Algebra in Secondary Schools (3 credits)

MAT 506: Strategies for Teaching Calculus (3 credits)

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

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

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

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

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

MAT 522: Methods of Teaching Middle and Secondary Mathematics (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 697: Applied Professional Experience in Mathematics Education (3 credits)

### **Total Credits Required for Degree Completion 36**

#### **Note for Postsecondary Educators:**

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

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

MAT 515: Probability and Statistics (3 credits)

MAT 516: Elements of Differential Calculus (3 credits)

MAT 517: Elements of Integral Calculus (3 credits)

MAT 518: Linear Algebra (3 credits)

MAT 519: Abstract Algebra (3 credits)

## Specialization: Reading Education

(Major Code F513)

### About the Specialization

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

### Program of Study

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 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 560: Literature for Children and Adolescents (3 credits)

RED 565: Language Arts in the Secondary School (3 credits)

RED 580: Educational Measurements (3 credits)

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

RED 5271: Reading Supervision and Curriculum Development – Theory and Practice (3 credits)

RED 590: Administration and Interpretation of Instructional Assessments (3 credits)

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

**Total Credits Required for Degree Completion 36**

## Specialization: Reading Education

**Certification: DOE Approved – Florida** (Major Code A513)

### About the Specialization

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

### Additional Admission Requirements

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

### Program of Study

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 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 560: Literature for Children and Adolescents (3 credits)

RED 565: Language Arts in the Secondary School (3 credits)

RED 580: Educational Measurements (3 credits)

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

RED 5271: Reading Supervision and Curriculum Development – Theory and Practice (3 credits)

RED 590: Administration and Interpretation of Instructional Assessments (3 credits)

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

**Total Credits Required for Degree Completion 36**

### Additional Graduation Requirements

#### **Students with a Temporary Teaching Certificate must provide:**

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

- a. Professional Education Test (PED)
- b. General Knowledge Test (GKT)
- c. Subject Area Exam (SAE) in Reading K-12

- d. Evidence of student teaching experience **or** have a minimum of one (1) year of full-time teaching experience in a K-12 school.

**Students with a Professional Teaching Certificate must provide:**

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

**Specialization: Science Education**

(Major Code F656)

**About the Specialization**

The M.S. in Education with a specialization in Science Education focuses on preparing educators regarding Science Content Standards as specified by the National Science Teachers Association. This specialization provides educators with knowledge of multiple science areas and skills to instruct students in science through a variety of learning techniques. Course content is research-based and infuses best practices in education and strategies for teaching science.

**Program of Study**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

EDU 503: Classroom Management and Organization (3 credits)

SCI 523: Methods in Science Education (3 credits)

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

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

SCI 602: Teaching Comprehensive Ocean Science (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)

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

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

**Total Credits Required for Degree Completion 36**

**Specialization: Spanish Language Education**

(Major Code F520)

**About the Specialization**

The M.S. in Education with a specialization in Spanish Language Education is designed for individuals who want to further develop their proficiency in the four skills (listening, speaking, reading, and writing) while they study innovative teaching methodologies, culture, literature, and linguistics. An effort has been made to include skills appropriate for teaching at all levels of proficiency for both heritage speakers and those learning Spanish as a foreign language. Course content is research-based and infuses best practices in education. The Spanish Language Education program is conducted completely in Spanish, thus an advanced or close to advanced level of Spanish language proficiency is needed in order to be successful.

**Program of Study**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CUR 526: Educational Research for Practitioners (3 credits)

LANG 530: Advanced Spanish Grammar (3 credits)

LANG 531: Advanced Spanish Composition (3 credits)

LANG 545: Peoples and Cultures of Spain (3 credits)

LANG 550: Spanish Linguistics for Teachers (3 credits)

LANG 551: Teaching Spanish to Heritage Speakers (3 credits)

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

LANG 561: Representative Spanish Authors II (3 credits)

LANG 576: Readings in Content Area Spanish (3 credits)

LANG 581: Foreign Language Methods (3 credits)

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

LANG 699: Applied Professional Experience in Spanish Language Education

**Total Credits Required for Degree Completion 36**

<b>Specialization: Teaching English to Speakers of Other Languages (TESOL) Puerto Rico and International Only</b> (Major Code F660)
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**About the Specialization**

The M.S. in Education with a specialization in teaching English to speakers of other languages (TESOL) helps prepare practicing teachers in literacy development for non-native English speakers.

This program melds theoretical instruction with hands-on experiences, arming students with research-based methods and best practices for teaching English in both domestic and international settings. Students in this program select from a broad range of courses to develop a customized program of study that best aligns with their professional goals.

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

**Program of Study**

*(Coursework in suggested order of completion)*

**Required Courses 18 credits**

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)  
TSOL 575: Critical Issues in TESOL (3 credits)  
TEFL 580: Second Language Acquisition and Learning (3 credits)  
TSOL 567: Applied Linguistics (3 credits)  
TEFL 530: Technology in TEFL (3 credits)  
TSOL 547: Testing and Evaluation in TESOL (3 credits)  
TSOL 699: Applied Professional Experience in TESOL (3 credits)

**Select 18 Credits from the following:**

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

**Total Credits Required for Degree Completion 36**

## Educational Specialist (Ed.S.) Degree Programs

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### **Specialization: Educational Leadership**

**Certification: DOE Approved – Florida** (Major Code A534)

#### **About the Specialization**

The Ed.S. with a specialization in Educational Leadership is a DOE 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**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

EDU 708: Research Design in Education (3 credits)

EDL 702: Standards-Based Curriculum and Assessment (3 credits)

EDL 750: Technology for Educational Leaders (3 credits)

EDL 710: Educational Leadership (3 credits)

EDL 725: Human Resources and Staff Development (3 credits)

EDL 700: Problem Solving and Visionary Leadership (3 credits)

EDL 730: Management of Schools (3 credits)

EDL 705: Educational Budgeting and Finance (3 credits)

EDL 720: School Law for Administrators (3 credits)

EL 600: Seminar in the Knowledge Base of Educational Leadership (3 credits)

EL 699: Administrative/Educational Leadership Internship (6 credits)

**Total Credits Required for Degree Completion 36**

#### **Additional Graduation Requirements**

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

### **Specialization: Educational Leadership**

**Certification: DOE Approved – Nevada** (Major Code A534)

#### **About the Specialization**

The Ed.S. with a specialization in Educational Leadership is a DOE 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. 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 3 years of teaching experience in accredited K-12 schools.

#### **Program of Study**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

EDU 708: Research Design in Education (3 credits)

EDL 702: Standards-Based Curriculum and Assessment (3 credits)

EDL 750: Technology for Educational Leaders (3 credits)

EDL 710: Educational Leadership (3 credits)

EDL 725: Human Resources and Staff Development (3 credits)

EDL 700: Problem Solving and Visionary Leadership (3 credits)

EDL 730: Management of Schools (3 credits)

EDL 705: Educational Budgeting and Finance (3 credits)

EDL 720: School Law for Administrators (3 credits)

EDL 745: Administration of School Improvement Process (3 credits)

EL 699: Administrative/Educational Leadership Internship (6 credits)

**Total Credits Required for Degree Completion 36**

**Additional Graduation Requirements**

1. Students enrolled in the Nevada program are required to take and pass all sections of the Praxis II exam: (0411) Educational Leadership: Administration and Supervision, minimum score: 143.

**Specialization: Mathematics Education**

(Major Code F653)

**About the Specialization**

The Ed.S. with a specialization in Mathematics Education focuses on training educators to develop and administer mathematics programs in K-12 schools, as well as in the areas of middle and secondary school mathematics. This specialization provides educators with skills for assessment, curriculum development, and teaching subject areas such as geometry, algebra, and calculus. Course content is research-based and infuses best practices in education.

**Program of Study**

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

EDU 708: Research Design in Education (3 credits)

EDU 719: Current Research in Human Development (3 credits)

EDU 729: Evaluation and Assessment Practices (3 credits)

MAT 704: Algebra for Teachers (3 credits)

MAT 705: Advanced Problem-Solving Strategies for Teachers (3 credits)

MAT 680: The K-12 Mathematics Curriculum: Teaching, Learning, Assessment and Diversity (3 credits)

MAT 701: Creative Geometry for the Classroom (3 credits)

EDU 702: Curriculum Trends and Innovation (3 credits)

EDU 714: Families, Schools, and Communities: Current Perspectives in a Diverse Society (3 credits)

MAT 700: Incorporating Calculus Ideas (3 credits)

MAT 702: Probability and Statistics for the Educational Specialist (3 credits)

APR 750: Educational Field-Based Project (3 credits)

**Total Credits Required for Degree Completion 36**



## Doctor of Education (Ed.D.) Degree Programs

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### Concentration Area: Curriculum and Teaching

(Major Code F540)

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

### Concentration Learning Outcomes

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

Graduates will be able to:

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

### Program of Study

**General Program Requirements (Page 31)**

**Research Required Courses (6 credits)**

**Research Track (6 credits)**

**Elective Courses (6 credits)**

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

Elective: (To be selected by student) (3 credits)

**Applied Dissertation (12 credits)**

**Concentration Area Courses (24 credits)**

IDT 7914: Curriculum, Teaching, and Technology (3 credits)\*

IDT 8124: Theories of Learning (3 credits)\*

CUR 8110: Principles of Curriculum and Teaching (3 credits)

CUR 9510: Curriculum: Theory and Research (3 credits)

CUR 9610: Teaching: Theory and Research (3 credits)

CUR 8210: Curriculum Development and Design (3 credits)

CUR 8310: Curriculum Assessment and Evaluation (3 credits)

CUR 8510: Social and Political Context of Curriculum (3 credits)

**Total Credits for Degree Completion 54**

\*Students with a Master's Degree in Curriculum may replace CUR 7914 and IDT 8124 with any doctoral level course.

## Concentration Area: Educational Leadership

(Major Code F872)

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

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

### Concentration Learning Outcomes

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

Graduates will be able to:

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

### Program of Study

**General Program Requirements (Page 31)**

**Research Required Courses (6 credits)**

**Research Track (6 credits)**

**Elective Courses (6 credits)**

**Applied Dissertation (12 credits)**

**Concentration Area Courses (24 credits)**

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

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

EDLR 8415: Strategic Planning for Educational Leadership (3 credits)

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

EDLR 8425: School-Based Inquiry and Transformation (3 credits)

EDLR 8430: Legal and Ethical Issues in Educational Leadership (3 credits)

EDLR 8435: Current Topics in Educational Leadership (3 credits)

EDLR 8460: The Principal and School Leadership **OR** EDLR 8461: The Superintendent and District Leadership (3 credits)

**Total Credits for Degree Completion 54**

**Note:** This program of study has not been reviewed for approval for any specific state. It *may* lead to certification/licensure, based on a course-by-course transcript review by a state department of education review process. However, to determine this, you need to direct questions on certification/licensure to your local school district and/or state department of education.

## Concentration Area: Reading

(Major Code F513)

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

## Concentration Learning Outcomes

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

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

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

## Program of Study

### General Program Requirements (Page 31)

### Research Required Courses (6 credits)

### Research Track (6 credits)

### Elective Courses (6 credits)

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

Elective: (To be selected by student) (3 credits)

### Applied Dissertation (12 credits)

### Concentration Area Courses (24 credits)

#### Required Concentration Courses

RED 730: Critical Issues in Reading (3 credits)\*

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

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

RED 9002: Theories of Reading (3 credits)

RED 9003: Digital Literacy (3 credits)

#### **Choose additional courses from the following to complete the required credits**

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

RED 9005: Literacy Across the Curriculum (3 credits)

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

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

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

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

ILLR 8100: Curriculum and Program Development (3 credits)

### Total Credits for Degree Completion 54

**\*Note: Students without a strong background in Reading MUST take RED 730 and RED 731 as part of the 24 credit concentration. Consult an advisor when applying.**

## Concentration Area: Special Education

(Major Code F879)

The FCE programs in Exceptional Student Education/Special Education prepare professionals to assume positions as educators, administrators, consultants and disability service providers. The Doctor of Education (Ed.D.) program, with a concentration in Special Education, addresses the academic and professional needs of both school-based and agency-based personnel who currently hold or aspire to attain positions of leadership in organizations that serve individuals with disabilities and their families. The program entails advanced coursework, seminars, research activities, and applied field experiences that provide the knowledge and skills necessary to effectively perform leadership positions in academic settings, direct service agencies, advocacy and policy organizations, and research institutes.

Courses emphasize the application of critical and reflective thinking skills in both theoretical and practical learning settings and opportunities. Therefore, course content is fluid, timely and responsive to regulatory changes in the field as a means to ensure the delivery of a current, relevant, and culturally competent program of study.

In collaboration with a full-time faculty member, each student is offered the opportunity to develop a customized program of study that: (a) recognizes and respects prior learning and work experiences, and (b) enables each student to direct studies toward specific personal, professional career goals and objectives.

Each program of study requires the inclusion of core doctoral courses and research/dissertation courses (24 credits). For the remaining 30 credits, students must complete a minimum of 27 hours in the field of special education; courses may be selected from the general special education options, autism course options, and/or options within the Applied Behavior Analysis sequence. The remaining 3 credits may be taken in special education/disability services, autism, or ABA or students may opt to add courses from other disciplines (e.g., Organizational Leadership).

## Concentration Learning Outcomes

The FCE, in concert with the mission of NSU, has established a conceptual framework/overarching goals for doctoral programs offered within the school. There are seven broad outcomes anticipated for students who successfully complete the Ed.D. in Special Education.

Graduates will be able to:

1. Implement collaborative teaming approaches for the purpose of decision making related to the application of current research, curriculum development and interagency collaboration with school and agency staff, individuals with disabilities, and family members to improve outcomes attained by individuals with disabilities.
2. Employ analytical skills to identify and resolve problems in the delivery of special education and related services while promoting accountability and school renewal.
3. Employ analytical skills to identify and resolve problems in the effective and ethical delivery of direct services provided by human services agencies; e.g., training in self-determination, independent living, supported employment, advocacy, and associated life skills.
4. Apply the laws, regulations, and policies from the federal, state, and district levels that relate to individuals with disabilities and their families in educational, employment, and other community settings, as well as with regard to advocacy concerns.
5. Synthesize research from peer-reviewed journals to formulate a conceptual and theoretical framework to identify and address challenges that affect individuals with disabilities, to generate potential solutions to challenges, and to understand and influence disability related policies and practices.
6. Utilize current research for the purpose of substantiating ideas posited during academic discourse/discussions in both course participation activities and in subsequent professional settings.
7. Supervise the organization and administration of programs in special education, direct service agencies and/or other organizations that serve individuals with disabilities and their families.

## Program of Study Options

Students may select courses from those available in the program. In addition, students may opt to concentrate on autism and/or applied behavior analysis as part of the Special Education (SPED) doctoral program of study.

### Program of Study

#### General Program Requirements (Page 31)

#### Research Required Courses (6 credits)

#### Research Track (6 credits)

#### Elective Courses (3 credits)

#### Applied Dissertation (12 credits)

#### Concentration Area Courses (27 credits)

#### Required Concentration Courses (9 credits)

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

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

SPED 8405: Collaboration and Consultation (3 credits)

#### Choose 6 additional courses (18 credits) from the following areas to complete the 27 credits

#### Applied Behavior Analysis (ABA)

SPED 9650: Behavioral Principles and Concepts (3 credits)

SPED 9655: Functional Behavioral Assessment (3 credits)

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

SPED 9665: Leadership and Ethical Issues in Applied Behavior Analysis (3 credits)

SPED 9670: Ethical and Professional Conduct in Applied Behavior Analysis (3 credits)

RES 8919: Single Subject Research (3 credits)

**Note: After completing the ABA track, students will still need to complete the required number of supervised clinical hours before they will be qualified to sit for the National Certification Exam.**

#### Autism Spectrum Disorder

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

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

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

SPED 8804: Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 credits)

SPED 8805: Seminar in Professional Issues in Leading Programs for Students with Autism Spectrum Disorder (3 credits)

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

**Special Education**

Select six courses from the following:

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

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

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

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

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

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

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

**Total Credits for Degree Completion 54**

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

# **Higher Education Leadership and Instructional Technology Department**

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

## **Higher Education Leadership and Instructional Technology Department**

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The Department of Higher Education Leadership and Instructional Technology provides advanced graduate study from the master's through doctoral levels to prepare leaders, researchers, and policy makers in local, state, national, and global organizations as well as training organizations, government, business, industry, and military. Leadership programs focus on leadership theories, worldviews, ethical leadership, communication, and the application of leadership knowledge and skills in the field. Programs in technology emphasize distance education, instructional technology, and systems change. Both can help students attain a competitive advantage in the job market, given their emphasis on field-based practice and research-driven decision making.

### **Higher Education Leadership and Instructional Technology Programs of Study**

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#### **Master of Science in Education**

Curriculum, Instruction and Technology

#### **Master of Science in Leadership**

#### **Educational Specialist**

Curriculum, Instruction, Management, and Administration

#### **Doctor of Education**

Higher Education Leadership

Human Services Administration

Instructional Technology and Distance Education

Organizational Leadership

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

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### Specialization: Curriculum, Instruction, and Technology

(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

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CIT 522: Internet for Educators (3 credits)

CIT 502: Research in Education: Process and Application (3 credits)

CIT 520: Introduction to Media and Instruction (3 credits)

CIT 524: Introduction to Web Authoring (3 credits)

CIT 500: Theories of Learning (3 credits)

CIT 501: Curriculum and Instruction (3 credits)

CIT 503: Assessment of Learning (3 credits)

CIT 622: Technology and the School Curriculum (3 credits)

CIT 630: Web 2.0 Tool: Applications for Teaching and Learning (3 credits)

CIT 609: Special Topics in Curriculum Design 1 (3 credits)

CIT 610: Special Topics in Curriculum Design 2 (3 credits)

Elective: (Select a Fischler College of Education graduate level Master's course) (3 credits)

**Total Credits Required for Degree Completion 36**

## Master of Science (M.S.) in Leadership

### Leadership

(Major Code F987)

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

#### Program of Study

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

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 Educational and Human Services Organizations (3 credits)

MSL 689: The Business of Leadership: Special Topics (4 credits)

MSL 690: International Leadership Perspectives (3 credits)

**Total Credits Required for Degree Completion 31**



## Educational Specialist (Ed.S.) Degree Program

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### Specialization: Curriculum, Instruction, Management, and Administration

(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

*(Coursework in suggested order of completion)*

EDU 5000: Orientation to the M.S. and Ed.S. Program (0 credit)

CIMA 700: Educational Inquiry and Electronic Research Technologies (3 credits)

CIMA 702: Curriculum and Instruction: Trends and Issues (3 credits)

CIMA 705: Today's Educational Leader (3 credits)

CIMA 706: Managing Change in the Educational Environment (3 credits)

CIMA 715: Educational Diversity and Community (3 credits)

CIMA 712: Management for Curriculum and Instruction (3 credits)

CIMA 717: Curricular Product Evaluation (3 credits)

CIMA 707: Focus on the Future: Reconceptualizing Curriculum (3 credits)

CIMA 720: Seminar in Program Synthesis (3 credits)

Elective: (Select a Fischler College of Education graduate level Master's or Educational Specialist course) (3 credits)

**Total Credits Required for Degree Completion 30**

## Doctor of Education (Ed.D.) Degree Programs

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### Major Concentration Area: Higher Education Leadership

(Major Code F874)

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

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

### Concentration Learning Outcomes

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

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

### Program of Study

**General Program Requirements (Page 31)**

**Research Required Courses (6 credits)**

**Research Track (6 credits)**

**Elective Courses (6 credits)**

**Applied Dissertation (12 credits)**

**Concentration Area Courses (24 credits)**

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

HEL 8300: The Faces of 21<sup>st</sup> Century Higher Education Institutions (3 credits)

HEL 8310: Student Affairs in Higher Education (3 credits)

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

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

HEL 8340: Leading the Academic Mission of Today's Colleges and Universities (3 credits)

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

HEL 8360: Comparative Higher Education (3 credits)

**Total Credits for Degree Completion 54**

## **Major Concentration Area: Human Services Administration**

(Major Code F875)

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

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

### **Concentration Learning Outcomes**

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

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

### **Program of Study**

**General Program Requirements (Page 31)**

**Research Required Courses (6 credits)**

**Research Track (6 credits)**

**Elective Courses (6 credits)**

**Applied Dissertation (12 credits)**

**Concentration Area Courses (24 credits)**

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

HSA 8600: Human Services Delivery Systems (3 credits)

HSA 8601: Administration, Management, and Policy Development of Human Services Agencies and Programs (3 credits)

HSA 8602: Developing Human Services in the Context of the Family and the Community (3 credits)

HSA 8603: Human Resource Development (3 credits)

HSA 8604: Human Services and the Law (3 credits)

HSA 8605: Human Services Organizational Theory and Behavior (3 credits)

HSA 8606: Special Topics in Human Services (3 credits)

**Total Credits for Degree Completion 54**

## **Concentration Area: Instructional Technology and Distance Education**

(Major Code F877)

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

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

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

### **Concentration Learning Outcomes**

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

Graduates will be able to:

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

### **Program of Study**

#### **General Program Requirements (Page 31)**

#### **Research Required Courses (9 credits)**

RES 8100: Nature of Knowing: Introduction to Research Methods (3 credits)

RES 9300: Methods of Inquiry (3 credits)

IDT 7000: Research in IDT (3 credits)

#### **Research Elective Courses (3 credits)**

RES 8911: Quantitative Research Design **OR** RES 8916: Qualitative Research Design (3 credits)

#### **Elective Courses (6 credits)**

#### **Applied Dissertation (12 credits)**

#### **Concentration Area Courses (24 credits)**

#### **Concentration Required Courses (15 credits)**

IDT 7005: Instructional Media (3 credits)

IDT 7007: Principles of Distance Education (3 credits)

IDT 8001: Instructional Design (3 credits)

IDT 8006: System Analysis and Design (3 credits)

IDT 8008: Principles of Instructional Technology (3 credits)

#### **Concentration Elective Courses (9 credits)**

*Select 3 courses:*

IDT 7123: Digital Media for Instructional Technology and Distance Education (3 credits)

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

IDT 8119: Contemporary Topics in ITDE (3 credits)

IDT 8120: Perspectives in ITDE (3 credits)

IDT 8121: Advanced Instructional Design (3 credits)

IDT 8122: Professional Practice in ITDE (3 credits)

IDT 8123: Advanced Applications in ITDE (3 credits)

IDT 8124: Theories of Learning (3 credits)

#### **Total Credits for Degree Completion 54**

## **Major Concentration Area: Organizational Leadership**

(Major Code F878)

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

### **Concentration Learning Outcomes**

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

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

### **Program of Study**

**General Program Requirements (Page 31)**

**Research Required Courses (6 credits)**

**Research Track (6 credits)**

**Elective Courses (6 credits)**

**Applied Dissertation (12 credits)**

**Concentration Area Courses (24 credits)**

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

ORGL 8730: Virtual and Global Leadership (3 credits)

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

ORGL 8750: Strategic Planning (3 credits)

ORGL 8760: Change Management (3 credits)

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

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

ORGL 8790: Diversity Dynamics (3 credits)

**Total Credits for Degree Completion 54**

# International Programs

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In addition to the specific programs listed within this section, students worldwide are eligible to participate in any of our online offerings, as long as they meet the established admission requirements for that specific program of study.

# Maestría en Educación

ILALE ofrece Maestría en Educación en las siguientes áreas (estos programas no llevan a certificación estatal).

- Currículo, Instrucción y Tecnología
- Liderazgo
- Enseñanza del Inglés como Segundo Idioma
- Liderazgo y Gerencia de Centros y Proyectos Educativos
- La Enseñanza de las Ciencias
- La Enseñanza de las Matemáticas
- Educación Especial
- Educación Preescolar/Infantil

## Programas de Estudio

Se trata de una gran cantidad de programas con grandes posibilidades. En la mayoría de los casos, el estudiante puede encontrar una respuesta a sus necesidades. NSU y la FCE ofrecen maestrías que van desde 36 a 42 créditos, en una diversidad de temas y concentraciones. Las maestrías se pueden ofrecer en español o inglés.

## Maestría en Currículo, Instrucción y Tecnología

(Major Code F676)

El programa prepara a los participantes que están interesados en ser líderes en el área de la tecnología. El programa que está disponible a los educadores, tanto en sus escuelas como distritos. Una vez completen la maestría, los egresados estarán en condiciones de desarrollar evaluaciones, currículos y métodos didácticos innovadores. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para Estudios de Postgrado	0
CIT 502	Investigación Educativa: Proceso y Aplicación	3
CIT 522	La Internet para Educadores	3
CIT 520	Introducción al Uso de la Tecnología en la Instrucción	3
CIT 524	Introducción al Diseño de Portales	3
CIT 500	Teoría del Aprendizaje	3
CIT 501	Currículo e Instrucción	3
CIT 503	Evaluación del Aprendizaje	3
CIT 622	Tecnología y Currículo Escolar	3
CIT 609	Tópicos Especiales en Diseño Curricular I	3
CIT 610	Tópicos Especiales en Diseño Curricular II	3
CIT 630	Autoría en la Web 2.0: Aplicaciones para Enseñanza/Aprendizaje	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
<b>Total de créditos</b>		<b>39</b>

## Maestría en Liderazgo

(Major Code F987)

Este programa se ofrece para profesionales que buscan ejercer liderazgo en instituciones de diversa índole. En el lenguaje actual se colocaría en el ámbito del desarrollo gerencial y de la gerencia estratégica. El programa hace énfasis en el liderazgo y su desarrollo, así como en el mejoramiento de las organizaciones. Es un programa atractivo para los profesionales de la educación y la salud, así como para gerentes de empresas y de instituciones sin fines de lucro.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
MSL 680	Teoría y Práctica del Liderazgo	3
MSL 681	Liderando el Cambio	3
MSL 682	Ética en el Ejercicio del Liderazgo	3
MSL 683	Investigación para Líderes Educativos y de Recursos Humanos	3

MSL 684	Sistemas de Organización	3
MSL 685	Liderando Comunidades de Aprendizaje	3
MSL 686	Liderazgo Estratégico en Educación y Servicios Humanos	3
MSL 687	Tendencias Actuales en el Liderazgo de las Organizaciones	3
MSL 689	Tópicos Especiales en Liderazgo	4
MSL 690	Perspectivas Internacionales en Liderazgo	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I-II	0
<b>Total de créditos</b>		<b>37</b>

## Maestría en Enseñanza del Inglés como Segundo Idioma (TESOL)

(Major Code F660)

Esta maestría ofrece una especialización en la enseñanza del inglés como segundo idioma (TESOL, por sus siglas en inglés). Está destinada a formar a los educadores que buscan ser más efectivos al enseñar el inglés a personas que hablan otros idiomas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
TSOL 500	Fundamentos de la Educación Bilingüe	3
TSOL 515	Desarrollo Curricular en TESOL	3
TEFL 547	Pruebas y Evaluación en TESOL	3
TEFL 580	Adquisición y Aprendizaje de un Segundo Idioma	3
TEFL 530	Tecnología en TESOL	3
TSOL 562	Estudios de Cultura y de Relaciones Interculturales	3
TSOL 567	Lingüística Aplicada	3
TSOL 569	Metodología de la Enseñanza del Inglés a Personas que Hablan Otros Idiomas	3
TSOL 575	Temas Críticos en TESOL	3
TSOL 580	Aulas de Dual Lenguaje Enseñando Matemáticas, Ciencia y Estudios Sociales a Estudiantes de Otras Idiomas	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
<b>Total de créditos</b>		<b>36</b>

## Maestría en Liderazgo y Gerencia de Centros y Proyectos Educativos

(Major Code F504)

Este programa de maestría está diseñado para los educadores que quieren prepararse mejor para dirigir centros y proyectos educativos, ejerciendo un liderazgo efectivo en sus respectivas instituciones o programas. En este caso la oferta curricular toma en cuenta las necesidades propias de las actividades en el sector educativo, incluyendo elementos gerenciales y administrativos, así como los propios de la enseñanza. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDL 550	Herramientas Electrónicas para Líderes Educativos	3
CUR 526	Investigación para Profesionales de la Educación	3
EDL 500	Resolución de Problemas y Liderazgo Visionario	3
EDU 501	Escuela y Sociedad	3
EDU 503	Gerencia y Organización del Salón de clases	3
EDL 505	Finanzas y Presupuesto a Nivel de Escuelas y Distritos	3
EDL 510	Liderazgo y Gerencia Escolar	3
EDL 520	Legislación Escolar para Administradores	3
EDL 525	Recursos Humanos: Selección y Desarrollo del Personal	3
EDL 530	Organización y Planificación en la Dirección de las Escuelas	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
<b>Total de créditos</b>		<b>36</b>



## Maestría en la Enseñanza de las Ciencias

(Major Code F656)

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

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CUR 506	Currículo e Instrucción	3
EDU 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para Profesionales de la Educación	3
SCI 523	Métodos para Enseñar Ciencia en la Secundaria	3
SCI 600	Fundamentos de las Ciencias Físicas para Educadores	3
SCI 601	Ciencia Espacial Basada en la Investigación	3
SCI 602	Enseñanza de la Oceanografía	3
SCI 603	Enseñanza de las Ciencias Biológicas	3
SCI 604	Enseñanza de la Química Basada en el Estudio de la Materia y la Energía	3
SCI 605	Estudio Interdisciplinario de la Ecología	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
<b>Total de créditos</b>		<b>36</b>

## Maestría en la Enseñanza de las Matemáticas

(Major Code 653)

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en sus respectivas escuelas en los diferentes niveles. Estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de las matemáticas. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CUR 526	Investigación para Profesionales de la Educación	3
MAT 504	Álgebra en Escuelas Secundarias	3
MAT 506	Estrategias para enseñar Cálculo	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 509	Enseñanza – Aprendizaje de la Geometría en K - 12	3
MAT 507	Álgebra Lineal y Abstracta	3
MAT 511	La Enseñanza de la Probabilidades y las Estadísticas en K - 12	3
MAT 508	La Enseñanza del Cálculo	3
MAT 662	Historia, Tendencias y Tecnología en la enseñanza de las Matemáticas	3
MAT 522	Metodología para la Enseñanza de la Matemática en la Intermedia y la Secundaria	3
INED 691	Investigación Acción en la Práctica Profesional	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminario Prácticos I - II	0
<b>Total de créditos</b>		<b>36</b>

## Maestría en Educación Especial

(Major Code F515)

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

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CBD 503	Gerencia y Organización del Aula	3
CUR 526	Investigación para los Profesionales de la Educación	3
ESE 630	Evaluación Educativa y Sicológica de los Alumnos Excepcionales	3

CBD 510	Características y Necesidades de Alumnos con Discapacidades del Desarrollo	3
CBD 513	Métodos de Enseñanza para Alumnos con Discapacidades del Desarrollo	3
CBD 512	Características y Necesidades de Alumnos con Discapacidades Emocionales y de Comportamiento	3
CBD 515	Métodos de Enseñanza para Alumnos con Discapacidades Emocionales	3
CBD 511	Características y Necesidades de Alumnos con Problemas de Aprendizaje	3
CBD 514	Métodos de Enseñanza para Alumnos con Problemas de Aprendizaje	3
CBD 504	Currículo y Materiales Educativos para Alumnos Excepcionales	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
<b>Total de créditos</b>		<b>36</b>

## Maestría en Educación Preescolar/Infantil

(Major Code F526)

Esta maestría ha sido diseñada para aquellos educadores que quieran ser más efectivos en la enseñanza de niños de edad preescolar. Una vez completen la maestría, los egresados estarán en condiciones de preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza de los niños de preescolar. Las clases son impartidas en forma presencial, en varios fines de semanas, con apoyo a través de la Internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
CUR 526	Investigación para los Profesionales de la Educación	3
EC 620	Temas de investigación en el desarrollo infantil	3
EP 5265	Naturaleza y necesidades de los infantes con Necesidades Especiales	3
EC 0503	Estudio y evaluación del niño	3
EC 0508	Teoría y práctica en la Educación Inicial	3
EC 0518	Prácticas curriculares apropiadas para el desarrollo en medios pluriculturales	3
EC 0522	Planificación del currículo basado en juegos: arte y movimiento de los niños desde el nacimiento hasta los ocho años	3
EC 0541	Guía de la conducta en el salón pre-escolar (nacimiento hasta los cuatro años)	3
EC 0579	Fundamentos de la alfabetización temprana: infantes y bebés	3
EC 0514	Colaboración familiar y comunitaria en los programas de educación temprana	3
INED 691	Investigación Acción en la Práctica Profesional I	3
INED 692	Investigación Acción en la Práctica Profesional II	3
APR 681-682	Seminarios Prácticos I - II	0
<b>Total de créditos</b>		<b>36</b>

# Doctorado en Educación

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El Doctorado en Educación de la Escuela de Educación Abraham S. Fischler de Nova Southeastern University prepara a los alumnos para ser líderes en el campo de la educación. El programa fomenta una aplicación profunda de los conocimientos adquiridos además de destrezas en las áreas de investigación, colaboración, comunicación, y desarrollo profesional. Todos los participantes en el programa de Doctorado deben seleccionar un área de concentración, el correspondiente número de asignaturas de investigación, electivas y las cuatro etapas de la disertación para un total de 54 créditos.

## Conferencia de Verano

Nova Southeastern University (NSU) y la Abraham S. Fischler College of Education (FCE) celebran una conferencia anual en Davie, Florida en el mes de julio. Todos los alumnos de doctorado están invitados a participar en dos conferencias de verano, la primera siendo después de haber tomado RES 9300, Métodos de investigación educativa.

## ILALE ofrece Doctorado en Educación en las siguientes áreas de concentración:

- Liderazgo Educativo
- Liderazgo en la Educación Superior
- Tecnología Educativa y Educación a Distancia
- Liderazgo en la Organización

## Programa de Estudio

Este programa es muy rico y adaptable a las necesidades de cualquier medio. Tiene una gran cantidad de concentraciones y puede ser dimensionado de acuerdo a las necesidades de cada país. Actualmente el doctorado se puede ofrecer en español e inglés. Todos los participantes en el programa de Doctorado en Educación deben completar los requerimientos curriculares para un total de 54 créditos.

## Requerimientos Generales

### Seminarios Generales (0 créditos)

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

### Cursos de Investigación (12 créditos)

Códigos	Cursos	Créditos
RES 8100	La naturaleza del conocimiento: Introducción a Métodos de Investigación	3
RES 9300	Métodos de Investigación Educativa	3
RES 8921	Análisis de Datos Cuantitativos	3
RES 8916	Diseño de Investigación Cualitativa	3

### Disertación Aplicada (12 créditos)

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

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

### Electivas (6 créditos)

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

## Servicios de Disertación Aplicada

Los estudiantes que están en los primeros tres años, reciben servicios de disertación siempre y cuando estén matriculados. A partir del cuarto año (10º término) de haber comenzado el programa, los estudiantes se tienen que matricular cada término en IDS 8092, Servicios de Disertación Aplicada 1 para poder recibir servicios de su comité de disertación. A partir del quinto año (13º término) los estudiantes se tienen que matricular cada término en IDS 8093, Servicios de Disertación Aplicada 2 para poder recibir servicios de su comité de disertación. Los estudiantes que no matriculan IDS 8092 y 8093 no podrán recibir servicios de su comité ni tendrán acceso a subir sus documentos en ADRIANA.

## Créditos de Concentraciones

### Liderazgo Educativo (24 créditos)

(Major Code F987)

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

### Liderazgo en la Educación Superior (24 créditos)

(Major Code F874)

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

### Tecnología Educativa y Educación a Distancia (21 créditos)\*

(Major Code F877)

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

\*La concentración de ITDE tiene 9 créditos de electivas

### Liderazgo en la Organización (24 créditos)

(Major Code F878)

Códigos	Cursos	Créditos
EDD 8200*	Liderazgo, comunicación y tecnología	3
ORGL 8730	Liderazgo virtual y global	3
ORGL 8740	Comportamiento de la organización y desarrollo humano	3
ORGL 8750	Planificación estratégica	3
ORGL 8760	Gerencia del cambio	3
ORGL 8770	Pensamiento crítico para la toma de decisiones	3
ORGL 8780	Teorías emergentes sobre liderazgo de la organización	3
ORGL 8790	Dinámica de la diversidad	3
<b>Total de créditos</b>		<b>24</b>

# Maestría Internacional de Preparación Docente (ITEP)

El Programa Internacional de Preparación Docente (ITEP), ofrece una Maestría en cuatro áreas de la enseñanza: Ciencias, Matemáticas, Educación Especial o Español. Este programa le ofrece al profesional hispano la oportunidad de adquirir conocimientos en el campo de la educación. El currículo incrementa la capacidad docente del alumno y le permite adquirir técnicas y conocimientos para impartir clases en una de las cuatro áreas

## Proceso de admisión

Los siguientes son **requisitos generales** de admisión que se aplican a todos los futuros estudiantes de postgrado de la Escuela de Educación Abraham S. Fischler (ECE). Para obtener asistencia con el proceso de admisión, comuníquese con la Oficina de Servicios para Estudiantes (llamada gratuita al 800-986-3223, extensión 28500) o visite <http://www.nova.edu/gradadmissions>.

1. Todos los estudiantes potenciales deben presentar una solicitud completa con una cuota no reembolsable de \$ 50.00. La aplicación se hace por internet entrando en este enlace <http://www.nova.edu/info-apply/index.html>. Si necesita asistencia, puede comunicarse con la oficina de ITEP al 305-275-2638.

2. Las transcripciones oficiales finales de todas las instituciones postsecundarias previamente atendidas son requeridas. Las transcripciones deben enviarse en un sobre cerrado y sellado para que se consideren una transcripción oficial. • Las fotocopias y los facsímiles no serán aceptados como transcripciones oficiales finales.

• Los títulos obtenidos en instituciones extranjeras deben ser traducidos y evaluados por una de las agencias aprobadas por la Asociación Nacional de Servicios de Evaluación de Credenciales (NACES). La evaluación debe incluir un análisis de curso por curso y una lista de todas las asignaturas del curso con créditos de semestre de Estados Unidos y un promedio de calificaciones en una escala de 4.0. La evaluación debe mostrar un promedio ponderado (GPA) mínimo de 2.5. Para obtener más información, consulte la oficina del programa ITEP. (305-275-2638)

**NOTA:** Si el promedio ponderado (GPA) no alcanza un mínimo de 2.5, el candidato debe tomar el examen (GRE o MAT). Los solicitantes que no cumplan con los requisitos mínimos de CGPA o GRE / MAT pueden inscribirse en un máximo de seis (6) horas de crédito y deben obtener una calificación de B o superior en cada curso durante el primer período de inscripción para la **admisión condicional**. Los estudiantes que no obtienen una calificación de B o superior en cada curso pueden estar sujetos al despido del programa.

3. Los solicitantes podrán ser **admitidos provisionalmente** basándose en un examen preliminar de las transcripciones no oficiales y / o de los requisitos de admisión específicos del programa. Sin embargo, la admisión total a cualquier programa de grado requiere la presentación de todos los documentos oficiales finales requeridos para la admisión dentro de 90 días calendario a partir de la fecha oficial de inicio del período.

• Una vez que se otorgue la aceptación provisional, los estudiantes que no alcancen la admisión total dentro de los 90 días calendario a partir de la fecha oficial de comienzo del término no podrán continuar sus estudios. Se prohibirá la inscripción y se podrán suspender otros servicios.

## Requisitos de admisión específicos para ITEP

Los siguientes son requisitos específicos de admisión para la entrada en ITEP

- 1) Entrevista con la directora del programa o su representante.
- 2) Examen de ubicación de inglés para establecer un dominio del idioma a nivel intermedio.

## Maestría en la Enseñanza de las Ciencias

(Major Code F656)

El programa prepara a los participantes para convertirse en líderes de la enseñanza en el campo de las ciencias en los diferentes niveles académicos. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza de las ciencias. Las clases son impartidas en forma presencial y a través del internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
SCI 523	Métodos para Enseñar Ciencia en la Secundaria	3

SCI 600	Fundamentos de las Ciencias Físicas para Educadores	3
SCI 601	Ciencia espacial Basada en la Investigación	3
SCI 602	Enseñanza de la Oceanografía	3
SCI 603	Enseñanza de la Biología	3
SCI 604	Enseñanza de la Química Basada en el Estudio de la Materia y la Energía	3
SCI 605	Estudio Interdisciplinario de la Ecología	3
SCI 699	Experiencia Aplicada de la Enseñanza de Ciencia	3
<b>Total de créditos</b>		<b>38</b>

## Maestría en la Enseñanza de las Matemáticas

(Major Code F653)

El programa prepara a los participantes para convertirse en líderes de la enseñanza de la matemática en los diferentes niveles. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza de las matemáticas. Las clases son impartidas en forma presencial y a través del internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
MAT 506	Estrategias para enseñar Cálculo	3
MAT 513	Estrategias para la Solución de Problemas en Matemática	3
MAT 509	Enseñanza – Aprendizaje de la Geometría en K - 12	3
MAT 507	Álgebra Lineal y Abstracta	3
MAT 511	La Enseñanza de la Probabilidades y las Estadísticas en K - 12	3
MAT 508	La Enseñanza del Cálculo	3
MAT 522	Metodología para la Enseñanza de la Matemática en la Intermedia y la Secundaria	3
MAT 697	Experiencia Aplicada de la Enseñanza de Matemática	3
<b>Total de créditos</b>		<b>38</b>

## Maestría en Educación Especial

(Major Code F515)

Este programa ha sido diseñado para aquellos profesionales que quieren ser más efectivos en la enseñanza de los estudiantes excepcionales. En la actualidad estos maestros ofrecen la atención que los niños y jóvenes con necesidades especiales requieren, así como ponen en práctica las políticas de inclusión. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza.

Las clases son impartidas en forma presencial y a través del internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
ESE 600	Excepcionalidades en los Niños y Jóvenes	3
ESE 610	Desarrollo y Problemas en el Desarrollo del Habla	3
ESE 620	Manejo de la Conducta con Alumnos Excepcionales	3
ESE 630	Evaluación de Alumnos Excepcionales	3
ESE 640	Competencias y Servicios de Transición para Alumnos Excepcionales	3
ESE 650	Estrategias Educativas para Alumnos Excepcionales	3
ESE 660	Currículo y Materiales Educativos para los Alumnos Excepcionales	3
ESE 670	Educación Inclusiva y Alumnos Excepcionales	3

ESE 680	La Enseñanza de las Destrezas Sociales y Personales para los Alumnos Excepcionales	3
ESE 690	Consulta y Colaboración en la Educación de los Alumnos Excepcionales	3
ESE 699	Experiencia Aplicada de la Enseñanza de Educación Especial	3
<b>Total de créditos</b>		<b>47</b>

## Maestría en Español

(Major Code F520)

El programa prepara a los participantes para convertirse en líderes de la enseñanza del español en los diferentes niveles. Al completar el programa, el alumno manejará estrategias efectivas y tendrá conocimientos para preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos métodos de enseñanza, preparar evaluaciones, adaptar currículos, aplicar nuevos conceptos didácticos y utilizar los más modernos conceptos en la enseñanza del español. Las clases son impartidas en forma presencial y a través del internet.

Códigos	Cursos	Créditos
EDU 5000	Orientación para los Estudios de Postgrado	0
EDU 502	Fundamentos Sicológicos de la Educación	3
ITEP 510	Aprendizaje del Contenido y Lenguaje para Educadores de ESL I	.5
EDU 508	Estrategias de Instrucción y Evaluación	3
ITEP 520	Aprendizaje del Contenido y Lenguaje para Educadores de ESL II	.5
EDU 503	Gerencia y Organización del Aula	3
ITEP 530	Aprendizaje del Contenido y Lenguaje para Educadores de ESL III	.5
CUR 526	Investigación para Profesionales de la Educación	3
ITEP 540	Aprendizaje del Contenido y Lenguaje para Educadores de ESL IV	.5
LANG 530	Gramática Avanzada	3
LANG 581	Métodos de Segundo Idioma	3
LANG 545	Gentes y Culturas de España	3
LANG 560	Autores Representativos I	3
LANG 561	Autores Representativos II	3
LANG 550	Lingüística	3
LANG 551	Español para Hispanoparlantes	3
LANG 699	Experiencia Aplicada de la Enseñanza del Español	3
<b>Total de créditos</b>		<b>38</b>

# **Abraham S. Fischler College of Education Course Descriptions**



# FCE Course Descriptions

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## **ADS 8090 Applied Dissertation Services I (1 Cr)**

Applied Dissertation Services I is 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 (1 Cr)**

Dissertation services for continuing doctoral students previously enrolled in ADS 8090 who did not complete the applied dissertation. ADS 8091 is also for currently enrolled students who are entering the 37th month of the doctoral program. Students are responsible for registering for ADS 8091. Service fees will apply. **Prerequisite/s: None**

## **APR 650 Educational Field-Based Project (3 Cr)**

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

## **APR 681 Practicum Seminar 1 (0 Cr)**

The seminar takes place during crucial places in the program. It provides a forum for students to discuss and interact among themselves, other scholars, and professors. The seminar affords an opportunity for students to expand the knowledge gained in the classroom as well as their understanding of selected topics. Practical applications of theoretical concepts as well as critical discussions and scholarly writing form the essence of these sessions. The seminars are used to assist students in the development and implementation of the various products researched during the program.

## **APR 682 Practicum Seminar 2 (0 Cr)**

The seminar takes place during crucial places in the program. It provides a forum for students to discuss and interact among themselves, other scholars, and professors. The seminar affords an opportunity for students to expand the knowledge gained in the classroom as well as their understanding of selected topics. Practical applications of theoretical concepts as well as critical discussions and scholarly writing form the essence of these sessions. The seminars are used to assist students in the development and implementation of the various products researched during the program.

## **APR 750 Educational Field-Based Project (3 Cr)**

The Field-Based Project is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. This process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation a final report/product. **Prerequisite/s: EDU 5000 and EDU 708.**

## **ARC 8970 Research Dissertation Practicum (4 Cr)**

The content of Research Dissertation Practicum emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This service focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark: the dissertation prospectus. Credit will be assigned following approval of the proposal. **Prerequisite/s: None**

## **ARC 8980 Research Dissertation I (8 Cr)**

Research Dissertation I involves data collection and implementation of the dissertation project. Credit will be awarded once the dissertation research has been implemented and the study executed. **Prerequisite/s: None**

## **ARC 8981 Research Dissertation II (8 Cr)**

Research Dissertation II writing the final dissertation report and moving through the final-approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. Credits for this service will be assigned following approval of the dissertation. **Prerequisite/s: None**

## **ARO 8666 Applied Dissertation Concept Paper – ITDE (2 Cr)**

The content of applied dissertation concept paper focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Department Program Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for the seminar will be assigned following approval of the concept paper. **Prerequisite/s: None**

## **ARO 8667 Applied Dissertation Proposal – ITDE (5 Cr)**

The content of applied dissertation proposal emphasizes the formulation and writing of the dissertation proposal and the process for Institutional Review Board (IRB) approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal. **Prerequisite/s: ITDE 8666**

## **ARO 8668 Applied Dissertation Report – ITDE (5 Cr)**

Applied Dissertation Report involves data collection/implementation, the applied dissertation (final report), and the final approval process. Content and format issues, as well as recommendations for further research, are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report). **Prerequisite/s: ITDE 8667**

**ATH 500 Leadership in Athletic Administration (3 Cr)**

This course will give students a greater sensitivity, understanding, and appreciation for the responsibilities, duties, and techniques required to function effectively as an educational leader and administrator within the total area of management and administration of sports and fitness organizations. It is further expected that students will acquire a deeper understanding and respect for the need and appropriate application of measurement and evaluation techniques in the decision-making process. **Prerequisite/s: None**

**ATH 510 Socio-Cultural and Ethical Foundations of Sport (3 Cr)**

This course will enable students to have an understanding of the socio-cultural environment in which sport exists, the socio-cultural and ethical dilemmas confronted in sport, the social stratification and mobility opportunities provided through sport, the commercialization and mass media exploitation in sport, and the barriers to sport participation, including ethical and gender issues. Philosophical, political, societal, moral, race, class, and sexuality issues within sport will be addressed. **Prerequisite/s: None**

**ATH 520 Essentials of Sports Law (3 Cr)**

This course will demonstrate that athletic administrators need to be aware of the legal implications of their actions. This course will introduce the student to the U.S. legal system and focus on the areas of tort, contract, agency, professional sport law issues and constitutional law as they apply to sports. It will also provide the student with a foundation of comprehensive information that is relevant to practitioners in the sport industry, and will allow the student to better understand the law in general. **Prerequisite/s: None**

**ATH 530 Marketing in Athletic Administration (3 Cr)**

This course will expose the student to fundamental concepts of marketing, emphasizing how those concepts are applied to the domestic sports industry as well as to the international market. The course will focus on the unique aspects of sport, such as its particular product and life cycle profiles, the sport consumer and the various marketing tools and strategies that can be utilized to successfully bring the product to market, specifically the classic marketing mix, targeting, segmentation, program implementation and control. **Prerequisite/s: None**

**ATH 540 Economics and Finance in Athletic Administration (3 Cr)**

This course will teach the student to analyze the financial implications and operating procedures of the athletic industry, including where revenue is obtained, how it is spent, and how to effectively utilize remaining resources to help foster future growth. Finance is the key for any decision making process, and a thorough knowledge of financial concepts, systems, statements, budgets, forecasts and planning is the key to making athletic administrative decisions. **Prerequisite/s: None**

**ATH 550 Event Planning and Public Relations in Athletic Administration (3 Cr)**

This course provides the student with the history and evolution of event management; explores the myriad of types of events that are offered in the marketplace; evaluates an event based on information gained; and presents an event that the student will produce, including all that is involved in running a successful event from inception to completion. This course will teach the student how to effectively communicate goodwill and promote a favorable relationship with a variety of administrators, personnel, the community, and the media. **Prerequisite/s: None**

**ATH 560 Field Experience Advising (1 Cr)**

This course is a prerequisite for Field Experience in Athletic Administration I and II and Applied Research in Athletic Administration I and II. The purpose of this course is to offer individual advising about careers in athletics so that a student can successfully glean skills and techniques from the field experience. Students will learn how to create a professional résumé and cover letter to prepare them for future professional experiences. Students who are able to complete an applied field experience will be responsible for locating the site for their applied field experience, obtaining approval from the instructor, and applying for the applied field experience. These students will take ATH 670 Applied Field Experience I in the following term. Students are encouraged to complete an applied field experience; however, students who are unable to complete an applied field experience will propose an applied research project and take ATH 671 Applied Research in Athletic Administration I in the following term. **Prerequisite/s: None**

**ATH 670 Applied Field Experience in Athletic Administration I (3 Cr)**

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

**ATH 671 Applied Research in Athletic Administration I (3 Cr)**

This is part I of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete an applied research project. In addition, this course will teach students about the purpose of an electronic portfolio, how to map out the electronic portfolio in advance, and how to create an electronic portfolio plan. **Prerequisite/s: ATH 0560**

**ATH 675 Applied Field Experience in Athletic Administration II (3 Cr)**

This is part II of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete the applied field experience that they commenced in ATH 670 and will finalize and present the electronic portfolio. **Prerequisite/s: ATH 0670**

**ATH 676 Applied Research in Athletic Administration II (3 Cr)**

This is part II of a 16-week capstone course allowing students to culminate an in-depth, applied athletic administrative experience before entering the athletic industry. In this course, students will complete an applied research project and will finalize and present the electronic portfolio. **Prerequisite/s: ATH 671**

**CAE 500 Introduction to Media and Instruction (3 Cr)**

This course introduces students to the principles of instructional design and learning theory, examines methods for planning, production and utilization of media in instruction and provides experience in the development of a lesson plan that incorporates the use of instructional media. **Prerequisite/s: None**

**CAE 502 Internet for Educators (3 Cr)**

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

**Prerequisite/s: None**

**CAE 503 Internet Resources for Educators: Applications for Instruction (3 Cr)**

This intermediate course examines Internet resources and communication tools and how they may be used in the learning environment to build critical thinking and research skills. Students will learn to use the Web to locate, examine, and evaluate instructional resources to design instructional activities for education or training. Synchronous and asynchronous forms of Web communication will be explored along with issues of acceptable Internet use in the K-12 classroom. Projects and activities focus on the individual student's professional environment and curriculum needs. Target audience: classroom teachers and media specialists working with grades Kindergarten through 12. **Prerequisite/s: None**

**CAE 504 Introduction to Web Authoring (3 Cr)**

This introductory project-based course examines and demonstrates the elements of Web page development including page and site design, copyright issues, HTML coding, and World Wide Web related resources. Each participant will use problem-based learning experiences to create basic web pages culminating in a final WWW site. Students participating in CAE 504 should have Basic computer skills, experience using the Internet and WWW. **Prerequisite/s: None**

**CAE 505 Web Authoring 2: Beyond Basic WWW Page Development (3 Cr)**

Students will supplement the WWW page developed in Web Authoring I using more advanced authoring techniques such as tables, image maps, frames, forms, and JavaScript. Students will examine inquiry-based learning and complete projects that integrate Web Authoring inquiry-based pedagogy in web site design. **Prerequisite/s: CAE 504**

**CAE 507 Video and Multimedia for Education (3 Cr)**

This course introduces elements of audio, video and multimedia creation for individual computer based learning and distance delivery. Students will create educational multimedia materials for teaching and learning in a variety of formats using new technologies and software. **Prerequisite/s: None**

**CAE 510 Web 2.0 Tools: Applications for Teaching and Learning (3 Cr)**

This course provides students with the knowledge, skills, and tools to integrate Web 2.0 tools into classroom instruction. Students will research and learn to use popular free educational Web 2.0 tools and resources, create learning activities, and develop teaching and learning resources that can be used immediately in classrooms with students. **Prerequisite/s: None**

**CAE 6100 Classroom and Clinical Applications of Assistive Technology (3 Cr)**

The term assistive technology as defined by federal legislation is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capacities of individuals with disabilities." This course is a broad overview of assistive technologies commonly being introduced into school and clinical settings to empower and support persons with varied physical and learning disabilities. **Prerequisite/s: None**

**CBD 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. **Prerequisite/s: None**

**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.

**Prerequisite/s: None**

**CBD 504 Instructional Materials for Exceptional Learners (3 Cr)**

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

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

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

**CBD 510 Characteristics 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. **Prerequisite/s: None**

**CBD 511 Characteristics and Needs of Students with Learning Disabilities (3 Cr)**

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

**CBD 512 Characteristics and Needs of Students with Emotional and Behavioral Disabilities (3 Cr)**

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

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

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

**CBD 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 children with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored. **Prerequisite/s: None**

**CBD 515 Methods for Teaching Students with Emotional and Behavioral Disorders (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 multiple 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. **Prerequisite/s: None**

**CBD 516 Teaching Mathematics to Exceptional Learners (3 Cr)**

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

**CBD 517 Teaching Reading to Exceptional Learners (3 Cr)**

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

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

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

**CIMA 702 Curriculum and Instruction: Trends and Issues (3 Cr)**

This course provides students the opportunity to explore and investigate current practices and emerging trends and issues in the field of curriculum and instruction. **Prerequisite/s: None**

**CIMA 705 Today's Educational Leader (3 Cr)**

This course provides students the opportunity to study leadership characteristics and styles. Students will assess their own strengths and areas for development in the practice of leadership. They will gain an understanding and appreciation for the impact of their leadership. **Prerequisite/s: None**

**CIMA 706 Managing Change in the Educational Environment (3 Cr)**

This course provides students with the skills and knowledge to serve as a catalyst for change and to assist others in the acceptance and adoption of educational innovation. Through examining pertinent literature and educational reform indicatives, they will identify elements of effective change strategies and develop leadership competencies needed to proactively manage personal and organizational change. **Prerequisite: CIMA 0700**

**CIMA 707 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. **Prerequisite/s: None**

**CIMA 712 Management for Curriculum and Instruction (3 Cr)**

This course provides students with the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. **Prerequisite/s: None**

**CIMA 715 Educational Diversity and Community (3 Cr)**

This course provides students with the skills and knowledge to apply cognitive theory in instructional program management for special needs students whose learning necessitates experiential differentiation. Participants will examine and apply best practices to encourage and accommodate diversity and equity while simultaneously promoting academic excellence. **Prerequisite/s: CIMA 0700**

**CIMA 717 Curricular Product Evaluation (3 Cr)**

This course provides students with the skills & knowledge required to examine, review, evaluate & select consistent and equitable instructional programs, materials, and products that support student achievement and institutional goals. **Prerequisite/s: None**

**CIMA 720 Seminar in Program Synthesis (3 Cr)**

This course is designed to provide an analysis and synthesis of the information learned in the online Ed. S. program of study. It is based on reflection, and focusing on analysis and synthesis, it provides the student with an opportunity to prepare a detailed statement of where the field is and where it is going. The course will also include practical applications of the research process to the student's professional settings. The Learning Program Review will provide the student with the opportunity to look back on the entire degree program in order to examine how it has contributed to the student's intellectual and personal development. It also includes all learning experiences that have taken place during the students NSU program. **Prerequisite/s: CIMA 0700**

**CIT 500 Theories of Learning (3 Cr)**

Learning theory remains a crucial component of instructional delivery. Instruction should be tailored to the learning process, and learning theory provides a framework for analysis of teaching practices. This course examines various learning theories that directly impact education and their influence on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment, and reorganization for school change will be discussed. Classroom teachers and media specialists working with kindergarten through Grade12 will find this course particularly useful. **Prerequisite/s: None**

**CIT 501 Curriculum and Instruction (3 Cr)**

This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participants setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning and assessment of student learning outcomes are examined. **Prerequisite/s: None**

**CIT 502 Research in Education: Process and Application (3 Cr)**

Taken as the first course of each Master's program specialization, CIT 0502 begins a process that continues throughout the student's program of study, emphasizing research skills and development of an applied research project. Prerequisite to subsequent courses in all NGTE majors, CIT 502 is the first component of an integrated three-part process that continues with six to eight weeks of implementation and culminates with a final report generated in CIT 0610. **Prerequisite/s: None**

**CIT 503 Assessment of Learning (3 Cr)**

This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment topics to be covered are design and development of assessment plans, teacher-made tests, standardized and commercial tests, and performance assessments. Program evaluation, the role of high-stakes testing and its relationship of learning, and assessment and decision-making will also be examined. **Prerequisite/s: None**

**CIT 520 Introduction to Media and Instruction (3 Cr)**

This course introduces students to the principles of instructional design and learning theory, examines methods for planning, production and utilization of media in instruction and provides experience in the development of a lesson plan that incorporates the use of instructional media. **Prerequisite/s: None**

**CIT 522 Internet for Educators (3 Cr)**

This introductory course includes the fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore Internet terminology, Internet services, forms of Internet communication and retrieval of information. Educational Web sites will be examined and evaluated. Current issues and controversies concerning Internet access and use in the K-12 environment will be discussed. Target audience: classroom teachers and media specialists working with grades Kindergarten through 12. **Prerequisite/s: None**

**CIT 524 Introduction to Web Authoring (3 Cr)**

This introductory project-based course examines and demonstrates the elements of Web page development including page and site design, copyright issues, HTML coding, and World Wide Web (web) related resources. Each participant will use problem-based learning experiences to create basic web pages culminating in a final web site. **Prerequisite/s: None**

**CIT 609 Special Topics in Curriculum Design 1 (3 Cr)**

This course is an independent study of special topics and issues in curriculum planning, organization, and design. It is designed to have the student learn from a variety of online resources. This course is designed for students who have completed programs of study in NGTE and allows the student to pull together many elements from previous courses in the program. **Prerequisite/s: None**

**CIT 610 Special Topics in Curriculum Design 2 (3 Cr)**

This course is designed to provide analysis and synthesis of formal applied research in a selected work setting. Students will present and evaluate the results of a research project, analyze and evaluate the research methods used, and offer recommendations for integrating the project in the work setting and beyond. They will also complete tasks that demonstrate leadership, ensure improvement in educational activities, and/or enhance technology integration in the work setting. **Prerequisite/s: CIT 0502**

**CIT 622 Technology and the School Curriculum (3 Cr)**

This course examines the role of technology in the curriculum and its impact on school change. Research on design of computer-aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. **Prerequisite/s: None**

**CIT 630 Web 2.0 Tools: Applications for Teaching and Learning (3 Cr)**

This course provides students with the knowledge, skills, and tools to integrate Web 2.0 tools into classroom instruction. Students will research and learn to use popular free educational Web 2.0 tools and resources, create learning activities, and develop teaching and learning resources that can be used immediately in classrooms with students. **Prerequisite/s: None**

**CIT 6100 Classroom and Clinical Applications of Assistive Technology (3 Cr)**

The term assistive technology as defined by federal legislation is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capacities of individuals with disabilities." This course is a broad overview of assistive technologies commonly being introduced into school and clinical settings to empower and support persons with varied physical and learning disabilities. **Prerequisite/s: None**

**CODE 600 Foundations of Distance Education (3 Cr)**

This course examines the online education environment practically and conceptually from both instructor's and students' view. Students learn basic online education concepts, the roles of the teacher and student in online education, and components of online education environments. Forms of blended education and guidelines for transitioning from the traditional classroom to the online classroom are addressed. **Prerequisite/s: None**

**CODE 610 Planning and Assessing Online Learning (3 Cr)**

This course focuses on the procedures utilized by online instructors to assess learning. Emphasis is placed on both traditional and nontraditional approaches toward assessment. Candidates will gain knowledge about online learners and develop a series of performance assessments. This will include assessment practices of online course deliverables including, but not limited to, online quizzes, discussion board postings, and blogs. Students will examine a variety of issues through reading, online research, hands-on activities, and problem-based learning. **Prerequisite/s: CODE 600**

**CODE 630 Digital Tools for Virtual Schools (3 Cr)**

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

**CODE 650 Distance Educator Seminar (3 Cr)**

This course focuses on practical activities in distance education that will engage students through a supervised experience within a virtual school or organization involved with teaching and learning at a distance. The student will bring together the theoretical and practical knowledge and skills developed through coursework into practice such as observing teaching within online courses, conducting an interview with experienced educators within the field of distance education, evaluating an online course, and presenting a synchronous lesson from a distance. This course requires 30 contact hours of professional work as assigned by the instructor of this course. **Prerequisite/s: CODE 600, CODE 610, and CODE 630**

**CSE 501 Computing Resources for Teachers (3 Cr)**

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

**CSE 505 Computing Applications for Teachers (3 Cr)**

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

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

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

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

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

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

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

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

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

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

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

**CSE 535 Java for Computer Science Educators (3 Cr)**

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

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

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

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

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

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

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

**CSE 692 Computer Science Education Internship (9 Cr)**

This course for Computer Science Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a computer science setting (classroom and computer lab) that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; student assessment in computer science; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CSE 505, EDU 514, EDU 600, CSE 501, CUR 526, EDU 501, CSE 510, CSE 525, EDU 503, CSE 515, CSE 517, CSE 530, EDU 502, CSE 535, CUR 591, CSE 540, CSE 545, TSOL 510, RED 585, and EDU 620.**

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

Candidates will apply professional experiences in Computer Science Education in PreK-12 computer labs and classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s: CUR 526 and CSE 501, and CSE 505, and CSE 510 or CSE 525, and CSE 515, and CSE 530 or CSE 535, and CSE 540, and CSE 545**

**CUR 506 Curriculum and Instruction (3 Cr)**

This course provides a comprehensive analysis of the *process* of curriculum development. It will begin with an examination of the theoretical dimensions of curriculum development followed by its relationship to instruction. There will be a study of the roles of various school personnel whose primary responsibility is the development of curriculum. The course will conclude with an in-depth study of a number of models of curriculum development. **Prerequisite/s: None**

**CUR 526 Educational Research for Practitioners (3 Cr)**

This course introduces students to the concepts and skills needed by educational practitioners in accessing, critically reviewing, and designing research. These skills include the use of electronic databases, synthesizing research for application in instruction and training, developing objectives to evaluate both progress and process, and collecting and analyzing data within an educational context. Students are required to design an action research project that is relevant to their specialization. **Co-requisite/s: EDU 5000**

**CUR 591 Assessment and Evaluation (3 Cr)**

The purpose of CUR 591 is to emphasize the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students. **Prerequisite/s: None**

**CUR 810 Principles of Curriculum and Teaching (3Cr)**

Candidates survey the historical, philosophical, psychological, and social foundations of the curriculum development process and the issues that influenced its development. **Prerequisite/s: None**

**CUR 820 Curriculum Development and Design (3Cr)**

The course challenges students to contextualize different models of curriculum development in the historical and ideological contexts in which they emerged. Students will read primary and secondary sources on curriculum to explore different models of curriculum development, current trends and issues in curriculum, and to make connections between curriculum and the principles underlying the development of a curriculum. Students will also examine and critically analyze current curriculum development trends and develop an understanding and a critical perspective of curriculum issues. **Prerequisite/s: CUR 8110**

**CUR 830 Curriculum Assessment and Evaluation (3Cr)**

Focuses on current theory and practice for assessing curriculum at various levels. Emphasizes models and strategies for systematically analyzing curriculum to determine the extent to which program and student learning outcomes have been achieved. Forms the basis for making judgments and planning for continuous improvement. **Prerequisite/s: CUR 8210**

**CUR 850 Social and Political Context of Curriculum (3Cr)**

Examines the theories, research, and processes of curriculum decision-making. Examines the role of business, industry, and social and political forces on curriculum and their impact on curricular change. **Prerequisite/s: CUR 8110**

**CUR 860 Learning Theories (3Cr)**

This course is a study of human learning and cognitive organization and process. The content will provide an overview of the development of learning theory and cognitive models since the beginning of the scientific study of human learning and mental processes. Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Addresses applications to curricular and instructional outcomes. **Prerequisite/s: None.**

**CUR 9510 Curriculum: Theory and Research (3Cr)**

Throughout this course, students will be challenged to consider what curriculum is, is not, and one's role in the process of curriculum making. Students will analyze relevant topics in curriculum such as traditional and contemporary theories of curriculum organization and development, teaching and learning, and the contexts in which these occur. Students will also apply essential curriculum theories to practical contexts. Through inquiry, students will read, analyze and apply various types of curriculum research to deepen their understanding of the field of curriculum and develop a position on the nature of curriculum theory, research, and practice that is grounded in the literature and in practice. **Prerequisite/s: CUR 8110**

**CUR 9610 Teaching: Theory and Research (3Cr)**

Emphasizes theories and current research in instruction and instructional design that facilitates the learning process, pedagogic creativity, and the role of thought process related to the advancement of instructional theory and practice.

**Prerequisite/s: CUR 8110**

**DISR 8966 Applied Dissertation 1: Prospectus (3 Cr)**

Applied Dissertation 1 - Prospectus focuses on development of the dissertation prospectus, the first benchmark in the dissertation process. Students will work with their dissertation chair to develop the prospectus. Credit for this benchmark will be assigned following approval of the prospectus. **Prerequisite/s: RES 8100**

**DISR 8967 Applied Dissertation 2: Proposal Development (3 Cr)**

In this benchmark the student will write Chapters 1 and 2 of the Dissertation Proposal. He/She will refine the problem statement, background and justification, the purpose statement, and research questions that were developed in DISR 8966 Applied Dissertation 1: Prospectus. In addition, the student will write an exhaustive literature review on the topic and identify a suitable, well-developed theoretical or conceptual framework for the proposed study. This will be done using primarily current, peer reviewed journal articles and other scholarly resources such as textbooks, dissertations, conference presentations, etc. In addition, when necessary, the student may also reference other credible sources such as official websites reports, etc. **Prerequisite/s: DISR 8966**

**DISR 8968 Applied Dissertation 3: Proposal (3 Cr)**

In this benchmark the student will write Chapter 3 of the Dissertation. He/She will present the research methodology, clearly explaining the research design, sampling strategies, instruments used, data collection methods and the data analyses. In addition, the role of the researcher and the limitations of the study must also be discussed. When Chapter 3 is completed, the student will combine it with Chapters 1 and 2 that were written in the previous benchmark (Applied Dissertation 2: Proposal Development), to form the complete Dissertation Proposal. The student will then complete the IRB application in the IRBManager system for approval to conduct the study. The student may not begin data collection until IRB approval is granted. **Prerequisite/s: DISR 8967**

**DISR 8969 Applied Dissertation 4: Applied Dissertation (3 Cr)**

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

**DSO 8000 Doctoral Studies Orientation (0 Cr)**

The doctoral studies orientation seminar conducted online provides students with an overview of four distinct areas related to doctoral studies: applied research, technology, distance library, and student services. Attendance at this non-credit seminar is required for all students entering a doctoral program at FCE. Students should register for and complete the online DSO modules in the first term along with the first "credit-bearing" course. **Prerequisite/s: None; Corequisite/s: EDD 9200**

**EC 500 Child Growth and Development (Birth through Age 8) (3 Cr)**

Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human development, including the physical, socioemotional, cognitive and creative domains. **Prerequisite/s: None**

**EC 501 Language Acquisition and Development (3 Cr)**

This comprehensive course provides students with a background in how children acquire communication and language skills. Understandings of the developmental rationale and progression needed to determine appropriate strategies that recognize, acknowledge and strengthen typical individual language patterns is emphasized. The components of the learning interrelationships of communication skills and language forms with applications for infants through school age children are presented. **Prerequisite/s: None**

**EC 502 Program Development for Children: Infants, Toddlers and Preschoolers (Birth-Age 5) (3 Cr)**

This course covers appropriate practices, methods and curriculum development for programs for children ages birth through 5. Attention is given to planning, design, implementation and evaluation of programs. Criteria for the analysis and selection of materials are discussed. Field Experiences are integrated. **Prerequisite/s: None**

**EC 503 Child Study and Assessment (3 Cr)**

This course covers identification, screening and utilization of appropriate assessment strategies for use in educational programs for children ages three through eight. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing. Field experiences are integrated. **Prerequisite/s: None**

**EC 508 Theory and Practice in Early Childhood Education (3 Cr)**

This course covers the historical philosophical and sociological foundations of early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models. **Prerequisite/s: None**



**EC 509 Developmentally Appropriate Language, Literacy, and Early Reading Experiences for Children Ages 3-8 (3 Cr)**

In this course students examine the developmental and linguistic characteristics and needs of young children as a foundation for the development of the reading process. Theories about language and literacy acquisition and development are explored as a basis for the design, planning and implementation of literacy and early reading classroom experiences. Five key areas for effective early reading behaviors are explored. Students engage in appropriate field experiences. **Prerequisite/s: None**

**EC 511 Developmentally Appropriate Curriculum for Children Ages 3 through 8: Social Studies and the Arts (3 Cr)**

This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement, and music. Students will participate in appropriate field experiences. **Prerequisite/s: None**

**EC 512 Developmentally Appropriate Curriculum: Concept Development through Math and Science (3 Cr)**

This course focuses on planning, implementing, and evaluating developmentally appropriate integrated methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences. **Prerequisite/s: None**

**EC 513 Child Guidance and the Organization of Appropriate Environments for Children Ages 3 Through 8 (3 Cr)**

This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered. **Prerequisite/s: None**

**EC 514 Family and School Collaboration in Early Childhood Programs (3 Cr)**

In this course students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on the ethno cultural and economic variables. **Prerequisite/s: None**

**EC 517 Seminar on Family Systems for Early Childhood Educators (3 Cr)**

This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) of the family as a social institution and their impact on the developing child. Emphasis will be placed in exploring and discussing the different family configurations found in today's society. Current local and national issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values, and others will be discussed. **Prerequisite/s: None**

**EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings (3 Cr)**

This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized through the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course. **Prerequisite/s: None**

**EC 519 Health and Safety Issues in Early Childhood Classrooms (Birth through Age 8) (3 Cr)**

This course is aimed to offer students with an overview of current issues related to the health and safety of the young child. Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition, and childhood illnesses. Legal responsibilities of educators as well as services and practices to promote a healthy environment will be examined. Appropriate field experiences are included. **Prerequisite/s: None**

**EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children (3 Cr)**

This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically different children. Guidelines for the design and implementation of appropriate activities for infants/toddlers, preschoolers, and primary-age children will be addressed throughout the course. **Prerequisite/s: None**

**EC 522 Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 Cr)**

This course examines the concept of integrated curriculum and the use of play as a developmentally appropriate teaching and curricular strategy for children ages three through six. Students plan and develop integrated activities suitable for young children with consideration to the needs of culturally and linguistically different children. Selected ESOL strategies and observation and assessment activities are discussed. Field experiences are integrated. **Prerequisite/s: None**

**EC 526 Family Literacy (3 Cr)**

Students explore methodologies to support parents and family members in literacy processes at home at school. Strategies for integrated curricular home/classroom activities are discussed. Selection and use of ESOL strategies, language and culturally appropriate materials for second language learners are discussed. Lesson planning and assessment issues are emphasized. Appropriate field experiences are integrated. **Prerequisite/s: None**

**EC 531 Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development Birth through Age 4 (3 Cr)**

In this course students will explore and implement appropriate strategies and practices to foster language and social development of the very young child. Guidelines for the selection and preparation of materials, use of learning centers, planning, and assessment issues are discussed throughout the course. **Prerequisite/s: None**

**EC 541 Guiding Behavior in the Preschool Classroom (Birth – Age 4) (3 Cr)**

Through this course, students will examine and discuss the organization and implementation of developmentally appropriate physical and socio-emotional environments for infants, toddlers and preschoolers. NAEYC criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will be examined. Appropriate field experiences are provided. **Prerequisite/s: None**

**EC 579 Foundations of Emergent Literacy: Infants and Toddlers (3 Cr)**

This course examines the development of language and literacy during the infancy and toddler years. Stages of language learning and development, role of parents and teachers are discussed. Issues about second language learning at home and school will be examined. Developmentally appropriate techniques and ESL techniques for promoting language development are explored. Students engage in the development and organization of literacy materials and environments. Appropriate field experiences are integrated. **Prerequisite/s: None**

**EC 586 Early Intervention Trends and Issues (3 Cr)**

This course examines recent practices and trends in the field of early intervention. Students engage in the analysis of current issues such as assessment practices, policies, intervention models, services, ethics and cross-cultural issues. Field experiences are integrated into course activities. **Prerequisite/s: None**

**EC 592 Emergent Literacy Practices with Children 3-5 Years Old (3 Cr)**

This course engages students in the design and implementation of a developmentally appropriate integrated curriculum with emphasis on emergent literacy activities for young children ages 3-5. Curricular techniques, methods, organization of the environment, and selection of appropriate materials are examined. Adaptations for children with special needs and second language learners and parent involvement strategies are discussed. Field Experiences are integrated. **Prerequisite/s: None**

**EC 601 Child Development Issues and Trends: The Preschool Years (Birth through Age 5) (3 Cr)**

This course examines growth and development issues across the physical, social, cognitive, language and creative domains during the prenatal infancy, toddler hood, and preschool years. Discussion of current developmental and scientific research findings and trends is also covered. Cultural diversity issues related to early development are also addressed. Students will engage in appropriate field experiences. **Prerequisite/s: None**

**EC 602 Cognitive and Social Development: Cross-Cultural Perspectives (3 Cr)**

This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences. **Prerequisite/s: None**

**EC 620 Research Issues in Child Development (3 Cr)**

This course provides an overview of the research process and of research issues related to each of the developmental areas (social-emotional, cognitive, language, physical). Students examine topics linked to the process of growth and development and to the education of children ages birth through eight. Appropriate field experiences are integrated. **Prerequisite/s: None**

**EC 692 Early Childhood Education Internship (9 Cr)**

This course for early childhood education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an early childhood classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as national and state level policies, school board rules, regulations, and policies; professional ethics; best practices; national and state standards; appropriate teaching strategies based on children's needs; current trends in education; essential teaching competencies; developmentally-appropriate student assessment; collaboration with families; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EC 620, EC 508, EC 503, EC 509, EC 511, EC 512, EC 513, EC 514, EC 517, EC 518, EC 519, EC 521, EC522, EC 592, EP 5265, EP 600, TSOL 510, TSOL 520, CUR 526, EDU 5000, RED 570, RED 554, EDU 514.**

**EC 699 Applied Professional Experience in Early Childhood Education (3 Cr)**

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

**EC 5015 Teaching and Working with Five-Year Old Children: The Kindergarten Classroom (1 Cr)**

This course provides an overview of appropriate pedagogical methods for the Kindergarten classroom. Students review the characteristics of five year-old children and discuss the teaching implications of the concept developmentally appropriate and culturally practices. Child-appropriate models, planning methods and selection of classroom resources are examined through hands-on activities. Field experiences are integrated. **Prerequisite/s: None**

**EC 5275 Learning Center Management for the Early Childhood Classroom (Birth to age 8) (3 Cr)**

In this course, students will be provided a framework for supporting students' active involvement using the classroom environment and learning centers. The design principles in designing the environmental space and equipment to support and guide students to becoming independent learners, problem solvers and decision-makers will be explained. Well-planned experiences foster the joy of learning by meeting each student's individual developmental level. Adapting the curriculum and instructional time for differing abilities and preferences enhances personalized understanding and knowledge of basic concepts. **Prerequisite/s: None**

**EC 5280 Multicultural Children's Literature (3 Cr)**

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

**ECAI 501 Education and Society (3 Cr)**

This course investigates the impact of society on education. Synthesis and analysis of historical issues as they relate to current society will be addressed. Strategies for successful education within the current societal structure will be a focus. **Prerequisite/s: None**

**ECED 8711 Research Perspectives in Pedagogical Practices for Young Children (3Cr)**

This course examines current policies and practices for children from birth-age 8. Criteria for and issues on quality in early childhood services are examined from the perspective of local and international programs. Theoretical foundations for program development, curriculum assessment, and individual interventions are discussed. Students engage in the analysis and discussion of program policies and practices. Field experiences are integrated into the course. **Prerequisite/s: ECED 8716**

**ECED 8712 Seminar in Critical Issues in Early Childhood Education in the Global Village (3Cr)**

This course examines current issues and trends impacting the integral development of children within the national and global context. Social policies, programs, and support services for children are considered. Topics explored include prenatal services, educational programs, behavior, health, poverty issues, special needs families and services. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716**

**ECED 8713 Advanced Seminar on Families, Children, and Communities (3Cr)**

This course focuses on the role of families on child development from the perspective of diversity and culture. Role of culture and how it shapes families' views on child rearing practices are investigated. Students examine current situations faced by young children and their families from the prenatal stage through the early childhood years. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716**

**ECED 8714 Philosophical Positions and Paradigms in Early Childhood Curricular Theory (3Cr)**

This course examines recent directions in curricular theory and programs for young children. Students engage in the analysis of what constitutes developmentally appropriate curriculum. Selected models and approaches appropriate for children from birth to age eight are investigated. Local, national, and global issues influencing early childhood curricular development are also discussed. Field experiences are integrated into this course. **Prerequisite/s: ECED 8716**

**ECED 8715 Child Advocacy and Leadership in Early Education: Social Concerns in the Global Context (3Cr)**

This course will examine the role of child advocacy and leadership to support the cause for children and their families from the perspective of local, national, and global communities. Rationale for advocacy efforts will be examined through selected case studies. Students engage in researching specific social issues (violence, poverty, health, diversity, disasters, and others), identifying, and proposing ways to respond and resolve the problems affecting children. **Prerequisite/s: None**

**ECED 8716 Developmental Research: Cross-Cultural Perspectives in Child Development (3Cr)**

This course examines the role and influence of culture in the process of development during the early years (birth-age 8). Cross-cultural characteristics on the development of young children are examined. Influence of diversity elements during the early childhood years such as language, gender, ethnicity, special needs and others are discussed. Role of families, adults and communities in the developmental process are also examined. Field experiences are integrated into this course. **Prerequisite/s: None**

**ECED 8720 Social World of Young Children: Issues, Challenges and Practices (3Cr)**

This course investigates aspects and issues impacting the social and emotional development of the young child. Emphasis is on the role and influence of the family, culture and other societal elements. Students analyze selected issues and challenges affecting children as well as initiatives, programs and services from the perspective of current research at the national and international levels. **Prerequisite/s: ECED 8716**

**ECED 8724 Culturally Diverse Children: Advanced Seminar on Developmental Practices and Programming (3Cr)**

Students engage in the investigation of developmentally-based practices for young children with culturally diverse backgrounds (i.e., ethnic, cultural, special needs, linguistic, social and others) from a local, national and global perspective. Research findings on multicultural issues are pondered as well as policies, programs and practices for children who are linguistically and culturally diverse are examined. **Prerequisite/s: ECED 8716**

**ECSE 699 Applied Professional Experience in Early Childhood Special Education (3 Cr)**

This course will require candidates to participate and document applied professional experiences in an early childhood special education setting (infant, toddler, preschool, or kindergarten). Candidates will maintain a reflective journal and complete a Teacher Work Sample to demonstrate achievement of professional and content standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, EDU 601, EP 5265, EP 5270, and EP 5275.**

**EDD 8010 Curriculum and Program Development (3 Cr)**

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and work place needs. The course will review what knowledge is and who decides what knowledge is important within each curricula area. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with instruction generalized across settings. Foundations of curriculum and the steps for developing curriculum will be emphasized. **Prerequisite/s: None**

**EDD 8110 Assessment Literacy (3 Cr)**

This course is designed to address the need for instructional leaders and professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding. **Prerequisite/s: None.**

**EDD 8200 Leadership, Communication, and Technology (3 Cr)**

This course will allow you to gain a deeper understanding of the unique nature of leadership communication. In this course, you will evaluate your own leadership communication style and build a communication improvement plan. You will experience the particular communication processes leaders need to embrace and apply the special relationship issues that leaders need to consider. A variety of relevant issues will be addressed, including communication and cultural competence, diversity, organizational culture, collaboration, teams, and technology in face-to-face and virtual settings. **Prerequisite/s: None**

**EDD 8409 Multicultural Issues in Special Education (3 Cr)**

In this course students will examine relationships among race, gender, culture, social class, and disability as well as fundamental information on individual, group and societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity will also be discussed. **Prerequisite/s: None**

**EDD 8411 Issues in Special Education Administration (3 Cr)**

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools. **Prerequisite/s: None**

**EDD 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)**

The character and qualities of each human services organization are unique to the community in which it is placed and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. The incorporation of community members as human resources and the dynamics of community partnerships will be analyzed. **Prerequisite/s: None**

**EDL 500 Problem Solving and Visionary Leadership (3 Cr)**

Effective educational leaders need to be able to work with and through others. Through the activities in this course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the students' ability to problem solve, interpret various types of data, and communicate information to diverse types of stakeholders. **Prerequisite/s: None**

**EDL 505 Educational Budgeting and Finance (3 Cr)**

Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of the charter school movement. **Prerequisite/s: None**

**EDL 506 Standards-Based Curriculum and Assessment (3 Cr)**

This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement. **Prerequisite/s: None**

**EDL 510 School Leadership (3 Cr)**

Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, motivation, planning techniques, responses to external forces, and application of the Florida Principal Competencies. **Prerequisite/s: None**

**EDL 520 School Law for Administrators (3 Cr)**

Students will investigate the impact of school law on the rights of students and educators as guaranteed by the United States Constitution and will include federal and state statutes and regulations (state and federal statutory and regulatory provisions) as well as tort and contract liability as they influence public education. Students will explore federal and state regulations that present specific processes and procedures to be implemented by school administrators in working with parents, students, and educators. **Prerequisite/s: None**

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

This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics. **Prerequisite/s: None**

**EDL 530 Management of Schools (3 Cr)**

Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships. **Prerequisite/s: None**

**EDL 545 School Improvement Process (3 Cr)**

Course description: This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students. The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement. **Prerequisite/s: None**

**EDL 550 Electronic Tools for Educational Leaders (3 Cr)**

This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course. **Prerequisite/s: None**

**EDL 669 Educational Leadership Internship (3 Cr)**

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of the educational leader. **Prerequisite/s: None**

**EDL 700 Problem Solving and Visionary Leadership (3 Cr)**

Effective educational leaders need to be able to work with and through others. Through the activities in this course, the student will develop and apply various leadership, visionary, interpersonal, and supervisory skills. The development of these skills will enhance the students' ability to problem solve, interpret various types of data, and communicate information to diverse types of stakeholders. **Prerequisite/s: None**

**EDL 702 Standards-Based Curriculum and Assessment (3 Cr)**

Course description: This course addresses the need for educational leaders to position teaching and learning at the focal point of schools. It prepares students to make decisions about curriculum, addressing the need for improving student achievement. The course provides conceptual knowledge about standards, instruction strategies, and assessment, as well as reflection and practice in the analysis of the curricular processes such as unlocking standards, creating objectives, creating units, designing lessons, and assessing. The class gives students opportunities to align the curriculum, instruction, and assessment process to promote student performance. The course promotes the use of the William C. Golden School Leadership Development Program as a leadership tool for professional improvement. **Prerequisite/s: None**

**EDL 705 Educational Budgeting and Finance (3 Cr)**

Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides an overview of the charter school movement. **Prerequisite/s: None**

**EDL 710 Educational Leadership (3 Cr)**

Student will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies are also included. **Prerequisite/s: None**

**EDL 720 School Law for Administrators (3 Cr)**

Students will investigate the impact of school law on the rights of students and educators as guaranteed by the United States Constitution and will include federal and state statutes and regulations (state and federal statutory and regulatory provisions) as well as tort and contract liability as they influence public education. Students will explore federal and state regulations that present specific processes and procedures to be implemented by school administrators in working with parents, students, and educators. **Prerequisite/s: None**

**EDL 725 Human Resources and Staff Development (3 Cr)**

This course prepares prospective school administrators in the personnel components of the profession. From analysis of positions to recruitment, selection, induction, retention to termination current and past court cases are used to understand the historical and legal responsibilities of administrators in today's educational personnel climate. Readings, case studies, presentations, papers, field experience and group activities are the tools used to cover these topics. **Prerequisite/s: None**

**EDL 730 Management of Schools (3 Cr)**

Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be placed on the students' ability to implement the components of a vision and mission statement, by evaluating a research-based program to improve student achievement. In addition, students will demonstrate their ability to distinguish between different leadership models. Further, students will display a thorough understanding of effective school management, information gathering, delegation, decision-making strategies/models, ethical leadership, systematic planning, as well as community and stakeholder partnerships. **Prerequisite/s: None**

**EDL 745 Administration of School Improvement Process (3 Cr)**

This course addresses the need for educational leaders to focus on school improvement that promotes the success of all students. The course provides conceptual knowledge about school vision and school improvement processes. It also provides opportunity for reflection on the importance of assuring instructional focus, and the importance of the use of students' achievement data in the process of school improvement. **Prerequisite/s: None**

**EDL 750 Technology for Educational Leaders (3 Cr)**

This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and the management of a school. The major topics of the course are covered in a variety of learning activities: lecture, discussion, cooperative activities, hands-on computer activities, research, writing, scenarios, reflective thinking, analysis of technology plans, administrative policies and practices related to technology. Students are expected to have a basic level of computer literacy prior to beginning this course. **Prerequisite/s: None**

**EDL 7110 School District Management (3 Cr)**

This course is divided into two major discipline areas: School plant planning and personnel negotiations. School plan planning offers a comprehensive review of facility plans. The participants will have a clear understanding of each step it takes in planning a school facility. The second area deals with the legislative history of collective bargaining and the responsibilities and regulations of all involved agencies. Acts 195 and Act 88 are ingredients in this particular course. Helpful hints will be shared in preparing the successful negotiations. **Prerequisite/s: None**

**EDL 7120 Social and Psychological Foundations of Education (3 Cr)**

This course will begin with an integrated presentation of basic social and psychological principles related to education. These will then be discussed in connection with current educational issues: Equity, the development of values, "systemic reform," evaluating

student competence, policy alignment, and so forth. Finally, these issues, and their underlying principles will be debated with respect to ongoing arguments and recommendations regarding effective school improvement. **Prerequisite/s: None**

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

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

**EDLR 8415 Strategic Planning for Educational Leadership (3 Cr)**

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

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

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

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

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

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

This course will focus on the major areas of school-related litigation, the implications of court rulings on school districts, school settings, personnel and students and how to apply ethical frameworks to educational decision-making. Course assignments will require candidates to analyze, evaluate, and synthesize legal knowledge and ethics and present their views in a logical, coherent manner. Candidates will examine how changes in law and society impact their decisions. They will study legal issues using real-world, problem-based approaches that emphasize the knowledge, skills, and dispositions needed for successful leadership. They will examine how to deal in legally defensible ways with school- and community-based situations. Candidates will be armed with the knowledge to remain current with school related law and policy issues and equipped with the skills to positively and ethically impact the lives of the personnel and students with whom they interact and for whom they are responsible.

**EDLR 8435 Current Topics in Educational Leadership (3 Cr)**

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

**EDLR 8460 The Principal and School Leadership (3 Cr)**

This course will focus on individuals who are planning to enter the field of K-12 school administration. The perspective of school-based administrators will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the school level; developing a school culture that promotes learning; establishing a safe learning environment; promoting family and community involvement; promoting high ethical standards and integrity; and an understanding of schools in the larger political, social, economic, legal and cultural context of society, promoting the integration of technology into the operation of the school, and diversity as they relate to school leadership. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

**EDLR 8461 The Superintendent and District Leadership (3 Cr)**

This course will focus on individuals who are planning to enter the field of K-12 school administration at the central office of a district. The perspective of superintendents and district leaders will serve as the basis for leaders to develop skills and an understanding of the importance of developing and implementing a vision at the district level; developing a culture within the district that promotes learning; establishing a safe learning environment throughout the district; promoting family and community involvement at all levels of the district; promoting high ethical standards and integrity; and an understanding of the district in the larger political, social, economic, legal, and cultural context of society will be explored. Candidates will also be exposed to learning activities that will specifically focus on the various state standards that are required for licensure.

**EDLR 8490 Reflection and Vision for School Leaders (3 Cr)**

This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the school-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a school-level vision; a positive school culture; the issues involved in the management of a school building; the collaboration between the school and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school.

**EDLR 8495 Reflection and Vision for District Leaders (3 Cr)**

This course will focus on the developmental framework for candidates who are seeking to enter the field of K-12 educational leadership at the district-level. Candidates will explore and assess their knowledge, skills, and dispositions regarding the various aspects of developing a district-level vision; a positive culture for a school district; the issues involved in the management of a school department; the collaboration between the school district and families and other community members; acting with integrity, fairness, and in an ethical manner; and the larger political, social, economic, legal, and cultural impact on the school district.

**EDLR 8498 Internship (Building Level) (3 Cr)**

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the school level in an actual work setting. Course requirements include a minimum of 120 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the school level that are aligned with national standards for educational leaders and individual state standards.

**EDLR 8499 Internship (District Level) (3 Cr)**

This course will provide candidates with an opportunity to observe, interview, work with, and perform the duties of K-12 administrators and leaders at the district level in an actual work setting. Course requirements include a minimum of 360 contact hours, completion of a leadership portfolio, and structured performance activities related to the role and responsibilities of K-12 educational leader at the district level that are aligned with national standards for educational leaders and individual state standards.

**EDRE 8100 Methods of Educational Research (3 Cr)**

Provides the basic concepts, principles, and skills to integrate hypothesis testing with the appropriate statistical procedures when designing an experiment. Students will be prepared to conceptualize experiments, select appropriate research designs and methods as they relate to the hypothesis and research questions, and present the application of the research results. Research designs include but are not limited to factorial experiments with two factors, higher order factorial experiments, within subject designs and analyses of covariance. Although classic and generic design methods are covered, course emphasis is on the applicability of the skills learned with focus on the most popular research designs and methods in education. **Prerequisite/s: None**

**EDRE 8200 Introduction to Statistical Methods (3 Cr)**

This course provides an introduction or refresher (depending on the student) on foundational concepts for understanding both descriptive and inferential statistics. Descriptive measures of central tendency and dispersion, shape of sample distributions, and graphical methods for representing data are covered. Assumptions of statistical inference techniques that are predicated by the central limit theorem are described. Statistical tests for differences between two or more means are included. Also, correlational approaches that describe the magnitude of associations among variables will be described. Related concepts including Type I and Type II error rate, statistical power, and effect size estimation are defined. Students will be able to demonstrate understanding of these basic concepts and methods by using SPSS® statistical software to conduct various analyses and write-up of results in accordance with the current APA publication manual. **Prerequisite/s: EDRE 8100**

**EDRE 8300 Experimental Design and Analysis Using ANOVA Models (3 Cr)**

This course introduces the underlying logic of experimental and quasi-experimental designs commonly used to conduct educational research and evaluation. Emphasis placed on the correct analyses of data arising from designed experiments. Students will be able to compare and contrast a variety of experimental designs, describe treatment effects, and determine the statistical significance of results. **Prerequisite/s: EDRE 8100 and EDRE 8200**

**EDRE 8913 Program Evaluation (3 Cr)**

This course is intended to provide students with an in-depth and comprehensive foundation in program evaluation methods. Topics will include the development and use of logic models, as well as the use of experimental and quasi-experimental designs in evaluation research. A wide range of data-collection procedures, including conventional (e.g., systematic surveys) and unconventional (e.g., trained observer ratings) will be reviewed. Multiple qualitative and quantitative data analysis strategies are carefully examined. In addition, this course will provide guidance for the application of cost-effectiveness and cost-benefit techniques in program evaluation. **Prerequisite/s: EDRE 8100 and EDRE 8200**

**EDRE 8916 Qualitative Research (3 Cr)**

This course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on non-linear, verbal and graphic datasets, and professionally accepted methods for analyzing, discussing, and theorizing utilizing such data. **Prerequisite/s: None**

**EDRE 8920 Mixed Methods Research (3 Cr)**

This course provides students with an understanding of mixed methods approaches to research studies. Appropriate strategies for incorporating both quantitative and qualitative paradigms are explored. Specific issues, challenges, and considerations encountered in using mixed methodologies are detailed. The conflict between positivism and constructivism are investigated along with examples of mixed model designs. **Prerequisite/s: EDRE 8300 & EDRE 8916**

**EDRE 8950 Policy Analysis in Education (3 Cr)**

This course provides an understanding of the diversity of disciplinary approaches that can be used to perform policy analyses in education. The course will focus in the examination of policy goals, processes, content, and outcomes. Students will learn how to perform a critical review of an important recent educational policy through reviews of findings of policy research. Students will also learn how to identify alternative policy solutions and how to use evaluative criteria to judge the adequacy of these alternatives. Students will be able to apply policy analysis tools to analyze an educational policy problem as part of a class project. **Prerequisite/s: None**

**EDRE 9000 Regression Analysis (3 Cr)**

This course addresses topics related to various types of common regression analyses, such as simple linear regression, multiple regression, and logistic regression. Students will develop an understanding of when to apply each technique, how to apply it and how to interpret the results. Additionally, the course includes related topics such as preliminary data analysis steps, how to check

the underlying assumptions, testing of interaction effects, autoregressive models, and path analysis. Students will also learn how to use dedicated software to analyze data using regression techniques. **Prerequisite/s: EDRE 8300**

#### **EDRE 9100 Nonparametric Statistics (3 Cr)**

This course provides the student with the application of classical nonparametric statistical techniques, or distribution-free tests, that do not rely on the assumptions of the normal distribution. Students will learn when to apply these techniques and how to analyze and interpret nominal and ordinal data that do not meet the assumptions needed to perform parametric tests. The course will cover nonparametric techniques for one-sample, two sample, and multi-sample research designs, focusing on the inferences about group differences and associations among variables. In addition, the course will cover various nonparametric tests that answer specific research questions that are not routinely handled by conventional parametric tests. Examples of methods covered include various chi-square tests for goodness of fit, contingency-table analysis, and the runs test. **Prerequisite/s: EDRE 8100 and EDRE 8200**

#### **EDRE 9150 Data-Driven Decision Making in Education (3 Cr)**

Provides an overview of appropriate data gathering and analytic techniques for educational leaders. Students learn how data are gathered and used to make critical organizational decisions. The course also provides an in-depth examination of the way in which information technologies both inform and challenge education organizations' capabilities to define, control, and manage the abundance of data available to organizational leaders. Case studies along with the use of current work- world challenges are used to acquire the course outcomes. **Prerequisite/s: None**

#### **EDRE 9300 Multivariate Statistics (3 Cr)**

Educational researchers frequently collect measurement of more than one outcome variable (i.e., multivariate outcomes). This course provides an in-depth survey of some widely used quantitative techniques for describing and analyzing multivariate data. Specific multivariate methods covered are multivariate analysis of variance (MANOVA), profile analysis, principal components and factor analysis, discriminant analysis, and cluster analysis. Focus will be placed on formulating research questions, using dedicated software for estimation of models, and interpretation of results. Applied applications of the covered multivariate techniques are emphasized, including write-up of findings in a clear and concise manner consistent with APA style. **Prerequisite/s: EDRE 8300**

#### **EDRE 9320 Hierarchical Linear Modeling (3 Cr)**

Data in educational research is frequently clustered or nested in structure, such as students nested within classrooms, and classrooms nested within schools. Also, longitudinal or repeated measures data is clustered because measurement occasions are nested within students, students are nested within classrooms, and so on. Traditional methods, such as ANOVA and OLS regression, typically do not account for any non-independence of observations that can occur as a result of this clustering of data. This course introduces basic principles and applications of hierarchical linear modeling in educational research (also known as multilevel modeling or linear mixed models). Hierarchical linear modeling provides a flexible analytical approach that allows for examination of effects at each level of the hierarchy. Focus will be placed on formulating research questions, using dedicated software for estimation of models, and interpretation of results. The goal is for students to be able to apply hierarchical linear modeling to her or his own research, and to write-up the findings in a clear and concise manner consistent with APA style.

**Prerequisite/s: EDRE 9300**

#### **EDRE 9350 Teaching Research Evaluation and Development (3 Cr)**

This course emphasizes the integration of teaching pedagogy to students in order to prepare them to teach research courses in higher education. Students will learn to develop learning outcomes and course syllabi while integrating innovative technologies into their course creation. **Prerequisite/s: EDRE 8100 and EDRE 8200**

#### **EDRE 9400 Measurement Theory and Test Construction (3 Cr)**

This course covers the design of surveys and assessments, including sampling theory, instrument development, and administering surveys, including training survey administrators, quality control, data coding, data reduction, statistical analysis and inference, report writing, and presentation of results. Also covered are practical issues, such as using available sampling frames and minimizing non-response. **Prerequisite/s: EDRE 8200**

#### **EDRE 9500 Large-Scale Assessment: Procedures and Practice (3 Cr)**

This course examines concepts related to the development and use of large scale assessment practices for education stakeholders. Some recent findings from major large scale assessments (e.g., NAEP and high stakes assessments, such as the FCAT) and potential implications for school-related policies such as NCLB legislation will be examined. Also, the use of large scale testing for comparing student learning in the U.S. with other nations' students will be discussed. Technical aspects in the construction and analysis of large scale assessments, such as test item design, sampling design, weighting of responses, and proper estimation of test statistics and standard errors will be covered. At the end of this course, students will demonstrate effective practical use of an NCES data resource to formulate research questions and produce a scholarly paper using statistical methodology that accounts for the sampling design and statistical controls inherent in large-scale datasets. **Prerequisite/s: EDRE 9000**

#### **EDRE 9600 Applied Research Practicum (4 Cr)**

A capstone experience designed to provide application of research and concentration development experiences and opportunities. It is a unique professional growth benchmark and focuses on skill significance and scholarly research. The focus is on analysis, evaluation, and solution strategies for one or more research questions framed by the sponsoring organization. **Prerequisite/s: EDRE 9300**

#### **EDU 501 School and Society (3 Cr)**

Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education. **Prerequisite/s: None**

#### **EDU 502 Psychological Foundations in Education (3 Cr)**

This course establishes a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction. **Prerequisite/s: EDU 600**



**EDU 503 Classroom Management and Organization (3 Cr)**

This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior in a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively with the school's administrative structure. A field experience component is included. **Prerequisite/s: None**

**EDU 508 Instructional and Assessment Strategies (3 Cr)**

This course offers a comprehensive review and practical application of effective teaching and assessment strategies in the classroom. Areas covered include organization and development of instruction, instructional strategies that meet the needs of diverse learners, and effective assessment strategies, which include interpretation and utilization of data from state achievement tests. **Prerequisite/s: None**

**EDU 514 Pre-Internship Practices (3 Cr)**

This course is an introduction to educational aspects necessary for successful state certification. Seminar instruction focuses on lesson planning, vocabulary/educational terminology acquisition, and instructional management techniques for prospective classroom teachers and school library media specialists. School site observation and participation introduces students to current teaching and management practices and the school environment. Students are placed in classrooms or school library media centers with experienced cooperating teachers who have clinical educator training and ESOL certification/endorsement. This placement occurs through the university office in cooperation with school districts. **Prerequisite/s: None**

**EDU 529 Seminar in Secondary Education (3 Cr)**

This seminar provides an opportunity to discuss issues unique to secondary education. These issues include conflicting views on the purpose of secondary education, contemporary educational policy and/ or legal/organizational issues and finally issues related to curricular and instructional practices. The students will also study the strategies of a well researched and documented effective secondary teacher. **Prerequisite/s: None**

**EDU 550 Introduction to Nature and Needs of the Gifted (3 Cr)**

This course includes basic knowledge of the gifted including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted. **Prerequisite/s: None**

**EDU 551 Educational Procedures for the Gifted (3 Cr)**

This course includes techniques for selecting strategies matched to the needs and interests of the individual gifted child and introduces specific strategies such as simulation, synectics encounter, movement, and role-playing. It also includes lesson development techniques so that the gifted child may achieve a balance between cognitive and affective areas. **Prerequisite/s: EDU 550, EDU 555**

**EDU 555 Seminar for the Guidance of Gifted Children (3 Cr)**

This course focuses on topics that assist educators working with the special needs of gifted students. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices. **Prerequisite/s: EDU 550**

**EDU 561 Independent Study for Research on Gifted Students (3 Cr)**

This course is designed to give opportunities for research and in-depth theoretical readings in a substantive area of gifted education not normally covered within the standard courses. Research projects and advanced readings will vary according to individual interest. **Prerequisite/s: None**

**EDU 597 Instructional Strategies for Teaching PK-Grade 12 (3 Cr)**

This is an introductory teaching methods course for teaching in grades PK-12. In this course, teachers will learn to identify the developmental levels of their students and the particular needs of their diverse students in order to promote the learning process. Using this knowledge, teachers will learn to plan and implement appropriate learning experiences to assess the effectiveness of their lessons based on the achievement of their learners. Positive teacher characteristics and the many roles of the teacher will be studied. **Prerequisite/s: None**

**EDU 689 Supported Teaching Externship (9 Cr)**

The purpose of EDU 689 is to provide support for Initial Certification students who are hired as full time teachers before completing the internship. (Students must have completed the Florida Teacher Certification Exam prior to graduation.) Areas covered include on-site classroom management assistance, the effective use of individualized authentic assessment, lesson planning and implementation of established curriculum, and assistance in preparation for the FCAT. **Prerequisite/s: None**

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

One of the most powerful ways to deepen your understanding of what you are studying is to conduct research in your own classroom. Learn how to design, implement, and evaluate an action research project using a topic that relates to what you have learned in the program and publish your research as a way to contribute to the professional knowledge base. **Prerequisite/s: None**

**EDU 5000 Orientation to the M.S. and Ed.S. Program (0 Cr)**

This seminar provides an orientation to the program and technology skills necessary for successful participation in the M.S. and Ed.S. programs of the Fischler College of Education. Students will be introduced to university systems designed to provide support and services during the formal program of studies, i.e., academic advising, course materials and schedules, the portfolio process, Educator Accomplished Practices, etc. Students will also practice technology skills, i.e., using email, sending attachments, navigating the Internet to locate university Web sources, accessing library materials through the NSU Electronic Resources, using APA form and style, locating and using program Web sites, and using the online course management system. The seminar also provides students an opportunity to meet with an Advisor. Attendance in this non-credit seminar is required for all entering M.S. and Ed.S. students. Students need to complete EDU 5000 during the same session of the first graduate course in the program of study. **Prerequisite/s: None**

**EDU 5999 Advanced Topics (1-6 Cr)**

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. May be repeated for credit. Prerequisite/s: Instructor Permission. **Prerequisite/s: None**

**EDU 6505 Special Topics in Education I (3 Cr)**

Special Topics in Education I involves the qualitative analysis emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem-solving related to the student's program of study. **Prerequisite/s: None**

**EDU 702 Curriculum Trends and Innovation (3 Cr)**

This course focuses on the analysis of current educational practices, models and futuristic approaches. Emphasis is placed in the investigation of educational, curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, homeschooling). Integration of technology and multimedia is also included. **Prerequisite/s: None**

**EDU 704 Comparative Studies of Education Systems (3 Cr)**

This course provides an overview of global education systems and seeks to engage students in the analysis of curriculum, teaching styles, multicultural issues, political implications, law-related issues, and evaluation methods. Students will use technological resources to research education systems throughout the world in order to compare the educational system of the United States with selected educational systems of the world. **Prerequisite/s: None**

**EDU 708 Research Design in Education (3 Cr)**

This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation, appropriate analysis and interpretation of research findings. **Prerequisite/s: None; Co-requisite/s: EDU 5000**

**EDU 714 Families, Schools, and Communities: Current Perspectives in a Diverse Society (3 Cr)**

In this course students examine the roles, practices, and responsibilities of educators with families and communities from the perspective of multicultures and diversity. Ethical issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are discussed. **Prerequisite/s: None**

**EDU 719 Current Research in Human Development (3 Cr)**

This course engages students in the analysis of theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, e.g., brain research, learning styles, multiple intelligences, and neo-Piagetian studies. **Prerequisite/s: None**

**EDU 721 Grantsmanship, Program Planning, and Evaluation (3 Cr)**

This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects. **Prerequisite/s: CUR 526.**

**EDU 722 Effective Teacher Behaviors (3 Cr)**

The teacher is considered by many to be the most important variable that influences learning in the classroom. Teacher characteristics such as clarity, business-like behavior, teacher enthusiasm, and other teacher behaviors that influence students' attitudes and achievement will be studied in this course. Research studies on teacher characteristics will be analyzed to determine the validity of their design and outcome. Training protocols in these behaviors will be an important outcome of this course. This course will also provide an opportunity to reflect on the teaching profession from a philosophical and personal perspective. **Prerequisite/s: None**

**EDU 723 Values, Ethics and Character Education (3 Cr)**

This course will examine the role of character education in the classroom. Classical and contemporary moral theories will be examined. Strategies for interdisciplinary teaching will be emphasized. Students will learn how to design and implement programs that result in effective classroom learning environments. Current research about moral development, conflict resolution, ethics, and values will be integrated with practical knowledge enabling students to affect positive change in the school climate and school culture. **Prerequisite/s: None**

**EDU 724 Critical and Creative Thinking Processes in the K-12 Classroom (3 Cr)**

The purpose of EDU 724 is to enhance the pedagogical skills and practices of classroom teachers. Strategies for developing and applying thinking skills will be emphasized. Students will learn how to apply thinking skills to daily lesson plans in all curriculum areas. Approaches to thinking skills will be examined. **Prerequisite/s: None**

**EDU 725 Models of Teaching and Curriculum Development (3 Cr)**

Various models of teaching and curriculum development will be studied in this course as to their appropriate use in increasing students' capacity for personal growth, social growth, and academic learning. Students will explore multiple ways of constructing knowledge as they study and explore a variety of models of teaching that will enable them to enhance the learning environments for the students. **Prerequisite/s: None**

**EDU 726 Issues in Curriculum and Teaching (3 Cr)**

To ensure program consistency, all sections of each course in the Graduate Teacher Education Program, regardless of delivery format, follow the same course requirements and content as listed in this syllabus that is provided by the Program Professor/Lead Faculty. The Instructor may add, but not delete, topics and activities based on best practices. **Prerequisite/s: None**

**EDU 727 Curriculum, Teaching and Supervision: School Leadership Roles (3 Cr)**

This course will assist educators in becoming skilled clinical supervisors. It provides the background and theories needed to understand supervision and its relationship to curriculum and instruction. Field assignments will provide opportunities to practice and receive feedback on conferences and observation techniques. **Prerequisite/s: None**

**EDU 729 Evaluation and Assessment Practices (3 Cr)**

The purpose of EDU 729 is to introduce elements of measurement and assessment essential to good teaching. The assessment of learning plays an important role in the instructional process and its effectiveness depends largely on the ability to construct and select tests and assessments that provide valid measures of learning outcomes. Areas addressed include educational testing and assessment, the role of measurement and assessment in teaching, instructional goals and objectives, validity and reliability, classroom tests and assessments, standardized tests, and interpreting test scores and norms. **Prerequisite/s: None**

**EDU 7999 Advanced Topics (1-6 Cr)**

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. May be repeated for credit. **Prerequisite/s: None**

**EL 600 Seminar in the Knowledge Base of Educational Leadership (3 Cr)**

All content taught in the Educational Leadership Program is reviewed. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. The program comprehensive examination is administered as part of this course. **Prerequisite/s: None**

**EL 601 Knowledge Based of Educational Leadership - Comprehensive Examination (3 Cr)**

All content taught in the Management and Administration of Educational Programs (MAEP) is reviewed in this course. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as an administrator. The program comprehensive examination is administered as part of this course. **Prerequisite/s: None**

**EL 698 Administrative Internship (3 Cr)**

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are useful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired experiences. **Prerequisite/s: Internship Administrator Approval**

**EL 699 Administrative/Educational Leadership Internship (6 Cr)**

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and structured activities related to the role and responsibilities of educational leaders. The Internship is designed to fulfill the competency and experience goals of the Intern. Responsibilities assigned and tasks performed are to be in keeping with the administrative areas identified as important to the growth of the Intern while meeting the State of Florida Field Experience requirements needed for certification as an Educational Leader. The internship is also designed to ensure that any products or output are useful to the system in which the Intern works. The internship allows the Intern to serve with selected successful administrators in a controlled setting built around the Intern's competency needs and desired experiences. **Prerequisite/s: Internship Administrator Approval**

**ELE 502 Methods of Teaching Mathematics in the Elementary School (3 Cr)**

This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts. **Prerequisite/s: None**

**ELE 503 Reading in the Elementary Classroom (3 Cr)**

This course focuses on the key theories and models of the reading process and a critical evaluation of competing ideologies and approaches. Emphasis is placed on understanding reading theory and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, diagnosing and treating reading disabilities, and analyzing the impact of language and social contexts on reading instruction. **Prerequisite/s: None**

**ELE 504 Methods of Teaching Reading in the Elementary School (3 Cr)**

This course focuses on the practical application of reading theory in an elementary classroom through the selection and use of a variety of methods, materials and approaches for the learner's continuous improvement. In this course, emphasis is placed on the application of curriculum models as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations. **Prerequisite/s: ELE 503**

**ELE 505 Teaching Visual Arts and Music in the Elementary School (2 Cr)**

This course focuses on the skills and techniques, cultural and historical connections, creation and communication, aesthetic and critical analysis, and design and use of appropriate assessment strategies in teaching visual arts and music in the elementary school. **Prerequisite/s: None**

**ELE 506 Teaching Physical Education and Health Education in the Elementary School (2 Cr)**

This course focuses on physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education and health education in the elementary school. **Prerequisite/s: None**

**ELE 540 Creativity in the Elementary School (3 Cr)**

The purpose of this course is to focus on the foundations and techniques of art, music and physical education as integrated aspects of the school curriculum. A review of the principles behind the concept of creativity and its relationship to daily classroom activities is also considered. **Prerequisite/s: None**

**ELE 601 Teaching Language Arts in the Elementary School (3 Cr)**

This course focuses on research, trends, professional improvement, and pedagogy in the area of language arts. Emphasis is placed on knowledge and comprehension of the language arts subject area, the design and implementation of instructional strategies that integrate technology and reinforce effective communication skills, and the use of performance-based assessment with diverse populations of elementary students. **Prerequisite/s: None**

**ELE 602 Teaching of Science in the Elementary School (3 Cr)**

This course focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, Earth and life sciences. Emphasis is given to exemplary processes and projects. **Prerequisite/s: None**

**ELE 603 Teaching Elementary Social Studies in a Multicultural Society (3 Cr)**

This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. **Prerequisite/s: ELE 502, ELE 503, ELE 504, ELE 505, ELE 506, ELE 601, and ELE 602.**

**ELE 692 Elementary Education Internship (9 Cr)**

This course for Elementary Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an elementary classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, ELE 502, ELE 602, ELE 505, ELE 506, CUR 591, ELE 503, ELE 504, TSOL 510, TSOL 520, RED 560, ELE 601, ELE 603, and EC 5015**

**ELE 699 Applied Professional Experience in Elementary Education (3 Cr)**

This course will require graduate students to complete applied professional experiences in Elementary Education in K-6 educational settings. Graduate students will maintain a reflective journal and create a workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526, EDU 5000, ELE 502, ELE 503, ELE 504, ELE 505, ELE 506, ELE 601, ELE 602, and ELE 603**

**ELE 711 Literacy: Theory and Practice in the Elementary Classroom (3 Cr)**

This course focuses on the development of a comprehensive theoretical framework for analyzing and evaluating literacy learning in the elementary classroom. Emphasis is placed on current research and methods in literacy instruction with a particular focus on curricular modifications and accommodations for diverse groups of elementary students. **Prerequisite/s: None**

**ELE 712 Mathematical Reasoning and Problem Solving in the Elementary Classroom (3 Cr)**

This course explores current research in teaching mathematical reasoning and problem solving in the elementary classroom. The identification and application of appropriate mathematical content and processes, instructional delivery models, and assessment techniques for use with diverse students in elementary classrooms is emphasized throughout the course. **Prerequisite/s: None**

**ELE 713 Scientific Inquiry and Discovery in the Elementary Classroom (3 Cr)** This course explores current research and best practices in inquiry teaching and discovery learning in the elementary science classroom. Emphasis is placed on using dynamic teaching methods that stimulate thinking and inquiry about scientific concepts and processes in diverse learners. **Prerequisite/s: None**

**ELE 714 Teaching for Multicultural Understanding in the Elementary Social Studies Classroom (3 Cr)**

This course explores current research for teaching multicultural and global understanding and investigating related issues through the social studies curriculum in the elementary classroom. The identification and application of developmentally-appropriate multicultural and global content and processes, instructional delivery models, and assessment techniques are emphasized throughout the course. **Prerequisite/s: None**

**ELE 715 Critical Thinking in the Elementary Classroom (3 Cr)**

This course explores current research in teaching critical thinking through the language arts in the elementary classroom. Emphasis is placed on implementing and modifying instructional models and strategies with diverse elementary populations to reinforce their understanding and application of critical thinking skills across the integrated language arts curriculum. **Prerequisite/s: None**

**ELE 716 Creative Thinking in the Elementary Classroom (3 Cr)**

This course explores current research in teaching creative thinking through the visual and performing arts in the elementary classroom. Emphasis is placed on strategies and techniques designed to enhance creative thinking in diverse learners through the arts. **Prerequisite/s: None**

**ENG 521 Methods of Teaching Middle School and Secondary English (3 Cr)**

This course provides an overview of current practices in curriculum and instruction in middle and high schools with an emphasis on special methods for teaching secondary English. **Prerequisite/s: None**

**ENG 600 Recent Directions in Oral Communications (3 Cr)**

Students will explore the role of oral communications in learning, methods of integrating oral communications into all areas of

English language arts, ways to assist students in overcoming oral communication apprehension, and formal and informal strategies for making a presentation before an audience. **Prerequisite/s: None**

**ENG 605 Recent Directions in Language Learning (3 Cr)**

Students will gain a fuller understanding of the language/experience model for the teaching of language skills and its implications for individualization in the initial assessment, teaching, and evaluation of students. Specific focus will be on the nature of language, the use of learning styles, the teaching of vocabulary, bidialectalism, encouraging correctness, visual literacy, computers and newsprint, and encouraging student self-assessment. **Prerequisite/s: ENG 521**

**ENG 615 Recent Directions in Expository Writing (3 Cr)**

The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities, exploring the reading-writing connection, response to literature, and teaching the research paper. **Prerequisite/s: ENG 521**

**ENG 625 Recent Directions in Creative Writing (3 Cr)**

The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction. **Prerequisite/s: None**

**ENG 635 Recent Directions in Adolescent Literature (3 Cr)**

Students will examine the identification, selection, and use of adolescent literature. Particular emphasis will be placed on ways of conducting individual, whole class, and group reading activities. Students will learn how to encourage and develop literacy and ways to teach the comprehension of and identification with literature. **Prerequisite/s: ENG 521 and ENG 645**

**ENG 645 Recent Directions in the Analysis of Literature (3 Cr)**

Students will study the various facets of reader-response theory and apply them to their teaching of all genres of literature. Students will create thematic units and learn specific techniques for developing their students' skills in the critical analysis of literature. **Prerequisite/s: ENG 521**

**ENG 650 Many Voices in Contemporary American Literature (3 Cr)**

Participants will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645**

**ENG 665 Many Voices in Contemporary World Literature (3 Cr)**

Participants will read widely from several genres in twentieth century, multicultural world literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645**

**ENG 675 Voices in Twentieth Century British Literature (3 Cr)**

Participants will read widely from several genres in twentieth century, multicultural British literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers. **Prerequisite/s: ENG 521 and ENG 645**

**ENG 692 English Education Internship (9 Cr)**

This course for English Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in an English education classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; English education student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 600, EDU 501, EDU 502, EDU 503, RED 585, CUR 591, ENG 521, ENG 600, TSOL 510, TSOL 520, ENG 605, ENG 615, ENG 625, ENG 635, ENG 645, ENG 650, ENG 665, and ENG 675.**

**ENG 699 Applied Professional Experience in English Education (3 Cr)**

This course requires graduate students to complete applied professional experiences in middle school or high school English language arts classrooms. As this course is the culmination of students' work in their graduate English education specialization, the focus will be on applying the knowledge and skills students have acquired and developed. Candidates will submit weekly reflections on their experiences, conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s: 24 credits, including CUR 526 and EDU 5000.**

**ENG 705 Language and Linguistics in Secondary English Language Arts Classrooms and Curricula (3 Cr)**

Students will read and apply the theory that underlies major branches of language study and linguistics, review the rationale for the inclusion of language study (in addition to grammar and vocabulary expansion) and linguistic issues in secondary English language arts classrooms, and design lessons, units, and curricula that do so. **Prerequisite/s: None**

**ENG 715 Composition Theory and the English Language Arts Classroom (3 Cr)**

Students will enhance their knowledge of and apply major theoretical approaches to rhetoric/composition, the composing process, and composition pedagogy. They will discuss and design lessons, units, and curricula which integrate composition/rhetorical theory with composition pedagogy. **Prerequisite/s: None**

**ENG 745 Literary Theory and English Language Arts Classrooms and Curricula (3 Cr)**

This course will acquaint students with the major critical/theoretical approaches to literature, ask them to apply various critical

stances, reflect on their own theoretical stances to literature and literature pedagogy, and design lessons, units and curricula which integrate theoretical approaches with instruction in literature. **Prerequisite/s: None**

**ENG 755 Arts and Media in English Language Arts Classrooms and Curricula (3 Cr)**

After reviewing the specialized terms and interpretive theories associated with arts forms and media genre as well as the rationale and methodology for the inclusion and integration of arts and media in classrooms, students will design lessons, units, and curricula which integrate and include the arts and media in secondary English language arts programs. **Prerequisite/s: None.**

**ENG 765 Theory and Practice in Teaching Global Literature (3 Cr)**

Students will read a number of global literary pieces (exclusive of U.S., Canadian, and Western European literature. Whenever the term global literature is used hereafter, it shall be defined in this manner.) and review theoretical stances on the teaching of global literature. They will create lessons, units, and curricula in which they apply their knowledge of global literature and theoretical approaches to its pedagogy. **Prerequisite/s: None**

**EP 650 Assessment, Diagnosis, and Nature of Children with Autism Spectrum Disorder (3 Cr)**

This course focuses on providing information and discussion about the major social, behavioral, communication, and learning characteristics of autism spectrum disorders (ASD). Theories as to etiology and prevalence will be discussed and researched. Screening and diagnostic tools used to identify individuals with ASD will be reviewed. A variety of discipline-specific tools and strategies to assist in educational planning will be reviewed. Methods for adapting assessment strategies to better evaluate individuals with ASD will be discussed. The role of the parents in the assessment process and methods to share assessment information with them will be studied. Field experience is embedded into the course through observations of individuals with ASD and interviews with families. **Prerequisite/s: None**

**EP 655 Nature of Autism Spectrum Disorder: Intervention Methods, Strategies, and Application (3 Cr)**

This course focuses on review of research-based interventions from classroom structure and organization through application and assessment of intervention strategies. Interventions designed to ameliorate deficits in the areas of academics, communication, learning readiness, independent functioning, social skills, and behavior will be highlighted. The class will also focus on accommodations and modifications needed to include individuals with Autism Spectrum Disorder (ASD) in the general education curriculum. The role of collaboration among school personnel, with families and community agencies to advocate and promote the success of the student with ASD will be addressed. Students will participate in field work through designing classroom environments, developing and/or analyzing Individual Education Program (IEP) goals and a teaching plan for a student, implementing an intervention, collecting and analyzing data from the intervention, and presenting it to the class. Special emphasis on transition planning will be included. **Prerequisite/s: EP 650**

**EP 660 Behavioral Assessment and Intervention for Students with Autism Spectrum Disorder (3 Cr)**

Students will focus on assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community for students with autism spectrum disorder (ASD). Students will learn to generate hypotheses about the functions of challenging behavior as they relate to communication skills and identify positive behavioral support strategies to implement to replace the negative behaviors. Positive behavioral support, functional behavioral assessment, functional communication training, and other more traditional behavior management strategies will be discussed. Students will participate in a field experience that involves completing a functional assessment through direct and indirect assessment and developing a positive behavioral support plan based on that assessment. **Prerequisite/s: EP 650 and EP 655**

**EP 665 Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder (3 Cr)**

Communication is one of the most significant deficits for most individuals with Autism Spectrum Disorders (ASD). This course will focus on the nature of the language and communication difficulties and methods for remediating them using high and low levels of technology. Research supporting the use of a variety of augmentative and alternative communication (AAC), language facilitation, and assistive technology to support communication development will be discussed. The role of assistive technology in language facilitation, teaching literacy, and providing a method for communication for children who are nonverbal will be reviewed. Students will complete field experiences to create communication and literacy activities for home and school settings. **Prerequisite/s: EP 650 and EP 655**

**EP 699 Applied Professional Experience in Gifted Education (3 Cr)**

This course will require graduate students to complete applied professional experiences with pupils who have been identified as gifted in K-12 educational settings. Graduate students will maintain a reflective journal and create a pupil workbook that includes samples of their pupils' work and the assessment instruments they used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including CUR 526**

**EP 5265 Nature and Needs of Young Children with Disabilities (3 Cr)**

This course provides an overview of the effects of disabilities and risk factors on the development of young children, birth to age five, and on their families. The referral, assessment, planning, and intervention process is reviewed. Models of intervention practices are explored. Legal and ethical issues related to early intervention/special education are examined. Field experience is integrated into course activities. **Prerequisite/s: EC 620, or equivalent.**

**EP 5270 Assessing the Needs of Young Children with Disabilities (3 Cr)**

This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening and assessment processes used with young children, birth to five. Legal and ethical issues related to assessment are covered. The types of measures used to gather information and the interpretation and utilization of data in developing an individualized program are reviewed. Field experience is integrated into course activities. **Prerequisite/s: EP 5265.**

**EP 5275 Intervention Strategies and Classroom Behavior Management of Young Children with Disabilities (3 Cr)**

This course covers the development and adaptation of curriculum, teaching methods, materials, and the physical environment for use with young children with disabilities. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards for behavior in the classroom setting. Field experience is integrated into course activities. **Prerequisite/s: EP 5265 and EP 5270.**

**EP 5280 Working with Families of Young Children with Disabilities and the Community (3 Cr)**

This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources and services and the legal rights of the family and child are reviewed. Students are trained in techniques for working with parents as case managers and advocates in setting educational goals and utilizing community resources. **Prerequisite/s: None**

**EP 5281 Developing Creativity in Gifted Students (3 Cr)**

This course focuses on theories of creativity and on developing creativity in gifted students. **Prerequisite/s: EDU 550, EDU 551 and EDU 555**

**EP 5282 Educating Special Populations of Gifted Students (3 Cr)**

This course focuses on special populations of gifted students, such as minorities, underachievers, the disabled, the economically disadvantaged and highly gifted students. The course reviews students' characteristics and appropriate programmatic adaptations. **Prerequisite/s: EDU 550, EDU 551, EDU 555, and EP 5281**

**ESE 600 Survey of Exceptionalities of Children and Youth (3 Cr)**

This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education. **Prerequisite/s: CUR 526**

**ESE 610 Speech and Language Development and Disabilities (3 Cr)**

This course will provide students with a basic understanding of the nature of speech and language; the developmental progression in language acquisition; and the techniques for evaluating language development and remediating speech, language, and communication disorders in children. **Prerequisite/s: CUR 526 and ESE 600**

**ESE 620 Behavior Management of Exceptional Students (3 Cr)**

This course will provide students with various management techniques for managing classroom behavior promoting social adjustment of their students, and coordinating the classroom learning environment for the purpose of improving the academic and social development of students with learning and behavior problems. **Prerequisite/s: CUR 526, ESE 600, and ESE 610**

**ESE 630 Educational and Psychological Assessment of Exceptional Students (3 Cr)**

This course will introduce students to the various educational and psychological tests and assessment tools most widely used to evaluate exceptional students, with emphasis on the practical application of assessment in schools and on the assessment process from initial identification through the development of an Individualized Education Program (IEP). It will also prepare all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with both formal and informal assessment strategies that will help them contribute to the decision-making process for exceptional students. **Prerequisite/s: CUR 526, ESE 600, ESE 610, and ESE 620**

**ESE 640 Transition Skills and Services for Exceptional Students (3 Cr)**

This course will introduce students to a variety of educational, career, and vocational choices available to exceptional students. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need in order to actualize their potential and become contributing members of society. Emphasis will be given to the concept of planning for transition within the educational program and the need to plan more carefully for the transition to adulthood. **Prerequisites: CUR 526, ESE 600, ESE 610, ESE 620, and ESE 630**

**ESE 650 Instructional Strategies for Exceptional Students (3 Cr)**

This course will focus on the various strategies and techniques used to educate and train exceptional students. Emphasis will be on normalization and on the array of services available to students with disabilities from elementary school to high school. Special attention will be devoted to strategies that help teachers develop individualized educational programs, strategies for classroom organization and management, and strategies to enhance learning through microcomputer technology. **Prerequisite/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, and ESE 640**

**ESE 660 Curriculum and Instructional Materials for Exceptional Students (3 Cr)**

This course will introduce students to the various curriculum and instructional materials used to teach exceptional students. It will provide students with specific suggestions for selecting and modifying the curriculum to promote learning and for developing appropriate materials to use in the classroom. Students will also be provided strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic and content-area instruction. **Prerequisite/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, and ESE 650.**

**ESE 670 Inclusive Education for Exceptional Students (3 Cr)**

This course will introduce students to the current information on how exceptional children are served within inclusive school environments. Students will learn about the role of working with other professionals and parents to determine student eligibility for special education, to carry out educational programs, and to monitor learning. Information will also be provided about students who are not necessarily eligible for special education, but who would benefit from the same instructional strategies as exceptional students because of their own special needs. **Prerequisite/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, and ESE 660**

**ESE 680 Teaching Social and Personal Skills to Exceptional Students (3 Cr)**

This course will present students with a wide range of information regarding the social and personal skills that children with disabilities need in order to achieve their personal independence in school, at home, and in the community. Emphasis will be on the importance of teaching personal management and independent living skills, on providing appropriate adaptations to promote personal autonomy, and on creating supports and services that maximize independence and community integration of students with disabilities. **Prerequisite/s: CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, and ESE 670**

**ESE 690 Consultation and Collaboration in Exceptional Student Education (3 Cr)**

This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultation, collaboration, and teamwork are essential in creating positive school learning environments. Students in this course will practice communication between school personnel and families, plan a parent-teacher conference, and conduct an informal in-home interview with the parents/guardians of a student with disabilities. Students will learn how teachers, administrators, and parents of exceptional students can work together and trust each other for the benefit of the students. **Prerequisites:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, & ESE 680

**ESE 692 Exceptional Student Education Internship (9 Cr)**

This course for Exceptional Student Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s:** EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, TSOL 510, ELE 502, ELE 504, ELE 601, RED 555, RED 585, TSOL 520, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, ESE 670, ESE 680, and ESE 690

**ESE 699 Applied Professional Experience in Exceptional Student Education (3 Cr)**

This course will require students to complete an applied professional experience in Exceptional Student Education in a K-12 public school setting. Students will maintain a reflective journal and create a work folder that includes samples of their students' work and the assessment instruments used to demonstrate achievement of professional and state standards under the guidance of a certified teacher in exceptional student education. **Prerequisite/s:** CUR 526, ESE 600, ESE 610, ESE 620, ESE 630, ESE 640, ESE 650, ESE 660, ESE 670, ESE 680, and ESE 690

**ETEC 0602 Technology and the School Curriculum (3 Cr)**

This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer-aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply modern technologies and principles of instructional design curriculum development in producing programs of instruction. **Prerequisite/s:** None

**FSC 8000 Summer Institute (0 Cr)**

Required research and workshops will be held during the month of July. All of these events will offer unique opportunities for both individual and collaborative learning with a national and international network of faculty, students, and colleagues. **Prerequisite/s:** None

**FSC 8005 Summer Institute – Returning Students (0 Cr)**

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

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

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

**HEL 8310 Student Affairs in Higher Education (3 Cr)**

This course will introduce student affairs components, its theoretical underpinnings, and how it operates within institutions of higher education. Student affairs can be comprised of the offices of academic advising, admissions, athletics, financial aid, student development, student life and safety, student health, and in certain instances, student centers and bookstore oversight. The course will demonstrate how these offices seek to ensure each student's sense of belonging and personal growth.

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

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

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

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

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

The extent to which a postsecondary institution achieves its purpose is a direct function of the intentional effort to establish coherent



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

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

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

#### **HEL 8360 Comparative Higher Education (3 Cr)**

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

#### **HSA 8600 Human Services Delivery Systems (3 Cr)**

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

#### **HSA 8601 Administration, Management and Policy Development of Human Services Agencies and Programs (3 Cr)**

This course focuses on leadership dynamics of administrators, managers and directors in the human services field. Emphasis is on analyzing and evaluating the wide variety of human service organizations at the community, state, national and international levels with a view to assess just how well they support consumer (i.e. patient) and family participation. Course study will include leadership and theoretical foundations necessary for human service organizations to deliver quality services within integrated community settings and with collaborative community partnerships. Effective administrator/leader strategies, such as policy development and evaluation, influences of cultural and political diversity as well as socioeconomic differences, will be emphasized.

#### **HSA 8602 Developing Human Services in the Context of the Family and the Community (3 Cr)**

The character and qualities of each human services organization are unique to the community in which it is placed and to the community members it serves. Policies in one particular environment may not serve well in another community environment. Concepts and processes of organizational systems, assessment and analysis of these systems and their applicability to particular communities and community groups are included. In this course, you will compare and contrast human services practices in diverse community settings. The incorporation of community members as human resources and the dynamics of community partnerships will be analyzed.

#### **HSA 8603 Human Resource Development (3 Cr)**

This course provides the principles of human resources and administrative supervision techniques for educational institutions, administrative offices, and public and private organizations and associations. Topics include skills needed for planning, organizing, staffing, directing and controlling, communicating, motivating, decision-making, priority setting and time management toward effective objectives and organizational goals. Focused areas include job performance, employee development, management of a diverse work force, employment law, harassment and health issues and disabilities and discrimination in the workplace.

#### **HSA 8604 Human Services and the Law (3 Cr)**

A review of human resource laws, policies and practices is essential to effective leadership both within the human service organization as well as to those being served. Students will explore such legal topics as equal opportunity, sexual harassment, constitutional rights, fair labor practices, grievance, misrepresentation and violence in the workplace. Developing a positive work environment for employees and volunteers is critical to success. Strategic implications of effectively managing, recruiting, compensation, performance appraisal, training and development, and disciplinary action will be explored. Also discussed will be such topics as the influence of the internet and online services on human services work, diversity in the workplace, and social justice.

#### **HSA 8605 Human Services Organizational Theory and Behavior (3 Cr)**

All contemporary organizations, including human service organizations operate within a specific organizational culture. As part of exploring the various aspects of organizational culture, this course will examine varying organizational theories as these relate to organizational behaviors within human service systems. The implications for leadership practice will be analyzed within the context of the current literature.

#### **HSA 8606 Special Topics in Human Services (3 Cr)**

This course provides an integrating experience for students who are completing their human services administration concentration. It affords the opportunity to research in great detail current and emerging human service administrative issues. Students will have the opportunity to submit research topics and engage in one or more of the following: case studies, changing policies on today's issues, legal and political influences on current trends, ethics, career development, strategic planning, and other 'hot' topics that surround the human services field. Topics can relate to the student's minor concentration.

**IDS 8092 International Applied Dissertation Services (1 Cr)**

Students register for Applied Dissertation Services when conducting dissertation related research. Applied Dissertation Services I is continuing dissertation services for international students who complete all of their doctoral coursework during the first 36 months of the program, i.e., first, second and third year. International students will be automatically enrolled in IDS 8092.

**IDS 8093 International Applied Dissertation Services (1 Cr)**

Applied Dissertation Services II is dissertation services for continuing international doctoral students previously enrolled in IDS 8092, and who did not complete one or more of applied dissertation benchmarks. IDS 8093 is also for currently enrolled students who are entering the 60<sup>th</sup> month of the doctoral program. Students are responsible for registering for IDS 8093 via WebSTAR.

**IDT 6000 Reflective Portfolio (3 Cr)**

Reflective Portfolio; Portfolio of artifacts from ITDE MS program; Reflection and reaction to ITDE MS program learning outcomes; Collection of course materials, Development of a personal philosophy. **Prerequisite/s: None**

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

This course will focus on research design, implementation, and analysis and its place in leading educational change in the fields of Curriculum and Teaching, and Instructional Technology and Distance Education with an emphasis on the overlap between these fields. Presents sources of important information about curriculum, instructional technology and distance education. Emphasizes scholarship and an understanding of the role of the scientist and researcher to guide the practice of the field. **Prerequisite/s: None**

**IDT 7005 Instructional Media (3 Cr)**

An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, computers as tools for learning, and evaluating the effectiveness of instructional media. **Prerequisite/s: None**

**IDT 7007 Principles of Distance Education (3 Cr)**

Historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; an exploration of the literature of the field, and an examination of effective techniques for teaching and learning within a distance education system. **Prerequisite/s: None**

**IDT 7123 Digital Media for Instructional Technology and Distance Education (3 Cr)**

Designing digital media for classroom and online instruction will be the first unit of this course, with primary emphasis on planning, designing, producing, and publishing digital media instruction. The second unit will deal with planning, producing, and teaching with digital audio. Unit three will present strategies for planning, producing and teaching with digital photography in a variety of instructional settings, and the final unit will present strategies for planning, producing, and teaching with digital video lessons that incorporate narration, still pictures, and live motion video into a single concept lesson. Topics covered will include basic terminology, file formats, scripting and storyboarding, equipment and software for digital media, and digital media for teaching and learning. **Prerequisite/s: IDT 7005**

**IDT 7914 Curriculum, Teaching, and Technology (3 Cr)**

This course will focus on the integration of curriculum, teaching, and instructional technology. The topics will include teaching with emerging technologies, development of media, integration of technology into the curriculum, evaluating the use of technology using rubrics, distance education, course design and online teaching, diffusion of innovations, and production of media for teaching.

**IDT 8001 Instructional Design (3 Cr)**

This course is a practical experience in the systematic design of instruction. Major topics include the assessment and analysis of needs, performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials. Students will produce and formatively evaluate an instructional unit. **Prerequisite/s: None**

**IDT 8006 System Analysis and Design (3 Cr)**

An advanced course providing skills for the analysis and design of educational and instructional systems. Major topics include critical elements in the structure of a distance education delivery system; analysis of educational systems and instructional systems; relationship of subsystems within an educational system; design of an educational system; design of instructional systems; and evaluation and continuous improvement of a system. **Prerequisite/s: None**

**IDT 8008 Principles of Instructional Technology (3 Cr)**

An exploration of the historical, theoretical, and philosophical foundations of instructional technology and an examination of the literature and status of the field. **Prerequisite/s: none**

**IDT 8012 Management and Evaluation of Instructional Technology and Distance Education Programs (3 Cr)**

Theories and methods of planning, operating, and evaluating instructional technology and distance education are studied and applied to case studies. This course explores the process for managing ITDE programs in educational and corporate settings, and emphasizes the principles of staff training, proposal development, and legal issues of the ITDE manager. **Prerequisite/s: none**

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

Catalog Description: Policy issues related to technology implementation and utilization are studied in this course. The role of the distance education and technology leader is examined using video based case studies. Special emphasis is on the practice of ITDE, and how the field is defined in a changing educational and training environment. Research related to barriers to the integration and adoption of instructional technology and distance education is analyzed and applied to the workplace. New content will be added as contemporary topics are identified. **Prerequisite/s: None**

**IDT 8120 Perspectives in Instructional Technology and Distance Education (3 Cr)**

Instructional Technology and Distance Education are examined and compared to other professions. A special emphasis is made on the impact of media and technology on teaching and learning. In order to understand the dynamic nature of the field, the literature of ITDE is analyzed as a basis for increasing the impact of instructional technology on education and training. National expert's

positions on the status of the field are closely examined using videos, audios, and discussions. The impact of instructional technologies on schools and training organizations is studied in this course. Case studies dealing with various perspectives for implementation of distance education initiatives are examined using videos, audios and interviews. **Prerequisite/s: None**

#### **IDT 8121 Advanced Instructional Design (3 Cr)**

This course combines the use of case studies, discussion of seminal publications, and evaluation of recent publications in Instructional Design to allow the student to become a knowledgeable consumer of research and a researcher in the field of instructional design. Discussion of articles will encourage an evaluative view of the field's principles, while analysis of case studies will allow students to apply theory and research to realistic situations. **Prerequisite/s: None**

#### **IDT 8122 Professional Practice in Instructional Technology and Distance Education (3 Cr)**

Students in this course will examine the roles and responsibilities of individuals in the fields of instructional technology and distance education from the perspectives of K-12 education, higher education, business and industry, the military, and consulting. Through readings, discussions, activities, and presentations, students will better understand the scope of the fields while positioning themselves for employment and advancement. **Prerequisite/s: IDT 7005, IDT 7007, IDT 8001, and IDT 8008**

#### **IDT 8123 Advanced Applications in Instructional Technology and Distance Education (3 Cr)**

This course deals with the examination of large scale distance education projects, including statewide technology and distance education initiatives. Special attention is directed towards the changed roles of students, teachers and the curriculum. Virtual schools and virtual training are studied. The study of leadership for online learning is included in this course. Technologies for distance education are examined with special emphasis on the use of video for virtual instruction. **Prerequisite/s: None**

#### **IDT 8124 Theories of Learning (3 Cr)**

This course provides a theoretical foundation for understanding how human learning occurs. Concepts from the major writers in behaviorism, cognitivism, humanism, constructivism, and social and adult learning will be presented. Key elements of student development are also included. **Prerequisite/s: None**

#### **ILLR 8100 Curriculum and Program Development (3 Cr)**

This course will provide an understanding of how curriculum is developed and implemented based on the research of learned bodies, issues in our society, and workplace needs. The students will analyze various conceptions of curriculum standards, reform movements in education, principles of curriculum planning, past and present curriculum trends, and the interaction of curriculum with intervening socio-political factors across settings. Foundations of curriculum, and development and evaluation of curriculum will be emphasized.

#### **ILLR 8105 Leading for Change (3 Cr)**

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

#### **ILLR 8110 Assessment Literacy (3 Cr)**

This course is designed to address the need for instructional leaders and professionals to understand the principles, uses, and applications of assessment and evaluation of learning. The course examines traditional and alternative views of assessment and evaluation, with attention given to the creation of assessment plans, documents, and systems as well as to the development of assessment instruments to be used to ascertain levels of student understanding.

#### **ILLR 8111 Communities of Practice (3 Cr)**

The purpose of this course to prepare leaders to design and develop communities of practice. In this setting, candidates will learn the keys to collaborative cultures. They will also experience tools for dialogue, assessment protocols, and open space technology. As a result of the experiences, the candidate will be expected to design a plan to build a community of practice.

#### **ILLR 8112 Assessment Centered Curricular Design (3 Cr)**

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

#### **ILLR 8113 Instructional Leadership (3 Cr)**

The purpose of this course is to prepare students to identify high quality instruction, to diagnose instructional problems, and to prescribe appropriate strategies to improve instructional performance. Students will be expected to evaluate instructional practices and to give quality feedback. Students will be expected to be a "critical friend" in a community of practice that is designed to build the knowledge base for best instructional practices.

#### **ILLR 8114 Professional Development (3 Cr)**

The purpose of this course is to prepare leaders to lead professional development. Candidates will experience quality professional development and will utilize the knowledge of adult learning to design and evaluate professional development. Candidates will be expected to construct professional development for entry- level professionals, mid-career professionals, and seasoned veterans as

they prepare to exit the profession. Candidates will be expected to also design an assessment plan that assures quality professional development programs. Students will explore different issues, models, and delivery methods for professional development, including online applications.

#### **INED 500 Comparative International Education (3 Cr)**

This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course. **Prerequisite/s: None**

#### **INED 691 Action Research in Practice (3 Cr)**

This course is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. This process is systematic and involves the identification of a need or problem and the creation of a viable solution, based on educational research. A project proposal that is approved by the student's Advisor and the Reader will be the culminating product. **Prerequisite/s: CUR 526 and at least one additional course**

#### **INED 692 Action Research in Practice (Part 2) (3 Cr)**

The students will actively engage in problem-solving in an educational setting. Each student will implement his/her approved INED 691 proposal for a minimum of 12 weeks, monitor progress toward the objectives, using formative and summative assessment strategies, analyze the resulting data, and write a final report. **Prerequisite/s: INED 691**

#### **ITEP 510 Education Content and Language Learning for ESL Educators I (0.5 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. **Prerequisite/s: None**

#### **ITEP 520 Education Content and Language Learning for ESL Educators II (0.5 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. **Prerequisite/s: None**

#### **ITEP 530 - Education Content and Language Learning for ESL Educators III (0.5 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. **Prerequisite/s: None**

#### **ITEP 540 Education Content and Language Learning for ESL Educators IV (0.5 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. **Prerequisite/s: None**

#### **LANG 530 Advanced Spanish Grammar (3 Cr)**

This master level grammar course assumes that the candidate speaks Spanish and has studied Spanish grammar; therefore this course is not a general review of grammar. It essentially focuses on the most problematic topics of Spanish grammar even though all grammar topics are open to discussion. **Prerequisite/s: None**

#### **LANG 531 Advanced Spanish Composition (3 Cr)**

This master level composition course assumes that the candidate speaks Spanish and has had experience writing in Spanish. The purpose of this course is to further develop the writing abilities of the candidates by applying the Process Writing Method. Grammar topics and writing methodologies are discussed as needed. **Prerequisite/s: None**

#### **LANG 545 Peoples and Cultures of Spain (3 Cr)**

This course will cover the history and culture of Spain from Roman times to the present. Elements of culture such as ethnicity, art, architecture and music are intertwined with the history. **Prerequisite/s: LANG 551 or permission from content professor**

**LANG 546 The Spanish Golden Age (3 Cr)**

An introduction to the history, literature and art of Spain from 1500 to 1700. It includes virtual visits to the El Greco Museum in Toledo, Cervantes' house in Valladolid, and samples of Calderon de la Barca and Lope de Vega's plays. Students will read poetry, prose and theatre by some of Spain's greatest authors. Adaptation of topics to the classroom will be addressed throughout the course. **Prerequisite/s: None**

**LANG 550 Spanish Linguistics for Teachers (3 Cr)**

This course in applied linguistics helps teachers gain a better understanding of the inner structure of the Spanish language, words and their meaning, pragmatics, the history of the language and second language acquisition. **Prerequisite/s: None**

**LANG 551 Teaching Spanish to Heritage Speakers (3 Cr)**

This course will examine how to teach Spanish to students who grew up in homes where Spanish was spoken. **Prerequisite/s: LANG 581** or permission from the Content Professor

**LANG 556 Peoples and Cultures in Latin America (3 Cr)**

This course examines Latin American history and culture from Pre-Columbian times to the present. Elements of culture such as ethnicity, art, architecture and music are intertwined with the history. **Prerequisite/s: LANG 551 or permission from the Content Professor**

**LANG 560 Representative Spanish Authors (3 Cr)**

Readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: LANG 530 and LANG 531**

**LANG 561 Representative Spanish Authors II (3 Cr)**

Readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. **Prerequisite/s: None**

**LANG 565 The Spanish Frontier in North America (3 Cr)**

This course examines America's Spanish colonial past, from the early explorations by Alvar Nunez Cabeza de Vaca, Hernando De Soto, and Francisco Vazquez de Coronado, to the historical legacy of Spain and early Mexico in what is now Florida, Louisiana, California, and the American Southwest. **Prerequisite/s: None**

**LANG 566 Latino Heritage in the United States (3 Cr)**

This course is a survey of the literary expression of Latino/a writers in the United States, as they interpret their history, status and place in American society. The course will give teachers a broad overview so that they can integrate those writers and texts into the classroom. **Prerequisite/s: LANG 530 and LANG 531**

**LANG 575 Spanish Children's Literature (3 Cr)**

This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works written in Spanish in Latin America, Spain and the USA. Guidelines for the selection, design and implementation of appropriate Spanish literature-based activities will be addressed throughout the course. **Prerequisite/s: None**

**LANG 576 Readings in Content Area Spanish (3 Cr)**

Candidates will acquire the pedagogy and the vocabulary that will enable them to teach in Spanish in the areas of social studies, science and math at the elementary level. **Prerequisite/s: None**

**LANG 581 Foreign Language Methods (3 Cr)**

This course presents teachers with a wide spectrum of techniques and strategies that promote more effective foreign language learning. Teaching strategies for listening, speaking, reading and writing will be explored. Candidates will have an opportunity to understand the differences between the presentational, interpretive and interpersonal communicative lesson plans. **Prerequisite/s: None**

**LANG 599 Special Topics (3 Cr)**

This course will examine topics of special interest to Spanish teachers. **Prerequisite/s: None**

**LANG 692 Spanish Language Education Internship (9 Cr)**

This course for Spanish Language Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a Spanish language setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; Spanish language student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: LANG 530, LANG 545, LANG 550, LANG 551, LANG 556, LANG 576 and LANG 581**

**LANG 699 Applied Professional Experience in Spanish Language Education (3 Cr)**

This course requires graduate students to complete applied professional experiences in elementary, middle school and/or high school Spanish language classrooms. The focus will be on applying the knowledge and skills students have acquired and developed. Students will submit reflections on their experiences conduct regular observations and teach research-based lessons to demonstrate their learning. **Prerequisite/s: 24 credits, including CUR 526, EDU 5000, and EDU 601**

**LDR 8501 - Effective Instruments and Designs for Effective Curriculums (0 Cr)**

The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar 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; and therefore providing a continuum between the last session of a study areas and the next study area.

**LDR 8502 - Effective Instruments and Designs for Effective Curriculums (0 Cr)**

The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar 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; and therefore providing a continuum between the last session of a study areas and the next study area.

**LDR 8503 - Effective Instruments and Designs for Effective Curriculums (0 Cr)**

The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar 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; and therefore providing a continuum between the last session of a study areas and the next study area.

**LDR 8504 - Effective Instruments and Designs for Effective Curriculums (0 Cr)**

The doctoral seminar will take place at the last session of each study areas and will provide a forum for participants to discuss and interchange ideas between themselves, with scholars and their professors. The seminar 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; and therefore providing a continuum between the last session of a study areas and the next study area.

**LTRC 704 Research in Language and Literacy Development (3 Cr)**

This course examines research related to the process of language and early literacy development during the early and middle childhood years. Issues related to cultural and social influences on language/literacy development including fluency, vocabulary, phonemic awareness, phonics, and comprehension are discussed. **Prerequisite/s: None**

**LTRC 711 Assessment in the Literacy and Reading Classroom (3 Cr)**

Students engage in the discussion of the process of instruction and assessment in early literacy and reading. Discussion of screening activities, diagnosis, testing, and selection of remediation strategies engages students in practical experiences. Cultural and language differences (ESOL) will be explored. **Prerequisite/s: None**

**LTRC 712 Play, Culture, and Emergent Literacy (3 Cr)**

Students analyze the role of play in the process of early literacy across cultures. Students engage in the discussion about the concept of play in different cultures and its relationship to language development. Strategies to support play in the classroom and at home are examined. Recent research methodologies and findings from studies in the area of cross-cultural play and literacy development during the early years (birth-5) are discussed. Students develop sample research projects related to culture, play, and literacy topics. **Prerequisite/s: None**

**LTRC 716 Curricular Approaches and Prescriptive Instruction in Early Literacy Programs (3 Cr)**

This course provides opportunities to analyze current models and approaches to foster behaviors in the classroom. Students examine the selection of child and age-appropriate models, planning, differentiated instruction to increase reading performance, selection of materials and strategies for parent/home involvement. **Prerequisite/s: None**

**LTRC 722 Research in Oral and Written Language Development (3 Cr)**

Course Description: In this course, students examine the developmental stages of oral language and its relationship to writing from scribbling to formal writing behaviors. Current research and theoretical frameworks on writing and language development are analyzed. Strategies to support and foster oral and written language expression are discussed. **Prerequisite/s: LTRC 704.**

**LTRC 735 Advanced Seminar in Children's Literature (3 Cr)**

In this course students analyze the different genres in children's literature and compare traditional and contemporary works with regards to the elements of literature (illustrations, plot, characterization, author's style, etc). Students choose an area of interest and develop a research project. **Prerequisite/s: None**

**MAT 504 Algebra in Secondary Schools (3 Cr)**

This course engages participants in the study of the algebraic concepts necessary for teaching in grades 5-12 in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Concurrently, participants will examine research related to the effective development of algebraic concepts that is both appropriate and meaningful for diverse learners in grades 5-12. Emphasis will be placed on building teachers' mathematical practices in problem solving, reasoning, modeling with

mathematics, strategic use of technology, use of mathematical structure, and attention to precision in mathematical language. **Prerequisite/s: None**

#### **MAT 506 Strategies for Teaching Calculus (3 Cr)**

This course engages participants in the study of the concepts necessary for teaching a beginning calculus course at the secondary level. Topics will include functions and their graphs, limits and continuity, differentiation, and applications of derivatives. Concurrently, participants will examine research related to effective teaching and learning of calculus. Course activities are designed to develop the participants' ability to create effective technology-based, calculus lessons and unit plans. **Prerequisite/s: MAT 504 and MAT 509**

#### **MAT 507 Linear and Abstract Algebra for Teachers (3 Cr)**

This course investigates the concept of linear and abstract algebra through real-life problem-solving situations. Graduate students will be exposed to a variety of successful teaching strategies that will facilitate the learning of these concepts. **Prerequisite/s: MAT 504**

#### **MAT 508 Conquering the Teaching of Calculus (3 Cr)**

This course engages participants in the study of the concepts necessary for teaching a second year calculus course at the secondary level. Topics will include applications of derivatives, integration, applications of definite integrals, and infinite sequences and series. Concurrently, participants will examine research related to the effective teaching and learning of calculus. Course activities are designed to develop the participants' ability to create effective technology-based, calculus lessons and unit plans. **Prerequisite/s: MAT 506**

#### **MAT 509 Learning and Teaching Geometry in the K-12 Classrooms (3 Cr)**

This course engages participants in the study of the geometric concepts necessary for teaching at the middle and secondary levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Core concepts and principles of Euclidean and non-Euclidean geometries in two and three dimensions will be examined. Emphasis will be placed on building teachers' mathematical practices in problem solving, reasoning and proof writing, connecting geometry to algebra, and strategic use of technology for developing geometric concepts. Concurrently, participants will examine research related to the effective development of geometric concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to create effective technology-based, geometry lessons, unit plans, and analyze student thinking with respect to geometry. **Prerequisite/s: None**

#### **MAT 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<sub>12</sub> 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. **Prerequisite/s: None**

#### **MAT 511 Teaching Probability and Statistics in the K-12 Classroom (3 Cr)**

This course will examine issues related to probability and statistics. Graduate students will explore means of collecting, classifying, representing, analyzing, and interpreting data. Given certain data and conditions, the graduate students will make connections to everyday-life occurrences and be exposed to hands-on strategies in the teaching of probability and statistics in the classrooms. **Prerequisite/s: None**

#### **MAT 512 Pre-Algebra and Elementary Number Theory for Teachers (3 Cr)**

This course is designed to present and explore the essential skills of arithmetic as they apply to algebra. Topics of modular arithmetic, modular equation set, group, field, bar code, and code breaking will be introduced. **Prerequisite/s: None**

#### **MAT 513 Problem Solving Strategies in Mathematics Classrooms (3 Cr)**

This course will concentrate on the role of problem-solving in the mathematics classroom. Through the exploration of various mathematics contexts, students learn to solve and pose problems, and communicate their problem-solving strategies, by engaging in mathematical demonstrations. The goal is to provide the skills and strategies needed for developing and implementing successful problem-solving lessons. **Prerequisite/s: None**

#### **MAT 514 Topics in Applied Algebra and Geometry (3 Cr)**

This course covers concepts in number theory, the real number system as well as algebra and geometry. The emphasis is on algebraic models (linear, quadratic, and exponential) and their applications. Additionally, this course will serve students well as a foundation course leading to further study in more advanced topics in algebra, geometry, trigonometry and calculus. **Prerequisite/s: None**

#### **MAT 515 Probability and Statistics (3 Cr)**

This course is designed to give students an introduction to probability and statistics with a focus on problem solving. The course includes set theory, Venn diagrams, combinations and permutations, probability, and expected value and concludes with a unit on descriptive statistics and normal distributions. A class project requires students to think and write critically as well as apply the concepts learned in the course. **Prerequisite/s: None**

#### **MAT 516 Elements of Differential Calculus (3 Cr)**

This is the first course in a two course graduate calculus sequence. Topics include Limits, Continuity, Definition of the Derivative, Rules of Differentiation, Implicit Differentiation, Applications of the Derivative: Curve Sketching, Related Rates, and Optimization Problems. **Prerequisite/s: MAT 514**

#### **MAT 517 Elements of Integral Calculus (3 Cr)**

This is the second part of a two-course graduate calculus sequence. Topics include differentiation and applications of exponential and logarithmic functions, indefinite integrals via the antiderivatives, definite integrals, calculating areas using Riemann sums and The Fundamental Theorem of Calculus, properties of the definite integral, integration by substitution, integration by parts, use of

integration tables, additional applications of the definite integral to probability theory, volumes of revolution, and separation of variables. **Prerequisite/s:** MAT 516

#### **MAT 518 Linear Algebra (3 Cr)**

This course is part of a sequence of classes intended to prepare participants to teach in post-secondary settings. Topics will include an introduction to determinants, geometric vectors in 2-space and 3-space, algebraic (component) vectors in n-space, properties of vectors in n-space, dot products, projections, orthogonality, geometric applications, lines and planes in 2-space and 3-space, distances from a point to a line or to a plane, distances between lines, cross-products, properties of real vector spaces and subspaces, spanning subsets and linear combinations, linear dependence and independence, basis vectors. **Prerequisite/s:** None

#### **MAT 519 Abstract Algebra (3 Cr)**

This course is part of a sequence of classes intended to prepare participants to teach in post-secondary settings. Topics will include a review of sets and set theory, properties of finite and infinite groups, elementary properties of groups, definition and properties of subgroups, representations of functions and mappings, permutation groups of finite sets, definition/properties of isomorphisms, partitions and equivalence relations, definition and elementary properties of rings. **Prerequisite/s:** None

#### **MAT 522 Methods of Teaching Middle and Secondary Mathematics (3 Cr)**

This course provides an overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Middle and High School Mathematics. **Prerequisite/s:** None

#### **MAT 662 History, Current Trends, and Technology in Mathematics Education (3 Cr)**

This course traces the development of several branches of mathematics, including logic, algebra, and analysis of functions from ancient to modern times. The aim of the course is to familiarize graduate students with developments in a rapidly changing field, with particular attention given to curricular patterns and instructional practices in mathematics. It further examines the role of technology in mathematics education and its impact on teaching, learning, assessment, and teacher preparation.

**Prerequisite/s:** MAT 513, MAT 504, and MAT 509

#### **MAT 680 The K-12 Mathematics Curriculum: Teaching, Learning, Assessment, and Diversity (3 Cr)**

This course will help teachers integrate the National Council of Teachers of Mathematics (NCTM) standards with their own mathematics curriculum. A major emphasis will be to help teachers improve classroom teaching practices and to assess learning outcome. In addition, application of conceptual understanding and issues related to diverse learners will be emphasized. **Prerequisite/s:** None

#### **MAT 687 Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr)**

This course provides an overview of those conditions which impair learning mathematics. Graduate students will focus on analyzing various inhibitors in K–12 mathematics, such as dyscalculia and "math anxiety". The content will include reviewing policies, theories, methods, techniques, and ethical principles for individuals with exceptional learning needs. There will be an examination of differentiated instructional strategies for teaching math to students who have fear of mathematics or limited math comprehension. **Prerequisite/s:** None

#### **MAT 692 Mathematics Education Internship (9 Cr)**

This course for Mathematics Education majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a mathematics classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; mathematics student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s:** EDU 5000, CUR 526, EDU 514, EDU 600, EDU 501, EDU 502, EDU 503, RED 550, CUR 591, TSOL 510, MAT 504, MAT 662, MAT 509, MAT 511, MAT 508, MAT 506, MAT 507, MAT 687, MAT 522, MAT 513 MAT 699 and EDU 620.

#### **MAT 697 Applied Professional Experience in Mathematics Education (3 Cr)**

Candidates will apply professional, math education experiences in PreK-12 school classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s:** 24 MAT program credits, including CUR 526

#### **MAT 700 Incorporating Calculus Ideas (3 Cr)**

This course is intended to deepen and enlarge the participant's understanding of calculus in order to incorporate calculus ideas in their lessons. Participants will learn innovative strategies to introduce the concepts of basic calculus in their classrooms. It introduces Graphing Lines, Graphing half-planes, conic sections, functions, limits, and integrals. It also includes computational calculus. Highlights of the course include several scientific projects that participants will be building and utilizing the product as models for their math students. **Prerequisite/s:** None

#### **MAT 701 Creative Geometry for the Classroom (3Cr)**

This course is intended to enhance participants understanding of the geometric concepts necessary for teaching at the middle and secondary grade levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Emphasis will be placed on the applications and connections within this content as well as to algebra topics along with appropriate use of technology to develop these concepts in students. Concurrently, participants will analyze research related to the effective development of geometric concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to act as a mathematics specialist and promote enhanced mathematics instruction and student learning in their school with respect to geometry topics. **Prerequisite/s:** None

#### **MAT 702 Probability and Statistics for the Educational Specialist (3 Cr)**

This course will help demonstrate to teachers ways to present the concepts of chance phenomena. Participants will examine



charts, tables, and methodology for collecting, analyzing, and interpreting data. Teachers will learn to use these tools to enhance learning for their students. **Prerequisite/s: None**

#### **MAT 704 Algebra for Teachers (3Cr)**

This course is intended to prepare participants to act as a mathematics specialist and promote enhanced mathematics instruction and student learning in their school with respect to algebra topics. Participants will review the study of the algebraic concepts necessary for teaching at the middle and secondary grade levels in accordance with the standards developed by the National Council of Teachers of Mathematics (NCTM). Emphasis will be placed on the applications and connections in this content as well as appropriate use of technology to develop these concepts in students. Concurrently, participants will analyze research related to the effective development of algebraic concepts that is both appropriate and meaningful for diverse learners at the middle and secondary grade levels. Course activities are designed to develop the participants' ability to act as a leader in their school.

**Prerequisite/s: None**

#### **MAT 705 Advanced Problem-Solving Strategies for Teachers (3 Cr)**

This course provides teachers with techniques and strategies to help their students solve a variety of word problems. Learners will be introduced to inductive and deductive reasoning, scientific notation and estimation, and operations with sets. **Prerequisite/s: None**

#### **MSL 680 Leadership Theory and Practice (3 Cr)**

Leadership Theory and Practice: This is the introductory leadership course in the MS in Leadership program delivered by the H. Wayne Huizenga School of Business and Entrepreneurship and the Fischler College of Education. The course examines leadership as a process with a tri-fold focus: the leader, the followers, and the situation. Students will have the opportunity to explore leadership theories and build leadership skills. An additional focus will be on leadership development. **Prerequisite/s: None**

#### **MSL 681 Leading Change (3 Cr)**

Leaders in organizations are continuously required to lead their organizations through the Change process. Participants will explore various organizational systems such as organizational culture, diversity, effective work relationships and steps necessary in the change process. Armed with this knowledge, the effective leader will succeed in moving their organization through change.

**Prerequisite/s: None**

#### **MSL 682 Ethical Leadership (3 Cr)**

Leadership studies have acknowledged the significance of the ethical dimensions of leadership and their effects on organizations and personnel. Ethics and values have attained prominent status as factors which can shape behaviors and performance in organizations. This course is designed to analyze and consider the practical and fundamental relationships between leadership and ethics. Topics include moral reasoning, confronting ethical dilemmas, analyzing power and authority, managing ethics in organizations, communicating values in an organization, and the personal and professional manifestation of ethical leadership.

**Prerequisite/s: None**

#### **MSL 683 Research for Leaders in Education and Human Services (3 Cr)**

This course introduces the student to the role and importance of research as an organizational and educational leadership tool. Identifying a research topic, developing a problem statement, developing a hypothesis, reviewing the research, sampling, measurement, data collection, proposal writing, and ethical considerations of research are topics included in this course. Basic statistical techniques are also introduced. **Prerequisite/s: None**

#### **MSL 684 Organizational Systems (3 Cr)**

This course examines the role of leadership in diverse educational and human service organizations. Various models and paradigms presented through use of metaphors stretch the students' imagination and invite further analyses of the students' own places of work. By learning how to read and apply organizational metaphors, students will better understand their own organizations and how they function. **Prerequisite/s: None**

#### **MSL 685 Leading Learning Communities (3 Cr)**

This course examines the concept of learning communities from organizational and individual leadership perspectives. Emphasis is placed on developing leadership skills and strategies needed to create and sustain learning communities. Models from educational and human service organizations are examined. Creating, leading and sustaining learning communities along with visionary leadership are needed to promote organizational effectiveness and move organizations forward. **Prerequisite/s: None**

#### **MSL 686 Strategic Leadership in Education and Human Services (3 Cr)**

This course focuses on the critical analysis of strategic leadership. Students identify organizational strengths and needs in order to develop a strategic plan to achieve organizational mission, vision, and objectives. Nowhere is this so important as for individuals leading educational, human services and non-profit organizations. The essential elements of strategic leadership, team building and team collaboration are highlighted as essential elements of the developmental process. **Prerequisite/s: None**

#### **MSL 687 Current Organizational Issues and Trends in Educational and Human Services Organizations (3 Cr)**

This course is designed to offer students the opportunity to explore current issues and trends in the context of their workplace. Changing social conditions, cultural influences, and ethical considerations are discussed in relation to educational and human services organizations. **Prerequisite/s: None**

#### **MSL 688 Leadership in the Information Age (3 Cr)**

This course provides students with the tools to create a model of integrated leadership through the alignment, development, and improvement of current data systems within the organization. Students will develop an understanding of the needs of the organization's constituency of the organization and how to develop continuous improvement processes through the use of technology. **Prerequisite/s: None**

#### **MSL 689 The Business of Leadership: Special Topics (4 Cr)**

The course offers students the opportunity to apply the concepts of leadership and problem solving to real life experiences as they

explore an area of individual interest. Readings from the “masters” in the field provide a framework for case studies, web seminars, and projects. **Prerequisite/s: None**

**MSL 690 International Leadership Perspectives (3 Cr)**

The course focuses on the key leadership behaviors and practices involved in leading institutions and organizations internationally. It provides insights on current international affairs, cultural diversity issues, social responsibility and the ramifications for leading an organization in a global environment. **Prerequisite/s: None**

**ORGL 8730 Virtual and Global Leadership (3 Cr)**

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

**ORGL 8740 Organizational Behavior and Human Development (3 Cr)**

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

**ORGL 8750 Strategic Planning (3 Cr)**

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

**ORGL 8760 Change Management (3 Cr)**

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

**ORGL 8770 Critical Thinking for Decision Making (3 Cr)**

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

**ORGL 8780 Emerging Theories of Organizational Leadership (3 Cr)**

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

**ORGL 8790 Diversity Dynamics (3 Cr)**

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

**PHDE 8000 Historical Development of American Education (3 Cr)**

This course provides a survey of the history of education from the colonial period to the present in the United States. The course examines how educational philosophies, political and social values and movements, and technology and media have shaped present day American educational practices. The influences of educational research and assessment on American education are considered as well. **Prerequisite/s: None**

**PHDE 8950 Policy Analysis in Education (3 Cr)**

This course provides an understanding of the diversity of disciplinary approaches that can be used to perform policy analyses in education. The course focuses in the examination of policy goals, processes, content, and outcomes. Students will learn how to perform a critical review of an important recent educational policy through reviews of findings of policy research. Students will also learn how to identify alternative policy solutions and how to use evaluative criteria to judge the adequacy of these alternatives. Students will be able to apply policy analysis tools to analyze an educational policy problem as part of a class project. **Prerequisite/s: EDRE 8100**

**PHDE 9999 Advanced Topics (3 Cr)**

This is an organized class specifically designed to accommodate student needs and program development demands not met by existing course offerings. See the course topic syllabus for list of outcomes, assignments and assessments. **Prerequisite/s: None**

**RED 550 Foundations of Reading for Content Area Teachers (3 Cr)**

This course is designed for candidates who are not enrolled in a Reading Education program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, visual and digital literacy and the reading process. Additionally, candidates will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics. **Prerequisite/s: None**

**RED 554 Assessment in Reading (3 Cr)**

This course familiarizes the students with a variety of techniques both formal and informal, for assessing reading levels diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored. **Prerequisite/s: RED 570**

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

This course includes the development and use of informal diagnostic procedures, organization of small group and individualized reading instruction, and evaluation of remedial reading techniques and materials. **Prerequisite/s: RED 554**

**RED 560 Literature for Children and Adolescents (3 Cr)**

The focus of this course will be on the development of instructional methods and techniques for teaching the language arts in grades 6-12. Candidates will explore strategies to teach reading, writing, listening, speaking, viewing, and visually representing to secondary students, as well as strategies to help ensure that all students can demonstrate appropriate digital literacy skills with both literature and informational texts. **Prerequisite/s: RED 570**

**RED 565 Language Arts in the Secondary School (3 Cr)**

The focus of this course will be on the development of instructional methods and techniques for teaching the language arts in grades 6-12. Candidates will explore strategies to teach reading, writing, listening, speaking, viewing, and visually representing to secondary students, as well as strategies to help ensure that all students can demonstrate appropriate digital literacy skills with both literature and informational texts. **Prerequisite/s: RED 570**

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

This course examines and presents a general overview of the nature of reading and reading models; describes and defines the reading process including patterns that make it possible for readers to decode words that are unfamiliar to them. The course also explores the theoretical basis for different reading systems including research based methods in the instruction of phonics and phonemic awareness. It also provides opportunities for practical application of the reading theories. **Prerequisite/s: None**

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

This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level. There will be an emphasis on differentiating instruction to meet the needs of students from varying cultures, and those with special needs and varying learning styles. Practical application of the theories will be addressed.

**Prerequisite/s: CUR 526**

**RED 580 Educational Measurements (3 Cr)**

This course explores a variety of assessment tools for the evaluation of reading abilities. It examines the construction of classroom tests, published tests and the development of instructional objectives. Emphasis is placed on the ability to construct, select, and interpret tests that would provide valid measures of instructional objectives. **Prerequisite/s: RED 554, RED 555, and RED 570**

**RED 585 Reading in the Content Area (3 Cr)**

The focus of this course is to provide classroom instructional strategies for reading across the content areas, such as social studies, science, and mathematics. Candidates will explore strategies for reconciling text difficulties, identify skills that can be applied for maximizing information from text, identify strategies for improving study skills, and identify strategies for determining suitability of content area text for individual students, including diverse and ELL learners. **Prerequisite/s: RED 570**

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

The candidate will be engaged in a supervised practicum involving problem-solving experiences designed to improve reading-related challenges. Based on a thorough review of the reading research literature and knowledge gained in his or her coursework and field experiences, the candidate will select, plan, and use appropriate reading assessment instruments, strategies, and materials to identify needs and provide remedial reading instruction, for a designated period of time, in a K-12 classroom setting. **Prerequisite/s: 24 credits, including RED 554, RED 555, RED 570, and RED 575**

**RED 590 Administration and Interpretation of Instructional Assessments (3 Cr)**

This course focuses on the administration and interpretation of instructional assessments and research-based classroom teaching strategies in reading for grades 1-12. **Prerequisite/s: RED 570**

**RED 5271 Reading Supervision and Curriculum Development—Theory and Practice (3 Cr)**

This course focuses on the administration and interpretation of reading programs in grades pre-K-12. The role of the reading specialist in supervising and improving reading instruction will be researched. **Prerequisite/s: RED 570**

**RED 730 Critical Issues in Reading (3 Cr)**

Students will analyze major issues and trends in literacy by reading and interpreting current scientifically-based research studies and demonstrating how they could apply this research in the classroom. **Prerequisite/s: None**

**RED 731 Interpreting Research in Reading Education (3 Cr)**

This course prepares students with the skills needed to read, interpret, and evaluate research in the science of reading. Students will gain a knowledge base to help them make informed educational decisions based on research results. **Prerequisite/s: None**

**RED 732 Reading Disorders: Diagnosis and Remediation (3 Cr)**

In this course students will define reading disabilities, explore the causes of these disabilities, and classify and assess remedial methods for reading disabilities. In order to put these disabilities in perspective, students will identify components of language development and the models of spoken and written language. **Prerequisite/s: None**

**RED 733 Academic Literacy in Middle and High School (3 Cr)**

This course will focus on techniques for teaching the elements of academic literacy, (i.e. reading, reasoning, thinking and writing) for instruction in the content areas. The course will address adolescent literacy issues that middle and high school teachers should consider when preparing instruction. **Prerequisite/s: None**

**RED 750 Literature for Children and Adolescents (3 Cr)**

Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas. **Prerequisite/s: None**

**RED 787 Educational Field-Based Project in Reading (3 Cr)**

The field-based project in reading is intended to engage the students in a problem-solving experience designed to improve and enhance the educational situation of struggling readers. This process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation a final report/product. **Prerequisite/s: 24 credits (33 for ESE), including EDU 5000 and EDU 708.**

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

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

**RED 9002 Theories of Reading (3 Cr)**

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

**RED 9003 Digital Literacy (3 Cr)**

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

**RED 9004 Teaching Reading in Diverse Classrooms (3 Cr)**

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

**RED 9005 Literacy Across the Curriculum (3 Cr)**

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

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

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

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

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

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

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

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

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

**RES 8100 Nature of Knowing: Introduction to Research Methods (3 Cr)**

The purpose of this common course is to provide an intellectual foundation for conducting educational research. Students will (a) understand the differences between quantitative and qualitative research; (b) locate, read, and evaluate educational and social science research articles; and (c) identify a research problem. Students will engage in scholarly writing using appropriate format and style, while learning concepts such as paraphrasing and plagiarism. In addition, students will develop the necessary skills to be successful in an online course environment; participate in synchronous and asynchronous course activities; and utilize technology for productivity, communication, and engagement. **Prerequisite/s:** None

**RES 8911 Quantitative Research Design (3 Cr)**

Quantitative Research Design is the first course in a two-course sequence in the Quantitative Research Track. Students will gain an in-depth understanding of the various quantitative and mixed methods research designs, and be introduced to various factors affecting the integrity of different research designs, including conditions required to establish cause-and-effect, types of reliability and validity, and threats to internal and external validity. Students will learn how to select instruments to operationalize study variables, and understand the various ways to collect quantitative data in order to answer their research questions. **Prerequisite/s:** RES 9300

**RES 8912 Statistics Methods (3 Cr)**

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

**RES 8913 Program Evaluation (3 Cr)**

This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs will be a primary focus of the course. **Prerequisite/s:** RES 9300

**RES 8915 Survey Research (3 Cr)**

The Survey Research course is designed to provide doctoral students with an overview of survey research methods. Topics in the course will include survey design, implementation, sampling, data collection, follow-up, analyses, and ethics. Students will design a pilot survey in preparation for their dissertation research. **Prerequisite/s:** RES 9300

**RES 8916 Qualitative Research Design (3 Cr)**

Qualitative Research Design is the first course in a two-course sequence in the Qualitative Research Track. The purpose of the Qualitative Research course is to introduce doctoral students to the principles of qualitative research methods. The course content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate appropriate qualitative methods; however, mixed methods designs will also be discussed. **Prerequisite/s:** RES 9300

**RES 8919 Single Subject Research (3 Cr)**

This course covers basic concepts and methods employed in single-subject research. Participants will learn about single-subject research designs including the case study, AB and its variations, changing criterion, multiple baseline, and alternating treatment. Important factors in designing and critically reviewing single-subject research will be presented, along with options for analyzing data from single-subject research studies. Ethical issues in single-subject research will also be reviewed.

**RES 8920 Mixed Methods (3 Cr)**

Mixed Methods is a course in research design that will introduce the concepts and methods of mixed methods approaches (i.e., incorporating both quantitative and qualitative methods) to research. The course is designed to provide students with the foundation and conceptual understanding of utilizing mixed methods in doctoral-level research. **Prerequisite/s:** RES 9300

**RES 8921 Quantitative Data Analysis (3 Cr)**

Quantitative Data Analysis is the second course in a two-course sequence in the Quantitative Research Track. Students will gain an in-depth understanding of parametric and nonparametric data analytic approaches used for the most prevalent research designs. Students will learn how to analyze data using the following methods: (a) descriptive statistics, including measures of central tendency, dispersion, and shape of sample distributions, as well as graphical methods for representing data; and (b) inferential procedures, including correlational approaches that describe associations among variables and comparative procedures that evaluate the differences between two or more means. Students will also understand how to apply statistical methods to evaluate the quality of measurement instruments. Students will use IBM SPSS® and G\*Power statistical software to apply the appropriate data analysis procedures to answer their research questions and write-up the results in accordance with the current APA publication manual. **Prerequisite/s:** RES 8911

**RES 8926 Qualitative Data Analysis (3 Cr)**

Qualitative Research Design is the second course in a two-course sequence in the Qualitative Research Track. This course covers best practices in qualitative data analysis and qualitative report writing. Students will learn and practice core competencies of qualitative data analysis such as coding, categorizing, and thematic development. In addition, students will learn and practice Interpretative Phenomenological Analysis (IPA) and constructivist grounded theory. Students will also learn quality control measures such as bracketing, constant comparison, member checking, and use of an audit trail. Finally, students will apply the appropriate qualitative analysis procedures to answer their research questions and write-up the results in accordance with the current APA publication manual. **Prerequisite:** RES 8916

**RES 9300 Methods of Inquiry (3 Cr)**

The purpose of this core course is to cultivate doctoral students' scientific inquiry in educational and social science research to ensure informed decision making grounded in empirical research. After developing an understanding of the utilization of library database applications and various research methodologies, students will formulate (a) the elements of a research study based on a problem in the workplace or field of interest, (b) a related theoretical framework, (c) a purpose statement, and (d) preliminary research questions. This course is to be taken concurrently with DISR 8966: Applied Dissertation I Prospectus. Students will work directly with their dissertation chairs to finalize their Prospectus, the first of four benchmarks in the NSU/FCE dissertation process. **Prerequisite/s: RES 8100**

**SCI 523 Methods in Science Education (3 Cr)**

This course provides an overview of current practices in curriculum and instruction in the modern science classroom with emphasis on special methods for teaching Middle and High School Science. The student will explore a variety of techniques utilized in an inclusive and effective learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). Effective laboratory management will be discussed in terms of legal, safety and ethical issues. The student will develop a Unit Plan and present a lesson in a local school. **Prerequisite/s: None**

**SCI 600 Foundations of Physical Science for Teachers (3 Cr)**

This course examines content and methods for teaching physical science in the preK- 12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The topics of the subject matter content are concepts in force and motion which are developmentally appropriate for elementary, middle, and secondary school students. There will be a field experience in a local school. **Prerequisite/s: SCI 523**

**SCI 601 Inquiry-Based Space Science for Teachers (3 Cr)**

This course examines content and methods for teaching space science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Space science is a growing field, yet not well established in public school curricula. There is an emphasis on integrating space science concepts with established science topics in K-12 coursework. There will be a field experience in a local school. **Prerequisite/s: None**

**SCI 602 Teaching Comprehensive Ocean Science (3 Cr)**

This course examines content and methods for teaching ocean science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. The ocean is a vast unknown relative to our knowledge of other regions of the world. This course explores methods of instruction to introduce the natural composition of the oceans and the growing effect of human activities on the ocean environment. There will be a clinical field experience in a local school. **Prerequisite/s: None**

**SCI 603 Teaching Inquiry-Based Life Science (3 Cr)**

This course examines content and methods for teaching life science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science. The student will explore a variety of techniques utilized in an inclusive learning environment for both typical and atypical students and for those who are Limited in English Proficiency (LEP). This is an ESOL infused course. "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523**

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

This course examines content and methods for teaching concepts in matter and energy leading to chemistry in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Elementary and middle school students study concepts in matter and energy in a hands-on activity-based learning method which creates a foundation of understanding for later high school study of chemistry which utilizes both concrete and abstract learning strategies. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523**

**SCI 605 Interdisciplinary Earth Science for Teachers (3 Cr)**

This course examines content and methods for teaching concepts in earth science in the preK-12 classroom in accordance with National Science Teacher Association (NSTA) Science Standards. Earth science has become increasingly important in the modern school curriculum as the conservation of the natural environment has become more of a concern to society. This course explores the relationship between science, technology, and society in our endeavor to understand and preserve Earth's environment. There will be a clinical field experience in a local school. **Prerequisite/s: SCI 523**

**SCI 692 Science Education (Middle Grades) Internship (9 Cr)**

This course for science education (middle grades) majors offers a comprehensive review and practical application of educational philosophy, methods, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a (middle grades) science classroom setting that includes coursework and seminars. The central coursework is composed of the 12-week clinical experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations, and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; essential teaching competencies; science student assessment; NSTA safety guidelines for the science lab, and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: EDU 5000, CUR 526, EDU 514, EDU 601, EDU 501, EDU 502, EDU 503, RED 585, CUR 591, TSOL 510, TSOL 520, SCI 523, SCI 600, SCI 601, SCI 602, SCI 603, SCI 604, and SCI 605.**

**SCI 699 Applied Professional Experience in Science Education (3 Cr)**

This course will require graduate students to apply professional experiences in science education in PreK-12 computer labs and classrooms, reflect on activities, and collect samples of student work and assessments used to demonstrate achievement of professional and state standards. **Prerequisite/s: 24 credits, including EDU 5000, CUR 526, EDU 601 and SCI 523.**

**SCI 730 Descriptive Quantum Physics for Teachers (3 Cr)**

This course examines content and methods for teaching quantum physics. Students will descriptively explore the Big Bang Theory,

atomic theory, and the contributions of Newton, Rutherford, Einstein, and Plank through the perspectives of two modern science researchers, Stephen Hawking and Brian Greene. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate in an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

#### **SCI 731 Teaching Molecular Biology (3 Cr)**

This course examines content and methods for teaching molecular biology. Students will explore the elements and molecules that compose living systems. There is an introduction to the subject of DNA and the applications of genetic engineering in biotechnology through the writings of two of the leaders in the field, Susan Aldridge and James Watson. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

#### **SCI 732 Trends in Planetary Science Education (3 Cr)**

This course examines content and methods for teaching planetary science. Students will explore newly discovered knowledge of the planets presented in the writings of the science journalist, Dava Sobel. There will also be an exploration of the history of space technology and exploration presented in one of Carl Sagan's final publications. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced through the writings of Roger Bybee, a science educator. These learning techniques will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

#### **SCI 733 Teaching New Concepts in Deep Sea Exploration (3 Cr)**

This course examines content and methods for teaching new concepts in deep sea exploration. Students will first be introduced to a history of deep-sea exploration and concepts in physical oceanography. Next, students will explore ocean depths from the perspective of marine biologists. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a clinical field experience in a local school. **Prerequisite/s: None**

#### **SCI 734 Population Education (3 Cr)**

This course examines content and methods for teaching current knowledge of human population dynamics and the Earth's carrying capacity. Students will read selected books pertaining to population growth in a finite world and the ideas of scientists about a sustainable environment in the Twenty-first Century. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school. **Prerequisite/s: None**

#### **SCI 735 Teaching Meteorology and Climatology (3 Cr)**

This course examines content and methods for teaching current knowledge of weather and climate. Students will read selections pertaining to meteorology and climatology and the predictions of scientists about the global climate in the Twenty-first Century. Students will then apply this knowledge in lesson planning. A variety of learning techniques will be introduced that will be appropriate to an inclusive learning environment for both typical and atypical students and for those who are limited in English proficiency (LEP). "Hands-on" approaches, resources, materials, and technology applicable to skills in laboratory management will be discussed. There will be a field experience in a local school. **Prerequisite/s: None**

#### **SPED 8401 Special Education Law and Policy (3 Cr)**

This course focuses on law and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights Act (FERPA). In addition, students will examine similar principles in state legislation, with particular emphasis on school practices in special education. **Prerequisites: None**

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

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

#### **SPED 8403 Conferencing with Parents and Families of Individuals with Disabilities (3 Cr)**

The purpose of this course is to provide students with the theoretical foundations and applied skills requisite for fostering collaborative partnerships with and among families, individuals with disabilities, professionals, and other stakeholders that will lead to outcomes of individual and mutual empowerment. Students will engage in study, simulations, and actual practice across a variety of conference formats and counseling situations.

#### **SPED 8404 Organization and Administration of Special Education Programs (3 Cr)**

The purpose of this course is to contribute to the development of special education leaders who are equipped to think and act more effectively for the benefit of individuals with disabilities, families, and the organizations that serve disability populations. Students will

examine the organization, administration, and supervision of special education programs provided by schools, agencies, and other support services, with particular emphasis on the role of the special education leader within such organizations. Students will research the development, implementation, and evaluation of effective program designs, and the analysis of leadership practices and personnel performance as factors in program efficacy. The impact of federal legislation, as well as state and local regulatory policies and procedures, on the development and implementation of effective programs will be addressed.

#### **SPED 8405 Collaboration and Consultation (3 Cr)**

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

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

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

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

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

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

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

#### **SPED 8409 Multicultural Issues in Special Education (3 Cr)**

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

#### **SPED 8411 Issues in Special Education Administration (3 Cr)**

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

#### **SPED 8801 Seminar in the Behavior Communication Connection for Students with Autism Spectrum Disorder (3 Cr)**

This course will include the use of actual assessment tools to perform a functional analysis of behavior upon which hypotheses regarding the function of challenging behaviors will be made. Intervention techniques which focus on the development of functional communication will be researched and implemented. Applied behavior analysis will form the basis of assessment and intervention strategies for individuals with autism and other developmental disabilities. **Prerequisite/s: None**

#### **SPED 8802 Seminar in the Nature of Students with Autism Spectrum Disorder (3 Cr)**

This course will include an in-depth coverage of the multiple etiological factors of autism and the current research in the bio-medical field. Literature, which links theory with research and practice, in the areas of symptomatology, interventions, and outcomes, will be examined. The effects of autism on family systems will be explored through both stories of family members and the research literature. **Prerequisite/s: None**

#### **SPED 8803 Advanced Topics in the Assessment of Students with Autism Spectrum Disorder (3 Cr)**

This course will focus on diagnostic frameworks, the instruments and tests, which form the basis of diagnosing children with autism spectrum disorders. The diagnostic process in older adolescents and adults will also be covered. The use of assessment in program planning will be covered through both discipline specific and transdisciplinary procedures. The research behind the development of instruments specific to autism will be discussed. **Prerequisite/s: None**

#### **SPED 8804 Advanced Topics in Interventions for Students with Autism Spectrum Disorder (3 Cr)**

The number of interventions used with individuals with autism spectrum disorders continues to increase. The theoretical foundation and research base behind the interventions will be covered in depth. The literature that links assessment to intervention will be used



to form the base of intervention planning for individuals with autism. Helping families make decisions based upon their child's symptom presentation will be a focus of this course. **Prerequisite/s: None**

**SPED 8805 Seminar in Professional Issues in Leading Programs for Individuals with Autism Spectrum Disorder (3 Cr)**

This course is designed to prepare individuals in leadership positions of programs for students with autism. Topical content will include essential elements for educational programs, planning and implementing professional development activities, strategic planning for school districts and agencies, legal issues in the education of student with autism, dealing with resistant staff, and resolving conflicts with parents. **Prerequisite/s: None**

**SPED 8806 Special Topics Across the Lifespan for Individuals with Autism Spectrum Disorder (3 Cr)**

This course will include topics that either affect individuals with autism and their families at particular points in the life span, including diagnosis, early intervention, transition from school to adulthood, and adulthood. Other special topics will include treatment of dually diagnosed individuals with autism and mental health diagnoses, and autism and sensory impairment. Consideration of extremely cognitively impaired and gifted individuals with autism will also be included. **Prerequisite/s: None**

**SPED 9650 Behavioral Principles and Concepts (3 Cr)**

This course will focus on the basic concepts underlying the application of applied behavior analysis. History of the development of Applied Behavior Analysis (ABA) as a science, its relationship to education and psychology, and an overview of the present applications of ABA provide an introduction to the application of ABA in a variety of settings. The majority of the course will focus on the basic underlying principles of ABA upon which all more advanced assessments and applications are based. **Prerequisite/s: None**

**SPED 9655 Functional Behavior Assessment (3 Cr)**

This course will build on the course on behavioral principles to introduce methods of assessment grounded in the science of Applied Behavior Analysis (ABA). The primary focus will be on choosing assessment strategies and matching assessment information to intervention strategies. Research on assessment of individuals and organizations will be included. Functional assessment technologies for assessing the purpose of challenging behaviors, methods for assessing effects of intervention, and methods of data collection in a variety of educational and human settings will be discussed. Methods of sharing assessment information with a variety of audiences will be covered. **Prerequisite/s: EDD 9650**

**SPED 9660 Applications of Applied Behavior Analysis (ABA) in Education and Human Services (3 Cr)**

This course is designed to demonstrate the application of behavioral principles in order to effect behavior change. The primary focus will be on behavioral intervention strategies and change procedures as they are applied to individuals, classrooms, schools, and organizations. Models of evidence-based practice using ABA will be highlighted. Selecting effective interventions based on multiple sources of assessment data will be emphasized. Methods of performance based training and collaboration with systems of support will be emphasized. **Prerequisite/s: EDD 9650**

**SPED 9665 Leadership and Ethical Issues in Applied Behavior Analysis (3 Cr)**

This course is the summative course of the series and will focus on case studies and applications of the previous knowledge of Applied Behavior Analysis (ABA). Specific focus will be on the role of the behavior analyst in a variety of applied settings including schools, clinics, and human services organizations. Methods for effective development of relationships with clients and other professionals will be highlighted with a focus on potential ethical issues. Students will identify potential ethical pitfalls and problems within their own workplace or in case studies and develop behavior analytic solutions to leading change in their own environments. **Prerequisite/s: EDD 9650**

**SPED 9670 Ethical and Professional Conduct in Applied Behavior Analysis (3 Cr)**

This course provides in-depth coverage of ethics and professional behavior in applied behavior analysis as set forth by the BACB Professional and Ethical Compliance Code for Behavior Analysts. The course content focuses on the importance of practicing within one's competency limits, obtaining consent, utilizing research-based methods and protecting confidentiality as it relates to the behavior analytic field. This course emphasizes the necessity of protecting a client's dignity, health, and safety in the applied field. Participants will understand the rationale for demonstrating ethical behavior while implementing behavior intervention services and gain a comprehensive understanding of the BACB Professional and Ethical Compliance Code for Behavior Analysts.

**SST 524 Methods for Teaching Social Studies (3 Cr)**

This course examines the origins and evolving state of social studies and citizenship education across the Nation. Based on theory, research and practical experiences this course focuses on the art, science and craft of social studies teaching with an emphasis on engaging students in the construction of knowledge. A major part of this course is developing approaches to analyzing and improving social studies instruction while incorporating emerging technologies. **Prerequisite/s: None**

**SST 612 Economics in the Middle and Secondary Curriculum (3 Cr)**

In this course teachers licensed to teach social sciences will develop a sound foundation in the principles of economics and their applications in the world in which we live. It is expected that the teachers will plan motivating lessons to teach these principles at the middle and secondary levels. Economics also helps to provide a framework for the study of history and current events. **Prerequisite/s: None**

**SST 614 Geography in the Middle and Secondary Curriculum (3 Cr)**

This course provides an overview of the broad field of geography and the effects of geography on the human condition. The intention is to provide both information and to increase skills so that the participants will develop innovative geographic education materials for use in middle and secondary classrooms. **Prerequisite/s: None**

**SST 615 Teaching Current Trends in World Affairs for the Middle and Secondary School Curriculum (3 Cr)**

In this course students will study current trends and issues from a world historical perspective. This will be accomplished through research and discussion of the many sides of viewing a trend or issue. Students will have the opportunity to study and debate the complex interrelationships surrounding an event or trend. By doing this students will learn how to seek patterns in these interrelationships and then project meaning to human life. **Prerequisite/s: SST 627 and SST 629**

**SST 616 Sociological Perspectives in Our Multicultural Society (3 Cr)**

This course provides an in-depth study of racial and ethnic relations in America, past to the present. The focus is on interracial and interethnic groups from a sociological analytical perspective interspersed with historical interactions that affected each group. **Prerequisite/s: None**

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

This course will examine how the United States is governed today by studying the Framers' intentions and how they have been implemented and adapted over the years. In addition, there will be an exploration of issues that the Framers had not envisioned, and how the American people and the basic institutions of government have responded and adapted to these new demands. **Prerequisite/s: None**

**SST 623 American History I in the Middle and Secondary Curriculum (3 Cr)**

American History (Pre-colonial times through the Reconstruction Period) will be reviewed, discussed and researched in this course. This period in American history will be studied through the lenses of the 10 NCSS standards: culture; time; continuity & change; people; places & governance; production; distribution & consumption; science, technology & society; and civic ideals & practice. Emphasis will also be placed on integrating the latest curricula practices and teaching strategies using State Standards as a guide. **Prerequisite/s: None**

**SST 625 American History II in the Middle and Secondary Curriculum (3 Cr)**

This intensive course covers American History from the *Reconstruction* through the *Present*. This period will be studied through the lenses of the ten standards of the Social Studies Curriculum: culture; time, continuity & change; people, places & environment; individual development & identity; individual groups & institutions; power, authority & governance; production, distribution & consumption; science, technology & society; and civic ideals & practices. Emphasis will be placed on integrating the latest curricula practices, state standards, teaching strategies and assessments into the curriculum. **Prerequisite/s: None**

**SST 627 World History I in 5-12 Curriculum (3 Cr)**

This course explores the world from its beginnings to the 1500s by studying the significant physical, cultural, economic, religious, and political features that shaped the world during these times. **Prerequisite/s: None**

**SST 629 World History II in Grades 5-12 Curriculum (3 Cr)**

This course provides an in-depth study of major events from the 1500s to the present. It includes significant interactions among the peoples of Africa, Asia, Latin America, and the Middle East. Curriculum strategies and activities will be structured so that middle and secondary students will become more global in their thinking and see themselves as concerned citizens of the world. **Prerequisite/s: None**

**SST 630 Contemporary Social Problems and Issues (3 Cr)**

This course provides an opportunity to study social problems and issues, and their causes and consequences, in our global society. Relevant sociological theory, concepts, and perspectives provide a systematic framework for examining specific social issues such as race, ethnicity, poverty, gender, addictions, family structure, and terrorism. **Prerequisite/s: None**

**SST 692 Social Studies Education Internship (9 Cr)**

This course for Social Studies Education majors offers a comprehensive review and practical application of educational philosophy, methods including NCSS 10 standards, and strategies through a 12-week clinical experience (internship) consisting of 450 hours in a social studies classroom setting that includes coursework and seminars. The central coursework is composed of a 12-week clinical experience, with the concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as school board rules, regulations and policies; professional ethics; best practices; national and state standards; teaching strategies; current trends in education; teaching competencies; social studies student assessment; and reflective practices. This course requires candidates to demonstrate professional, pedagogical, and content standards, including ESOL competencies and skills. **Prerequisite/s: CUR 526, CUR 591, EDU 5000, EDU 501, EDU 502, EDU 503, EDU 514, EDU 600, EDU 620, RED 585, SST 524, SST 612, SST 614, SST 616, SST 622, SST 623, SST 625, SST 627, SST 629, SST 630, TSOL 510**

**SST 699 Applied Professional Experience in Social Studies Education (3 Cr)**

This culminating course provides the opportunity for the candidates to apply the content knowledge and the professional development skills acquired in their graduate courses to social studies classrooms at the middle and secondary school levels. These applied professional experiences allow the graduate students to demonstrate effective teaching practices that increase student learning. **Prerequisite/s: CUR 526, SST 524, SST 612, SST 614, SST 616, SST 623, SST 625 and SST 627.**

**STEM 8000 Integrated STEM Curriculum Design (3 Cr)**

This course will begin with an examination of the national standards associated with the individual STEM disciplines. Course participants will then examine emerging STEM standards and practices as well as current and developing STEM curriculum models. Research associated with the development and effectiveness of these models in STEM schools nationally will be analyzed. **Prerequisite/s: None**

**STEM 8010 Trends and Issues in STEM Curriculum within the Global Context (3 Cr)**

This course will engage participants in the critical analysis of significant global trends in STEM both within and across education systems. Course participants will research, compare, and contrast different leading global education system models with regard to STEM success data. Emphasis will be placed on leading successful educational system models that have been shown to produce positive STEM outcomes while emphasizing diversity, gender and social economic equity. This course is intended to prepare leaders and curriculum decision makers that will positively impact STEM education. **Prerequisite/s: None**

**STEM 8020 STEM Program Evaluation (3 Cr)**

This course will prepare participants to evaluate the effectiveness of PK-8 STEM school programs. Program evaluation models will be examined and applied to STEM schools. Course participants will develop a needs-assessment for a local STEM school or district and then, develop a program evaluation proposal that includes both formative and summative evaluation methods. Additionally, participants will learn to use data analysis as a source for informed decision making. **Prerequisite/s: None**

**STEM 8030 STEM Curriculum for PK-3: Developmental Approaches (3 Cr)**

This course will engage participants in the study of the learning theories associated with the development of children in PK to Grade 3. Concurrently, the research-based instructional practices that effectively foster concept formation in early childhood will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective STEM instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for PK to Grade 3 will be examined. **Prerequisite/s: None**

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

This course will engage participants in the study of the learning theories associated with the development of students in Grades 4 to 8. Concurrently, the research-based instructional practices that effectively foster concept formation at this grade level will be examined. Emphasis will be placed on problem-based learning and scientific inquiry as effective STEM instructional strategies. Additionally, the curriculum topics associated with a standards-based STEM curriculum for Grades 4 to 8 will be examined. **Prerequisite/s: None**

**STEM 8050 Leadership of STEM schools (3 Cr)**

This course will prepare participants to lead a STEM school successfully. Current theories of leadership and diffusion of innovations as well as change theories will be examined. Course participants will analyze the unique challenges of STEM schools and the different leadership approaches that lead to STEM school success. Additionally, course participants will evaluate current STEM policies and research in order to select teachers that will successfully harvest STEM talent from underrepresented student populations. **Prerequisite/s: None**

**STEM 8060 Teacher Leaders in STEM Schools (3 Cr)**

This course will prepare teachers to serve as teacher leaders in STEM at the school or district level. Course participants will examine effective teacher leadership strategies. Emphasis will be placed on teacher leadership practices that facilitate collaboration among school professionals, acceptance of change, and the integration of curriculum. Additionally, course participants will evaluate current STEM policies and research in order to develop effective strategies for mining STEM talent from underrepresented student populations. **Prerequisite/s: None**

**STEM 8200 Professional Development and Performance Assessment in STEM Based Schools (3 Cr)**

This course will prepare participants to evaluate and design effective professional development for PK-8 STEM schools. Emphasis will be placed on analyzing professional development that fosters integrated learning approaches. Course participants will use school and student data to assess the success of professional development in terms of STEM school improvement. **Prerequisite/s: None**

**TEFL 515 Curriculum and Materials Development (3 Cr)**

This is an introduction to curriculum development for Teachers of English as a Foreign Language (TEFL). The focus of this course is the processes involved in developing, implementing, and evaluating language programs and any organized course of language instruction. This course provides tools for the process of review and reflection by surveying approaches to language curriculum development and materials and by examining ways of addressing the issues that take place in developing and evaluating language programs and language teaching materials. **Prerequisite/s: None**

**TEFL 525 Teaching English to Children (3 Cr)**

Through this course student examine the conceptual and developmental background of the process of second language acquisition during the early childhood years (birth-age 8). Classroom applications to support young children's acquisition of the English language are discussed. Appropriate field experiences are integrated. **Prerequisite/s: None**

**TEFL 530 Technology in TEFL (3 Cr)**

This course explores the various technological options at the disposal of English as a Foreign Language (EFL) teachers which include language software, commercial and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate them in the technology and language standards of their respective countries. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their EFL classrooms. **Prerequisite/s: None**

**TEFL 535 Teaching English to Adolescents and Adults (3 Cr)**

This course describes the different learning styles that adolescents and adults bring to learning English as a foreign language. The role of the teacher in the various stages of the teaching and learning process and in various learning contexts is examined. Information is presented regarding the planning and implementation of teaching methodologies that address the specific needs and interests of adolescent and adult learners of English as a foreign language. **Prerequisite/s: None**

**TEFL 547 Testing and Evaluation in TEFL (3 Cr)**

The emphasis of this course is on formal English proficiency testing, the improvement of English proficiency testing, and understanding of test results. The course provides an overview of formative and summative assessments in the English as a Foreign Language (EFL) classroom. Additionally, the course provides a summary of reliability and validity in tests and the stages of test development. **Prerequisite/s: None**

**TEFL 562 Sociolinguistics for TEFL Practitioners (3 Cr)**

This course serves to acquaint course participants with major figures and various elements of the field of sociolinguistics. Elements of Sociolinguistics which will be addressed in the course include relationships between languages/dialects, socioeconomic status, gender, ethnicity, and geography. Course participants will review the latest research in sociolinguistics and apply this research to their own teaching contexts in their respective countries. **Prerequisite/s: None**

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

This course investigates the historical development and usage of varieties of International English. The English language has the standing of the major international language. How English has developed, and arrived at that status, what are its current varieties, and what the future holds for international communication through this language are the major themes presented. Through analysis

of online international news journals, students will compare how similar issues are presented differently, from a cultural and a technical writing perspective. The varieties of English throughout the world will be compared to local usage. Students will gain an appreciation of how language changes through cultural contact. **Prerequisite/s: None**

**TEFL 567 Applied Linguistics for Teaching English as a Foreign Language (3 Cr)**

This course is an introduction to the linguistics principles and terminology that inform English language learning methodology. This course will identify and apply the principles of English phonology, morphology, syntax, and semantics to an analysis of English language learner skills. There will be an emphasis on using linguistics as a tool for teaching English as a foreign language. The course will review possible problems encountered by students learning English as a foreign language. **Prerequisite/s: None**

**TEFL 569 Methods of Teaching English as a Foreign Language (3 Cr)**

Course description: Methods of teaching English as a foreign language considers the best methods to teach English as a global language. The course examines the use of methods in teaching the skills of speaking, reading and writing in the foreign language context. It presents students with the latest developments in the area of methodology, classroom techniques and dynamics. Furthermore, it is concerned with context-sensitive teaching, the role of the nonnative English speaking teacher, and the role of educational technology. A DVD based set of assignments is included, providing real classroom case studies as a basis for thought-provoking discussion and modeling. **Prerequisite/s: None**

**TEFL 574 Computer Assisted Language Tests for Teaching English as a Foreign Language (3 Cr)**

This course presents a critical review of research and practice that addresses controversial issues in computer assisted language tests (CALTs). Some of the issues reviewed in the course are whether CALTs are equivalent to paper and pencil-tests, whether CALTs can enhance test validity, and what impact CALTs might have on the learner. These issues are discussed at length from both theoretical and practical perspectives. A description of test-authoring software and an awareness of the advantages of such a system are explored. **Prerequisite/s: None**

**TEFL 575 Structure of English (3 Cr)**

This course is primarily designed to provide course participants with a survey of the major components of the structures of English and their grammatical functions. Course participants will review English grammar websites in order to determine their applicability to the TEFL classroom. **Prerequisite/s: None**

**TEFL 580 Second Language Acquisition and Learning (3 Cr)**

This course provides an introduction to the field of second language acquisition (SLA). It covers research, theory and data analysis. Major theories of SLA are discussed in both naturalistic and instructed settings. Issues and problems in current SLA research and theory will be addressed to determine what insights the theories offer to second and foreign language teachers. The course will also focus on the role of affective variables, interaction, learner strategies, and learner factors in the language acquisition process.

**Pre-requisite/s: None**

**TLDR 653 Teacher as Leader: Collaborative Practives for Promoting Student, Classroom, and School Improvement (3 Cr)**

This course introduces the concepts of teacher as leader within an educational organization and the importance of collaboration to enhance student achievement and promote improvement in classroom practices and overall school culture. Practitioners will investigate the current research on school organizations that value and understand diverse perspectives, foster collaboration among all stakeholders, and establish rigorous academic standards. **Prerequisite/s: None**

**TLDR 665 Research and Evidence-based Practices: Promoting Classroom Change (3 Cr)**

The course examines how teacher leaders at all levels can determine, promote, support, and achieve successful classroom improvement through research. The participants will explore current empirical studies that document evidence-based practices and effective methods of implementation of these practices in order to promote classroom change that improves student outcomes.

**Prerequisite/s: None**

**TLDR 671 Seminar on Global Classroom Improvement Practices (3 Cr)**

Practitioners will explore and gain a greater appreciation of Global Educational Issues relating to Classroom Improvement Practices in an International Context. The implications of diversity, language development and individual student academic improvement practices will be addressed. The challenges of educating students throughout the world will be the primary focus of the course.

**Prerequisite/s: None**

**TLDR 673 Leading Student Learning in Culturally Diverse Contexts: Challenges and Opportunities (3 Cr)**

This course examines strategies and methods to support and enhance the learning experiences of students with diverse needs and characteristics (cultural, ethnic, linguistic, exceptionalities, social, and others). Practitioners engage in the discussion and definition of the term *diverse needs* and identify the role of the teacher in addressing these as challenges and opportunities. Course activities engage practitioners in the analysis of the role and impact of diversity elements in the teaching and learning process from the perspective of equity, fairness and responsive educational practices. Appropriate strategies, approaches and curricular models for students with diverse needs are examined. **Prerequisite/s: None**

**TSOL 500 Foundations of Bilingual Education (3 Cr)**

This course provides a broad foundational basis for understanding the history and legal basis of bilingual education in the United States and in the NSU candidate's state of residence. Ethical, legal, historical, and linguistic aspects of second language education are explored. Florida students learn the basics of the Florida Consent Decree and explore its specific remedies. The course is not applicable towards the Florida add-on TESOL endorsement, but is required of all M.S. in TESOL degree candidates and Nevada bilingual endorsement programs. **Prerequisite/s: None**

**TSOL 510 Classroom TESOL, Theory and Strategies for Teachers (3 Cr)**

This course presents an integrated view of TESOL for secondary classroom teachers and ICP candidates who are not majoring in TESOL. It provides a broad conceptual framework and many practical strategies for teachers to understand the potentials and hurdles of the ELL student in all classroom settings. It surveys the Florida Department of Education newest ESOL performance

standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field. This course is required of all approved program M.S. education majors including Secondary English Education, Elementary Education, PreK Primary Education, Exceptional Student Education, and Reading, who are seeking initial certification. It may be used to fulfill the Category II teacher ESOL requirement. **Prerequisite/s: None**

#### **TSOL 515 Curriculum Development for TESOL (3 Cr)**

This course is an introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students. This is a required course for the M.S. degree in TESOL and for the Nevada and Florida add-on ESOL Endorsement. **Prerequisite/s: None**

#### **TSOL 520 Second Language Learning: Theory, Methods, and Evaluation (3 Cr)**

TSOL 520 is the second ESOL course required by all ICP candidates enrolled in an approved Florida ESOL infused program. The course also fulfills the Nevada bilingual endorsement requirement for acquisition of theories of second language acquisition. It focuses on applying second language development, language learning theories, methods, and assessment strategies in the field. Current and classic language learning theories are analyzed and applied. The student is expected to be able to locate and use research and resources in ESOL methods and assessment. This course is divided into six modules plus a comprehensive assessment. Each module addresses one of the TESOL endorsement areas: cross-cultural studies, applied linguistics, TESOL methods, TESOL curriculum development, and testing and evaluation for TESOL students. **Prerequisite/s: TSOL 510**

#### **TSOL 525 Teaching Reading and Literacy Development in Spanish (3 Cr)**

This course offers students an in-depth analysis of methods and approaches to teach reading in the Spanish language. Students will analyze various techniques used in the bilingual classroom in order to teach children strategies to foster literacy and writing development in Spanish. The course will engage students in the selection of age-appropriate classroom materials, curricular planning and appropriate field experiences. This course fulfills the requirement for the M.S. degree in TSOL and a TSOL endorsement to meet Nevada State bilingual certification. **Prerequisite/s: None**

#### **TSOL 547 Testing and Evaluation in TESOL (3 Cr)**

This course is written for those who are working with English language learners (ELL) s in elementary and secondary schools, and in sheltered and mainstreamed English for Speakers of Other Languages (ESOL) programs. This course will help ESOL educators to recognize the progress ELL students make, and to identify ways of documenting that growth. Sound evaluations assume the need for substantial assessment skills on the part of the evaluator to deal effectively with a wide range of issues that arise. **Prerequisite/s: None**

#### **TSOL 562 Cultural and Cross-Cultural Studies (3 Cr)**

The course examines cultural factors that may influence learning. The course focuses on concepts of culture and cultural issues as they are viewed by different theoretical perspectives. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom so that it will facilitate better learning. This course is required for a M.S. in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None**

#### **TSOL 567 Applied Linguistics (3 Cr)**

This course provides an introduction to the linguistic principles and terminology that inform English Language Learning (ELL) methodology. Students will analyze phonological, morphological, syntactical, and lexical aspects of the ELL student. Emphasis will be on first and second language acquisition. Students will gain insight and understanding about linguistic issues and stay current with important linguistic research. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None**

#### **TSOL 569 Methodology of TESOL (3 Cr)**

A survey of approaches, methods, techniques, and procedures for teaching English to non-native speakers in grades K-12. This is a required course for the M.S. degree in TESOL and for the Florida and Nevada add-on ESOL Endorsement. **Prerequisite/s: None**

#### **TSOL 575 Critical Issues in TESOL (3 Cr)**

This course offers an in-depth analysis of a wide range of issues affecting the programs and teaching of ESOL. Issues such as linguistics, foreign language teaching, second language acquisition, the teaching of phonics, educational politics, and multicultural education are analyzed and discussed with the help of current textbook and online reading assignments. Students are expected to examine the various sides of each issue and to form and support their own viewpoints. This course is required for the M.S. in TESOL degree. **Prerequisite/s: None**

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

This course covers various aspects of teaching English language learners (ELLs) in order to determine what conditions can enhance their achievement in math, science, and social studies. It provides an exploration of advanced methods of teaching ELLs in the content areas, integrating all language production and reception skills within a content/theme-based pedagogical framework. Key issues in content area teaching and learning will be explored with the goal of identifying specific concepts, components, and strategies for optimum subject area instruction in ESOL and bilingual classroom settings. This course fulfills the Nevada bilingual endorsement requirement for methods of teaching math, science, and social studies in the native language. **Prerequisite/s: None**

#### **TSOL 699 Applied Professional Experience in TESOL (3 Cr)**

This course will require graduate students to document applied professional experience with students whose first language is not English in a K-14 educational setting. Graduate students will maintain a reflective journal, develop an evaluative portfolio of one students' work, use and evaluate multiple assessment instruments, and demonstrate application of the state professional and content standards. **Prerequisite/s: 24 credits, including CUR 526**

**TSOL 710 Language Learning and Teaching for Multi-lingual Classrooms of the 21st Century (3 Cr)**

This is an advanced course for principles of language learning and teaching focusing on the current classroom environments of the 21st century. This course is designed to prepare candidates with practical and theoretical understanding of implementing cultural infusion into language learning using various approaches of teaching. The course will focus on multicultural literacy, the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others. Research, theories, and best practice of language learning pedagogy will be combined with subject knowledge of the value of diversity, informed sensitivity and how to actively engage other cultures. **Prerequisite/s: None**

**TSOL 720 International and National Assessment and Evaluation of English Language Acquisition (3 Cr)**

This course examines various assessment measures and their role in the evaluation of the placement and progress of all English language learners in the United States and abroad. This course emphasizes the use of alternative assessments and reviews placement, diagnostic, outcomes, exit, and state mandated assessments. Alternative assessments, which are linked to standards, learning objectives, and national norms that will be connected to instruction will be examined. English language assessments used nationally and internationally will be reviewed. **Prerequisite/s: None**

**TSOL 730 International and Comparative Education: Issues in Language and Literacy Policy (3 Cr)**

This course provides teachers with an opportunity to examine some of the dilemmas facing language educators in an international context from both a policy point of view and an educator's perspective. Using both critical studies and personal memoirs, students will examine literacy and TEFL educational issues in the context of different countries and discuss how educational systems are organized to meet political, social, and economic agendas. Students will reflect on the role of the individual language teacher in a changing multilingual environment. Both online data research and two memoirs related to language education policy set in different countries are used as source materials for this course. **Prerequisite/s: None**

**TSOL 740 International Englishes: History Issues and Teaching Trends (3 Cr)**

This course investigates the history, structure, usage, and teaching of International English. The English language has the standing of the major international language. Its arrival at this status, its current varieties, and the possible futures as an international language communication is the major themes presented. Through analysis of online international newspapers and journals, students will compare how similar news events are presented, both from a sociolinguistic point of view and language structure. The varieties of English used throughout the world are compared to local usage. Issues concerning teaching English as a foreign language will also be introduced. **Prerequisite/s: None**

**TSOL 750 Distance Education Technology for Teaching English as a New Language (3 Cr)**

This course explores the various technological options at the disposal of teachers of English language learners which include language software, commercial and free web-based teaching materials and tools and other multimedia resources. Course participants will review the latest technological innovations in English language teaching as well as situate them in the technology and language standards of their respective states and nations. Course participants will also create a plan of action for implementing an integrated use of technology in language teaching in their schools and colleges. **Prerequisite/s: None**

**TSOL 760 Literature Review in TESOL (3 Cr)**

This course provides practice in the creation and writing of a literature review in the field of TESOL in order to prepare for writing a TESOL-themed dissertation and ultimately to contribute to the TESOL knowledge base through teaching and professional writing. Issues addressed in the course include identification of previous research on a topic, establishing significance and importance of a topic, use of primary and secondary sources in TESOL, identification of instruments and procedures used investigating a TESOL topic, and creation of research questions as result of surveying the literature. The culminating task in the course will be an extensive literature review of the most current research on a TESOL topic. **Prerequisite/s: None**



**NOVA SOUTHEASTERN  
UNIVERSITY**

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**Abraham S. Fischler  
College of Education**

**2017 – 2018**

**Student Handbook  
Policies, Regulations, Procedures,  
and  
General Student Information**

The FCE Catalog and FCE Student Handbook have been combined into one document. Policies and programs set forth in this handbook are effective through the academic year 2017-2018. Changes in the content of the *NSU Student Handbook* may be made, at anytime, by the university, division, or college administration. Adequate notice of anticipated changes will be given to the student, whenever possible. This student handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. The student handbook is the governing document for all program-related information. Please become familiar with the policies and procedures listed within. Failure to read this handbook does not excuse students from the rules, policies, and procedures contained within.

# General Student Information

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## NSU Student Handbook

The *NSU Student Handbook* is designed to provide all enrolled students, regardless of academic program, an overview of the universal rights and responsibilities provided and required as a member of our academic community. Through the Student Code of Conduct in the *NSU Student Handbook*, information regarding academic integrity requirements, as well as behavioral expectations, are provided to all students. In addition, information about grievance, including discrimination procedures, are provided for all students through the *NSU Student Handbook*. Academic programs/colleges may enforce additional policies for academic progress and/or professional standards and are outlined in the individual college's catalog/handbook.

For the purpose of promoting its educational mission, Nova Southeastern University has the inherent right to preserve order and maintain stability through the setting of standards of conduct and the prescribing of procedures for the enforcement of such standards. The foundation underlying such student standards relies on the tenet that the exercise of individual rights must be accompanied by an equal amount of responsibility. This assures that the same rights are not denied to others. By becoming a member of the university community, a student acquires rights in, as well as responsibilities to, the whole university community. These rights and responsibilities are defined within the *NSU Student Handbook*.

Students are required to comply with all university regulations as well as all local, city, county, state, and federal laws. All students, undergraduate, graduate, and professional, are subject to the policies and procedures as contained within the *NSU Student Handbook*. In addition, any student residing in university residence facilities is subject to these policies and procedures for violations occurring within those facilities. Any act that constitutes a violation or an attempt to violate any of the policies or procedures contained herein may establish cause for disciplinary and/or legal action by the university. In circumstances where this handbook defines a violation more stringently or differently than local/state law, the handbook's definition shall supersede.

Students who engage in conduct that endangers their personal health or safety or the personal health or safety of others, may be required to participate and make satisfactory progress in a program of medical evaluation and/or treatment if they are to remain at the university. The determination as to the student's participation and progress is to be made by the Student Behavioral Concerns Committee. The university reserves the right to require the withdrawal of a student from either enrollment and/ or university housing, whose continuation in school, in the university's judgment, is detrimental to the health or safety of the student or others. Students who withdraw for reasons of health or safety must contact the Office of Student Conduct and Community Standards before seeking readmission to the university. Decisions made under this policy are final. Changes in the content of the *NSU Student Handbook* may be made, at any time, by the university. Adequate notice of anticipated changes will be given to the student, whenever possible. The *NSU Student Handbook* is the governing document for all enrolled students. You are expected to become familiar with the policies and procedures within the handbook. Failure to do so does not excuse students from the rules, policies, and procedures contained in it.

The most current version of the student handbook will always be available at [nova.edu/student-handbook](http://nova.edu/student-handbook).

## Reservation of Power

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



# Fischler College of Education Policies, Regulations and Procedures

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## 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 community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university community cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the university retains the power to maintain order within the university and to exclude those who are disruptive to the educational process.

In support of the *Code of Student Conduct*, any violations of the *Code of Student Conduct and Academic Responsibility* and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards; university policies and/or procedures will be handled by the Office of the Vice President of Student Affairs, or by the individual, academic college, center, or school as deemed appropriate. Violations of sexual misconduct/discrimination will be handled by the Office of the Vice President of Student Affairs, following an investigation by the Title IX Coordinator.

Changes to the *Code of Student Conduct and Academic Responsibility* will be posted on the Student Affairs website. Students are required to be familiar with the rules, policies, and *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 website, <http://www.nova.edu/studentaffairs/index.html>.

## Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility contained in the NSU Student Handbook, available online at the Office of Student Affairs website, <http://www.nova.edu/studentaffairs/index.html>.

The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct.
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

**Note: If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course may be administratively reversed and a grade of F may be entered on the student's transcript for that course.**

All students are entitled to the process provided for in the Abraham S. Fischler College of Education Catalog and Student Handbook.

## Academic Progress

Academic progress is defined as progression from one academic term/semester to the next. To make satisfactory academic progress and progress to the next academic term/semester, a student must satisfactorily complete all courses and/or benchmarks required in the preceding academic term/semester.

## Academic Standing

Students are in good academic standing if they have successfully completed all courses attempted, no courses with incomplete grades are outstanding, maintained a cumulative GPA of 3.0 or better, and the student is not currently on academic or behavioral probation, or has been dismissed.

## Academic Probation and Dismissal—M.S. and Ed.S. Students

- Students who fail to maintain a cumulative 3.0 GPA will be placed on academic probation.
- Students who are placed on academic probation are required to raise their cumulative GPA to 3.0 or better within the defined probation period.
- Students have one semester (defined as one [1] sixteen [16] week term, or two [2] eight [8] week sessions) in which to clear probation.
- Students who fail to clear probation within the defined probation period will be subject to dismissal.
- Students previously placed on probation will be subject to dismissal should their GPA fall below a 3.0 a second time (students are limited to one [1] probationary period only).
- Students who are conditionally admitted and do not earn a grade of B or above in all courses completed during their first term of enrollment will be subject to dismissal.

Notification of probation or dismissal may occur during the succeeding term of registration, whereby future term registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

## Academic Warning, Suspension, and Dismissal—Ed.D. and Ph.D. Students

- For the semester in which a student earns a failing grade in any course (i.e., a first grade of “F”), the student will be placed on Academic Warning.
- Students who have been placed on Academic Warning and earn a failing grade in a repeated course, or any other course (i.e., a second grade of “F”), will be placed on Academic Suspension pending a review of their academic record.
- Successfully repeated courses do not absolve students from the original grade of “F.”
- Students who earn failing grades in more than one course during the same semester (i.e., two or more grades of “F”), will be placed on Academic Suspension pending a review of their academic record.
- Students may not make progress and cannot receive services in their NSU degree program beyond the term of enrollment during which notification of Academic Suspension is received.
- Students placed on Academic Suspension may be dismissed.
- Students may be placed on Academic Suspension pending a review of their academic record under a second finding of plagiarism in a course, or any finding of plagiarism on a practicum or an applied dissertation, or finding of other academic misconduct (See Academic Misconduct).

Notification of academic suspension or dismissal may occur during the succeeding semester of registration, whereby future semester registrations may be cancelled and/or students may be administratively withdrawn from courses in progress (if applicable). Students who are dismissed have the option to appeal (see Student Appeal Process).

## Address and Name Changes

NSU maintains student contact information through the Student Information System (<http://webstar.nova.edu>), including current mailing address and telephone number. Students should update their records in WebSTAR and notify their academic division if there is a change in their name and/or contact information.

## Advisement Services

Academic and Faculty advisors in the Abraham S. Fischler College of Education provide students with support services to assist them in successfully completing their educational goals. These services include confidential academic, social, and developmental advising to ensure students receive the individual attention they need to succeed. Advisors assist students with:

- Selecting the most appropriate education major to fulfill their professional goals in the field of education;

- Reviewing, selecting, and assisting with registration for appropriate courses to ensure successful progress and completion of all degree requirements;
- Determining potential career goals; and
- Facilitating assistance from other services and departments provided by the University.

## Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The University's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations can be obtained by contacting the NSU Office of Disability Services at (954) 262-7189 or 800-986-3223, ext. 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 should be completed and on file in the NSU Office of Disability Services a minimum of two (2) weeks prior to the commencement of classes for any given semester.

## Attendance

Each course professor/instructor may advise students as to the repercussions that may be incurred as a result of absence from class. Missed assignments/tests may be made up solely at the discretion of the course professor/instructor. The university reserves the right to administratively withdraw any student from a course if that student fails to appear during the first week of the course.

## Cancellation of Courses

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

## Grades and Grading Grading Scale

Letter Grade	Percentage Points	GPA Equivalent
<b>Doctoral Courses</b>		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
F	Below 80	0.0
<b>Master's and Ed.S. Courses</b>		
A	91–100	4.0
B+	86–90	3.5
B	80–85	3.0
C	70–79	2.0
F	Below 70	0.0

### Additional Grading Codes

EQ	Credit awarded based on prior experience (limited availability)
I	Incomplete
NPR	No Progress (applied dissertation benchmarks only)
P	Pass
PR	Progress (applied dissertation benchmarks only)
W	Withdrawn without Penalty

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

## Incomplete Grades

A grade of incomplete (I) may be granted at the discretion of the professor/instructor to students who are in good academic standing, but who may have experienced an unexpected medical, personal, or professional emergency. A grade of "I" may not be granted to a student whose work has been unsatisfactory or who has failed to submit a majority of the assignments (i.e., postings, responses, written assignments, references, etc.) by the end of the course. Incomplete grades are **not** automatically awarded. Students are responsible for contacting the

professor/instructor to initiate their request for an incomplete grade prior to the end of the course. If the professor/instructor agrees to the request, the student is responsible for submitting the Incomplete Grade Agreement Form for approval. The form is located on the FCE website [http://apps.fischlerschool.nova.edu/graft/student\\_incomplete\\_grade\\_form.aspx](http://apps.fischlerschool.nova.edu/graft/student_incomplete_grade_form.aspx)

Students may be asked to provide documentation if requested by the professor/instructor. All incomplete coursework must be submitted within one term/semester of the final class meeting of the course, or sooner as stipulated by the professor/instructor. Assignments will not be accepted after the date indicated on the Incomplete Grade Agreement Form. If the incomplete (I) is not resolved within the time frame established by the professor/instructor, the following may occur:

- The professor/instructor submits a change of grade form to issue a final course grade based on the coursework submitted, or
- The incomplete (I) grade is administratively changed to a grade of F.

**Note: Students may not withdraw from a course once they have been issued a grade of Incomplete.**

## Repeated Course/Grade Replacement

Repeated course/grade replacement allows students who have done poorly in a course to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average (GPA). The following applies to all repeated courses and all students who are pursuing a degree.

- If a student repeats a course once, then the highest grade will be applied to the cumulative GPA calculation.
- If a student repeats a course twice, then the lowest grade will be excluded from the cumulative GPA calculation.
- If a student repeats a course three or more times, then the two lowest grades will be excluded from the cumulative GPA calculation.

Only courses taken at NSU qualify for grade replacement. Students must gain prior approval of the equivalency of the course before enrollment. In cases where students believe courses to be identical, although the course number or title may differ, it will be necessary to obtain validation from the department offering the course. If a student is receiving financial aid, please be aware that the Standards of Academic Progress (SAP) is separate from the Grading Policy. Replacement of a grade does not change the satisfactory academic progress calculation. All work attempted is part of this calculation and repeating courses could negatively affect the student's eligibility for financial aid. Questions regarding academic progress and/or repeated courses should be directed to the Office of Student Financial Assistance.

The Veterans Administration will not pay for repeated courses if the previous grade met academic standards. Students should direct questions to the Office of Veterans Affairs.

## Graduation Requirements

### M.S. and Ed.S. Students

**Students enrolled in any FCE M.S. or Ed.S. program** must fulfill the following graduation requirements (refer to *Graduation* in the Student Information, M.S. and Ed.S sections of the catalog for a complete listing of graduation requirements):

- successfully complete all academic and program requirements,
- attain an overall 3.0 GPA,
- complete a degree application (refer to the General Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the university.

**DOE approved certification/licensure programs** additional graduation requirements:

- In order to graduate from the FCE state-approved certification/licensure programs, students must complete any state examinations and field or work experiences. Each program has different requirements; it is the student's responsibility to complete all requirements outlined in the program of study that are in effect at the time of initial enrollment.

### Ed.D. Students

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

- successfully complete DSO 8000: Doctoral Studies Orientation,
- attend the mandatory summer institute,
- complete all required coursework
- attain an overall 3.0 GPA,
- complete an applied dissertation,

- complete all state testing requirements as applicable, dependent upon program concentration (students should consult a faculty or doctoral advisor),
- complete a degree application (refer to the Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the university.

## Ph.D. Students

Students enrolled in any FCE doctoral program must fulfill the following graduation requirements:

- PPO 8000: Ph.D. Program Orientation,
- complete all required coursework,
- attain an overall 3.0 GPA,
- complete an applied research practicum,
- complete an applied research dissertation,
- complete a degree application (refer to the Student Information section of the catalog for the degree conferral procedure), and
- fulfill all financial obligations to the University.

## Commencement Participation

Students must satisfy all NSU and Abraham S. Fischler College of Education requirements, including degree conferral, prior to June 1 of the same year. Students not conferred prior to June 1 of the same year, and who meet the below criteria for their respective program, may petition the College to participate in the commencement ceremony.

- Ed.D.:
  - Final Applied Dissertation Report approved for content and/or in Format Review prior to June 1 of the same year; all course work completed.
- Ph.D.:
  - Final Dissertation completed and/or oral defense scheduled or taken place prior to June 1 of the same year; all course work completed.
- M.S. and Ed.S.:
  - Scheduled/registered to have all course work completed by the end of the summer semester of the same year (i.e., students must be currently enrolled in their last two courses [maximum of 9 credits] for degree completion).
  - All exams completed and submitted to the program office prior to June 1 of the same year (i.e., receipt of passing scores on all required exams for degree conferral).
  - Must meet GPA requirements for degree conferral.

**Note:** Names of students not conferred by June 1, and approved for participation, may not be listed in the commencement program.

## Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Any determination of plagiarism on a practicum or an applied dissertation (prospectus, proposal development, proposal, and applied dissertation), also may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Course assignments, practicums, and applied dissertations submitted in partial fulfillment of degree requirements may be checked for plagiarism. Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred. If a charge of plagiarism is determined in a

course, any student initiated course withdrawal for that course may be administratively reversed and a grade of F entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, may be discontinued following a determination of plagiarism that results in an "F" for the course. All students are entitled to due process pursuant to Abraham S. Fischler College of Education policies and procedures.

## **Program Completion Timelines**

### **M.S. and Ed.S. Program Completion Timeline**

Master's and Educational Specialist students are allotted four (4) years from the initial term of enrollment in which to complete all program/degree requirements. Students unable to complete all program/degree requirements within this four (4) year time frame will be subject to dismissal.

Students who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within four (4) years may request a one-time extension of time up to one (1) year (maximum). Requests must be received prior to the expiration of the four (4) year time frame for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension. No other extensions beyond one (1) year are available.

### **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 time frame will be subject to dismissal.

Students who experience unexpected extenuating circumstances that inhibit their ability to complete all program/degree requirements within seven (7) years may request an extension of time of up to one (1) year (maximum). Requests must be received prior to the expiration of the seven (7) year time frame for program/degree completion, for consideration. Students must be in good academic and financial standing to be eligible for an extension.

An additional and final extension of time of up to one (1) year (maximum) may be requested beyond an initial one (1) year extension for students who have achieved an approved applied dissertation proposal (required for additional time beyond an initial extension). Requests must be received prior to the expiration of the initial extension for consideration. Students must also be in good academic and financial standing to be eligible for an additional extension. No additional time beyond a second extension is available.

## **Readmission**

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, additional required credits, tuition and fees, etc.).
- Nine semester hours of previously earned credits may be applied under the following conditions:
  - Credits were earned within the past five years.
  - A grade of B, Pass, or better was earned in the courses to be applied.
  - Credits are consistent with concentration, major, specialization and degree requirements as stated in the current catalog.

### **II. Readmission Following Academic Dismissal (Doctoral Students)**

A doctoral student who is dismissed for academic reasons is ineligible for readmission to a FCE doctoral program.

### **III. Readmission Following Expiration of Completion Timeline (Master's, Educational Specialist, and Doctoral Students)**

A student who is dismissed for exceeding his/her time limit for degree completion may reapply to the program under the following conditions:

- A student may reapply to the program one time only.
- A readmitted student will be subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission, additional required credits, tuition and fees, etc.).

- Nine semester hours of previously earned credits may be applied under the following conditions:
  - Credits were earned within the past five years.
  - A grade of B, Pass, or better was earned in the courses to be applied.
  - Credits are consistent with concentration, major, specialization, and degree requirements as stated in the current catalog.

#### IV. **Readmission Following Administrative Withdrawal**

A student who is administratively withdrawn may reapply to his/her program of study under the following conditions:

- A student is required to complete an admission application. (Applicable fees apply.)
- A student who reapplies is subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission criteria, required additional credits, tuition and fees, etc.).
- Credits previously earned at NSU will apply provided that (a) all remaining degree requirements can be completed within the program's established timeframe based on the initial term of enrollment, and (b) credits previously earned are consistent with the curricular requirements in place at the time of readmission.
  - Students seeking readmission who do not meet the above criteria (a & b), may apply nine semester hours of previously earned credits under the following conditions:
    - Credits were earned within the past five years.
    - A grade of B, Pass, or better was earned in the courses to be applied.
    - Credits are consistent with concentration, major, specialization, and degree requirements as stated in the current catalog.
- Students reapplying to a program must follow the steps outlined in the Readmission Procedure.

#### V. **Readmission Following a Student Initiated Program Withdrawal**

A student who withdraws from his/her program of study may reapply to the program under the following conditions:

- A student is required to complete an admission application (Applicable fees apply).
- A student who reapplies is subject to the terms and conditions in effect at the time of readmission, as set forth in the current catalog (e.g., admission criteria, required credits, tuition and fees, etc.).
- Credits previously earned at NSU will apply provided that (a) all remaining degree requirements can be completed within the program's established time frame based on the initial term of enrollment, and (b) credits previously earned are consistent with the curricular requirements in place at the time of readmission.
  - Students seeking readmission who do not meet this criteria (a & b above) may apply nine semester hours of previously earned credits under the following conditions:
    - Credits were earned within the past five years.
    - A grade of B, Pass, or better was earned in the courses to be applied.
    - Credits are consistent with major, concentration, specialization, and degree requirements as stated in the current catalog.

Students reapplying to a program must follow the steps outlined in the Readmission Procedure.

**Students who meet the criteria for readmission may reapply to the program by submitting a completed admissions application, \$50.00 non-refundable application fee, and related documents based on the program's admission criteria.**

**Documents are to be sent to the following address:**

Nova Southeastern University  
 Abraham S. Fischler College of Education  
 Enrollment Processing Services (EPS)  
 3301 College Avenue  
 P.O. Box 299000  
 Fort Lauderdale-Davie, FL 33329

Upon receipt of the admissions application, the application will be reviewed by an Academic or Faculty Advisor to determine student eligibility and degree requirements.

Applicants will be notified of their admissions status via U.S. Mail.

Students who have been dismissed for academic reasons must reapply and include a letter of intent to re-enroll with their application. The letter of intent should specify what circumstances have changed to enable the student to be academically successful in the program.

## Registration

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class and receive a grade. Students should register at the beginning of the fall, winter, and summer terms for all courses they plan to take during a given term. Students should not register for part of a term. Registering for the entire term allows the NSU Office of Student Financial Assistance to properly process and disperse the student's financial aid.

Web registration is available through the Student Information System at <http://webstar.nova.edu/>. In order to access your information and register for classes, you will need your NSU ID and a PIN. You should have received your PIN via regular mail after you were officially admitted to the university. If you need to receive a PIN, or if you have misplaced your PIN, you can contact the PIN Specialist by calling (954) 262-4850 or 800-541-6682, ext. 24850, on weekdays between 8:30 a.m. and 5:00 p.m. (Eastern Time) or via email at [pinhelp@nsu.nova.edu](mailto:pinhelp@nsu.nova.edu). An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student (refer to NSU Payment Policy).

## Student Reinstatement

Graduate students who have not been enrolled for *less than one year* may reenroll/reactivate their application within a period of 12 months after the intended semester of enrollment. Students who stop out (i.e., do not enroll) after one or two semesters are eligible to reenroll under the following conditions:

- Student is considered in good academic standing
- Student's account is free of any outstanding financial obligations to the university

Graduate students who are administratively withdrawn or fail to enroll for *one year or more* (i.e., do not register) may seek reinstatement to his/her program of study under the following conditions:

- A student is required to complete a reinstatement form.
- Credits previously earned at NSU will apply provided that (a) all remaining degree requirements can be completed within the program's established time frame based on the initial term of enrollment, and (b) credits previously earned are consistent with curricular requirements in place at the time of reinstatement.
- Students seeking reinstatement who do not meet the above criteria (a & b) may apply nine semester hours of previously earned credits under the following conditions:
  - Credits were earned within the past five years.
  - A grade of B, Pass, or better was earned in the courses to be applied.
  - Credits are consistent with concentration, major, specialization, and degree requirements as stated in the current catalog.

**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 exceeded the Program Completion Timeline are not eligible for reinstatement and must reapply to the university. Students must submit a completed admission application and include a \$50.00 non-refundable application fee. (**See Readmission Policy previously listed in this section.**)

## Transcript Issuance

You may request an official transcript through WebSTAR. After entering your NSU ID and PIN, click on: **Student and Financial Aid**, then **Student Records**, and finally, **Request Printed/Official Transcript**. This process allows you to request and pay for the transcript on-line. Generally, transcripts will be generated within one (1) business day of receiving your request. After you have made your request, you can also check on the status of its processing through the online system. If you are unable to request the transcript through the online process, you may submit a [Transcript Request Form](#) (PDF) either by fax to (954) 262-4862 or by mail to:

Office of Student Financial Assistance  
Attention: Registration Department  
3301 College Ave.  
Fort Lauderdale-Davie, FL 33314-7796

If you encounter any complications with a requested transcript you may email the NSU Registrar [registrar@nova.edu](mailto:registrar@nova.edu) or call (954) 262-7255 for assistance.

## Withdrawal

### Student Withdrawal from a Course and Cancellation of Registration

In accordance with the Tuition Refund Policy, a student who cancels his/her registration before the start of the term/semester, or first class meeting/session is entitled to a full tuition refund; student fees are also refundable. A



student who drops a course after the first class meeting will receive a prorated tuition refund. The refund for courses, which includes applied dissertation services, capstones, and internships, is based on the date of receipt of the [Student Transaction Form](#) (STF) following the official start date of the term/semester. Student fees are non-refundable. The prorated tuition refund will be based on the number of class meeting/sessions held during the term as of the date of receipt of a completed STF.

Students must submit withdrawal requests on or before the *'Last Day to Withdraw'* date listed in the current [academic calendar/tuition refund schedule in this section](#). Students are considered active participants in all classes for which a registration has been accepted and processed. Active participation includes, but is not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studies in the course.

A student who stops attending class will receive a final grade based on course requirements and work completed. An official drop request must be submitted by the student (i.e., a completed STF, signed and dated, and sent from the student's NSU e-mail) and received by the Office of Student Services in order to drop/withdraw from class (email below).

A completed STF to drop or withdraw from class may also be mailed or faxed to the Office of Student Services at the address below:

Nova Southeastern University  
Abraham S. Fischler College of Education  
Office of Student Services  
ATTN: Registration Department  
3301 College Avenue  
Fort Lauderdale, FL 33314  
Fax (954) 262-2336  
fseroster@nova.edu

**Note:** Unless withdrawal procedures have been completed within the stated deadline (see Tuition Refund Policy and Schedule in this section), 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.

## Student Withdrawal from a Program

Students who wish to withdraw from their program of study must follow the procedure outlined below. Students must submit a written request for program withdrawal. Students must notify the Office of Student Services, in writing, of their intent to withdraw from their program. All students must send their request via their NSU email account or via U.S. mail (see contact information below). Students must include their full name, NSU ID number, program and specialization information, effective date for program withdrawal, and cluster number (if applicable).

1. Upon receipt of written notification from the student, the Admissions Department in the Office of Student Services will process the program withdrawal. A comment will be posted in the NSU Banner system as a confirmation of the transaction.
2. The Admissions Department in the Office of Student Services will send an official program withdrawal confirmation to the student via U.S. mail and NSU email.
3. A copy of the program withdrawal letter will also be sent to the Enrollment Processing Services (EPS), and noted on the student's academic record.

Students who are enrolled in courses during a term/session coinciding with the dates of program withdrawal must drop those courses by following the course withdrawal procedure.

Contact Information: Nova Southeastern University  
Abraham S. Fischler College of Education  
Office of Student Services  
Attention: Admissions Department  
3301 College Avenue  
Fort Lauderdale, FL 33314  
Email: [admitteam@nova.edu](mailto:admitteam@nova.edu)

## Administrative Withdrawal from a Program

Any student who fails to register or enroll in any courses at the Fischler College of Education for a period of one year (3 consecutive full terms/semesters) or more will be considered administratively withdrawn from the program/college and subject to the readmission policies detailed above.

## Tuition Refund Policy

A student who cancels his /her registration before the end of the first week of class (i.e., the drop/add period) is entitled to a full tuition refund; student fees are also refundable.

A student who drops a course after the first week will receive a 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](#) (STF). For exact dates, refer to the Tuition Refund Schedule in this section.

Students may receive a full refund of tuition payments:

- For not meeting minimum admission requirements.
- For a cancelled course or workshop.
- For an involuntary call to active military duty.
- For documented death of the student or a member of his or her immediate family (parent, spouse, child or sibling).
- For severe illness of the student (as approved by the institution and confirmed in writing by a physician) that precludes completion of the term.
- For exceptional circumstances approved by the president or his designee.

**Note:** Requests for a full refund in consideration of any of the above circumstances must be received no later than 20 days after the end of the semester.

For the Tuition Refund Schedule, visit the website at

<http://education.nova.edu/Resources/uploads/app/28/files/PDF/FCE%202017-2018%20Tuition%20Refund%20Schedule.pdf>

# Tuition Refund Schedule

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## Tuition Refund Schedule Fall 2017 August 21, 2017 - December 10, 2017

	<b>Session 1 [August 21 - October 15]</b>	<b>Session 2 [October 16 - December 10]</b>
Drop/Add	August 21 – 27, 2017	October 16 – 22, 2017
50%	Ends September 3, 2017	Ends October 29, 2017
25%	Ends September 10, 2017	Ends November 5, 2017
Last Day to Withdraw	September 24, 2017	November 19, 2017
	No Refunds after September 10, 2017	No Refunds after November 5, 2017

### Full Term/Semester

Drop/Add	August 21 – 27, 2017
50%	Ends September 3, 2017
25%	Ends September 10, 2017
Last Day to Withdraw	November 19, 2017
	No Refunds after September 10, 2017

## Tuition Refund Schedule Winter 2018 January 8, 2018 - May 6, 2018

	<b>Session 1 [January 8 – March 4]</b>	<b>Session 2 [March 12 - May 6]</b>
Drop/Add	January 8 – 14, 2018	March 12 – 18, 2018
50%	Ends January 21, 2018	Ends March 25, 2018
25%	Ends January 28, 2018	Ends April 1, 2018
Last Day to Withdraw	February 11, 2018	April 15, 2018
	No Refunds after January 28, 2018	No Refunds after April 1, 2018

### Full Term/Semester

Drop/Add	January 8 – 14, 2018
50%	Ends January 21, 2018
25%	Ends January 28, 2018
Last Day to Withdraw	April 15, 2018
	No Refunds after January 28, 2018

**Tuition Refund Schedule  
Summer 2018  
May 7, 2018 – August 12, 2018**

**Session 1  
[May 7 - June 24]**

**Session 2  
[June 25 – August 12]**

Drop/Add	May 7 – 13, 2018	June 25 – July 1, 2018
50%	Ends May 20, 2018	Ends July 8, 2018
25%	Ends May 27, 2018	Ends July 15, 2018
Last Day to Withdraw	June 3, 2018	July 22, 2018
	No Refunds after May 27, 2018	No Refunds after July 15, 2018

**Full Term/Semester**

Drop/Add	May 7 – 13, 2018
50%	Ends May 20, 2018
25%	Ends May 27, 2018
Last Day to Withdraw	July 22, 2018
	No Refunds after May 27, 2018

# Appeal and Grievance Procedures

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## Student Appeal Process – Master of Science, Educational Specialist, and Doctoral Students

Forms for initiating the Student Appeal Process may be obtained through the FCE Office of Student Judicial Affairs by email at [osja@nova.edu](mailto:osja@nova.edu) or the website, at <http://education.nova.edu/judicial-affairs/index.html>.

The appeal process for the Abraham S. Fischler College of Education (FCE) serves to provide a formal means of resolving disputes between students and the administration or faculty. The recommended protocol for resolving disputes involves first utilizing the following informal measures:

- For any *administrative action* (e.g., dismissal, violations of academic standards), first consult the appropriate administrator (i.e., chair, dean, or designee). A written account of any perceived discrepancies may be requested by the administrator prior to his/her review. The administrator may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.
- For disputes over a *final course grade* or *other course related academic matters*, first consult the course professor. If the dispute persists after consulting the course professor, then consult the academic department chair or designee. A written account of any perceived discrepancies may be requested by the chair or designee prior to his/her review. The chair or designee may, at his/her discretion, either intercede or suggest a formal review by the Appeals Committee.

If no resolution is achieved after utilizing the above informal measures, a formal appeal may then be filed through the Office of Student Judicial Affairs by completing a *Student Appeal Form*. This form must be completed and on file in Student Judicial Affairs within fifteen (15) days following receipt of notification of the administrative action, or if appealing a grade, fifteen (15) days from the date the final course grade is posted (for an incomplete, fifteen [15] days from the date a final course grade is posted), for consideration by the committee.

- A. A three-member committee consisting of a cross section of department faculty, 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. Students present written statements to include relevant facts and rationale pertaining to the appeal, and any applicable supporting documentation. The appeal is decided by a majority vote of the committee.
1. When appealing a *final course grade*, written statements and accompanying documentation submitted with the *Student Appeal Form* are forwarded to the course professor within a reasonable time frame for their written response to the issues raised by the appellant. Upon receipt of the course professor's written response, the matter is then taken under review by the Appeals Committee at its next meeting.
    - a. Because the assignment of grades resides with the expertise and academic/professional discretion of the professor, the committee does not evaluate coursework for the purpose of assigning or changing grades (i.e., faculty assessment of students' work is not reviewable). The committee does, however, seek to determine whether the professor issued grades in accordance with the policies and guidelines of the program and FCE. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence; not merely a statement to this effect.
    - b. Should the committee's decision favor the student, one of the following measures will ensue:
      - 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 academic standards), written statements and accompanying documentation submitted with the *Student Appeal Form* may be forwarded to an appropriate administrator (i.e., chair, dean or designee) within a reasonable time frame for a written response to the issues raised by the appellant. Upon receipt of the administrator's written response, the matter is then taken under review by the Appeals Committee at its next meeting. The decision of the committee shall be binding upon either party.
- B. In the event all documentation to be reviewed is not received within ten (10) working days of the committee's scheduled meeting, the appeal is carried forward to its next meeting.
  - C. Written notification of the committee's decision is provided within a reasonable time frame of its review via email and first-class U.S. mail.
    1. The committee may request additional information from the appellant, and/or the administration or faculty, if it determines that a decision cannot be reached based on the information provided.
      - When additional information from the appellant, and/or the administration or faculty is necessary, the appeal, to include any additional information, is carried forward to the committee's next meeting.
    2. Administrative actions, final course grades, and other academic matters may be appealed one (1) time only.
  - D. If the appellant is not satisfied with the decision of the committee and wishes to pursue his/her dispute, a formal grievance may be filed through the FCE Office of Student Judicial Affairs.
    1. A formal grievance may be pursued when a satisfactory resolution has not been achieved through utilizing the process outlined above.
      - Grievance forms must be received within fifteen (15) days following receipt of correspondence disclosing the appeal committee's decision.
    2. Students who wish to file a formal grievance may discuss the matter with the Director of Student Judicial Affairs.

## Grievance Procedure

Forms for initiating a formal grievance may be obtained through the FCE Office of Student Judicial Affairs via email at [osja@nova.edu](mailto:osja@nova.edu) or the website, at <http://education.nova.edu/judicial-affairs/index.html>.

## Master of Science, Educational Specialist, and Doctoral Students

The Student Grievance Procedure for the Abraham S. Fischler College of Education (FCE) serves as a second and final level of appeal for resolving disputes between students and the administration or faculty. Students who do not achieve a satisfactory resolution through a formal appeal may file a grievance through the Office of Student Judicial Affairs.

This level of appeal provides students with an opportunity to (a) counter (not rebuke) an unfavorable outcome by the appeals committee and/or (b) introduce new information that may not have previously been disclosed. The written grievance statement should describe concisely (a) all relevant facts in response to the appeal committee's decision, and (b) the desired resolution; the statement should not be merely a reiteration of the appeal.

The grievance material (i.e., the Grievance Form, written statement, and supporting documentation) must be properly completed and on file in the Office of Student Judicial Affairs within fifteen (15) days following receipt of correspondence disclosing the appeal committee's decision.

- A. A three-member committee consisting of faculty and/or administrators, presided over by a chairperson in a non-voting capacity, shall meet on a monthly basis, or as needed, to review grievances. Faculty and/or administrators

serving on the committee will not have had any prior knowledge of the grievance under review. Neither the student, nor the administrator or faculty member against whom a grievance is filed, may attend the committee's review in person. All parties involved (i.e., students, administrators or faculty members) are represented by written statements and any applicable supporting documentation setting forth their position. In addition to submitting written statements, each party involved is provided an opportunity to address the committee during its review and answer questions from committee members via an optional teleconference.

1. Teleconferences are scheduled no less than one week in advance of the committee's meeting date. Only the individual party involved may participate in a teleconference with the committee; no other person may participate or listen to the teleconference. Teleconferences with the parties involved are conducted separately with the student addressing the committee first. Each party involved in the grievance will be given a 30 minute window during which the committee will call a previously provided telephone number. Dates, times, and telephone numbers are verified via e-mail.
  - a. If either of the parties involved is not responsive to attempts to schedule a teleconference, the teleconference will be forfeited; the committee will then base its decision on the written information provided and on the other party's teleconference testimony, if given.
  - b. If either of the parties involved does not respond to the committee's scheduled call, the teleconference will be forfeited; the committee will then base its decision on the written information provided and on the other party's teleconference testimony, if given.
  - c. If either of the parties involved chooses not to participate in the optional teleconference, the committee will base its decision on the written information provided.
2. Grades and Other Academic Matters (e.g., final course grades, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form are forwarded to the faculty member within a reasonable time frame for a written response to the issues raised by the student. Upon receipt of the faculty member's written response, the matter is then taken under review by the Grievance Committee.
  - a. The committee does not substitute its judgment for the professional academic discretion of faculty in assessing the quality of students' work; the qualitative/quantitative assessment of students' work by faculty in awarding grades is not subject to review. Any allegation that a grade was awarded capriciously or arbitrarily, or that there were procedural irregularities, must be supported by clear and compelling evidence, not merely a statement to this effect.
3. Administrative Actions (e.g., dismissal, violations of academic standards): Written statements and accompanying documentation submitted with the Grievance Form may be forwarded to an appropriate administrator (i.e., chair, dean, or designee) within a reasonable time frame for a written response. Upon receipt of a written response from the administrator, the matter is then taken under review by the Grievance Committee.

**Note:** The committee may request additional information from the student, and/or the administrator or faculty if it determines that a decision cannot be reached based on the information provided. When additional information is deemed necessary, the grievance will be placed on hold pending receipt of the requested information. Upon receipt of the requested information, the committee will complete its review at its next meeting. Additional teleconferences with either party may be scheduled as deemed necessary by the committee.

B. Grievances are decided by a majority vote of the committee. If the grievance is found to have no basis, to be insubstantial, or to be wholly a question of academic discretion\*, the grievance will be dismissed without further action.

\* See above reference to faculty assessment of students' work in assigning grades (A.2.a.)

1. The decision of the committee is final, and it shall be binding upon both parties.
2. Written notification of the committee's decision is provided within a reasonable time frame via e-mail and first class U.S. mail.
3. Grades and Other Academic Matters, and Administrative Actions, are subject to review one (1) time only.

**Note:** If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with their respective state licensing authority. Additional information is available through the following web page: <http://nova.edu/distanceed/student-complaint-process.html>. The complaint/grievance process described in this handbook/catalog does not limit or prohibit the student from filing a complaint/grievance related to perceived discrimination at any time, as provided for in the NSU Student Handbook or through any governmental agency.

Note for Residents of Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board's address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, (602)-542-5709, Web site address: <http://azppse.state.az.us>.

Note for Residents of Georgia: Students have the right of appeal of the final institutional decision regarding a grievance to the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker GA 30084-5305); (770) 414-3300; <http://www.gnpec.org>.

Note for Residents of South Carolina: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the South Carolina Commission on Higher Education. The student must contact the Commission for further details. The Commission's address is 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2260.

Note for Residents of Virginia: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the State Council of Higher Education for Virginia, 101 N. 14th Street, James Monroe Building, Richmond, Virginia 23219; (804) 225-2600.

The following information is supplied in support of the Virginia Commonwealth Administrative Code 8 VAC 40-31-160 F: *For anyone interested in the number of Nova Southeastern University students who are residents of the Virginia Commonwealth, a request may be sent to:* Don Rudawsky, Ph.D., Vice President, Nova Southeastern University, Office of Institutional Effectiveness, 3301 College Avenue, Fort Lauderdale, FL 33314, [rudawsky@nova.edu](mailto:rudawsky@nova.edu). (954)262-5392

Venue shall lie in Broward County, State of Florida, for any and all Abraham S. Fischler College of Education student disputes, grievances or appeals.



# Office of International Affairs (OIA)

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The Office of International Affairs is committed to providing essential services to assist international students and visiting scholars at NSU. The OIA also serves as a resource to the university community and provides services and counseling expertise regarding U.S. government visa regulations and university life in the United States, and acts as a liaison with federal agencies such as the United States Citizenship and Immigration Services (USCIS), the U.S. Department of State, and other foreign governmental agencies. The OIA also coordinates and provides assistance to domestic and international students who wish to study abroad for a summer, semester, or full academic year.

More than 1,100 international students and scholars from more than 106 countries have selected NSU as their academic destination. The OIA provides the following support services:

- international student admissions and advising
- F-1 and J-1 visa assistance and counseling
- issuance of I-20 documents
- assistance with reinstatement of status
- travel documentation
- curricular practical training (CPT)
- optional practical training (OPT)
- extension of stay
- study abroad
- social security
- income tax filing
- health insurance
- cross-cultural activities
- international student orientation
- international travel registration

The OIA is committed to welcoming international students, scholars, and their families while facilitating their transition to life at Nova Southeastern University. For further information, contact the OIA at (954) 262-7240 or visit the Web site at [www.nova.edu/internationalstudents](http://www.nova.edu/internationalstudents).

## 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.

**Note:** International candidates may not qualify for a student visa due to the online instructional delivery format of all FCE programs currently available. Candidates should contact an academic advisor or an assistant/associate director of recruitment to discuss their options prior to beginning the application process.

For more information on international student admissions and program requirements, please visit the website at <http://www.nova.edu/internationalstudents/index.html>

# Technology Requirements

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All applicants, students, employees and alumni are assigned an NSU ID that uniquely identifies them and provides them access to our administrative system (WebSTAR). In addition, students, employees and alumni are assigned a SharkLink ID which is also their NSU email name.

Your NSU Email Name is created automatically when you become a new student, faculty, or staff member of NSU. Your NSU Email Name & Password is used for:

- Your SharkLink Login
- Your Blackboard Login
- Your NSU Live@edu Email Account
- Security access to various NSU Web Applications

## Blackboard

Blackboard is a Web-based course-management system designed to allow students and faculty to participate in classes delivered online or use online materials and activities to complement face-to-face teaching. Blackboard enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center and more. Access Blackboard courses at <https://sharklearn.nova.edu>

## SharkLink

SharkLink combines the NSU computing systems by providing a single sign-on environment. What this means for you is an environment in which you only need to remember a single username and password to access all the tools needed to stay informed, communicate and participate at the university. This also means that the security and integrity of your access credentials must be safeguarded as it opens many doors. SharkLink is also specially tailored for each individual and recognizes your role as has been defined at the university. In SharkLink you will have access to the following areas; Blackboard, Email, WebSTAR, Calendars, Groups, Events, and Activities. Access SharkLink at <https://sharklink.nova.edu>

## WebSTAR

WebSTAR is available to all student, faculty and staff members. Students can use WebSTAR to register for classes online, view grades and transcripts and also pay tuition and fees. Faculty members can view their courses, contact students, and enter midterm and final grades. Employees are able to sign up for benefits, view pay stub information and tax forms. Access WebSTAR at <https://webstar.nova.edu>. You will need your NSU ID and PIN to enter the system.

## Need Help?

The Office of Information Technologies Computing Help Desk provides assistance to all NSU students. Contact the [Help Desk](#) at 800-541-6682 x 24357 or (954) 262-4357.

# Enrollment & Student Services (ESS) Policies, Regulations and Procedures

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## Financial Aid

Financial aid policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE master's, educational specialist, and doctoral students and programs, unless otherwise stated within this text.

### Enrollment and Student Services

Enrollment and Student Services (ESS) is comprised of the Office of Student Financial Assistance (OSFA), the Office of the University Registrar, the Office of the University Bursar, the One-Stop Shops in the Horvitz and Terry Administration Buildings, the University Call Center and Help Desk, Enrollment Processing Services/Admissions Management Services, Transfer Evaluation Services, the Health Professions Divisions (HPD) Office of Admissions, and SharkCard Services. Collectively, ESS' ultimate goal is to exceed the information and service needs of all NSU students.

### Means of Communication with Students

ESS' official means of communicating with students is via SharkLink and NSU email. Students are encouraged to access SharkLink at <https://sharklink.nova.edu> to complete the following tasks:

- check their NSU email
- access their financial aid information
- request official transcripts and view unofficial transcripts
- view their student account
- make payments
- access their grades
- register for and drop courses
- view their course schedule
- change their primary and mailing addresses and phone numbers
- apply for student employment jobs
- sign the Student Enrollment Agreement (SEA)

### The Office of Student Financial Assistance

The Office of Student Financial Assistance (OSFA) is dedicated to helping students make educated financial choices while they are in college. The OSFA administers federal, state, and institutional aid programs such as grants, scholarships, student employment, and loans. In order to be eligible for these programs, students must generally complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov).

### Financial Aid Checklist

1. **Complete the FAFSA.**  
Students should complete the Free Application for Federal Student Aid (FAFSA) at [fafsa.gov](http://fafsa.gov) annually. It becomes available each October 1 for aid in the following award year. The earlier students apply, the better chance they have of being considered for maximum available funds.
2. **Identify and apply for scholarships.**  
Institutional and external scholarship opportunities are available to assist students in meeting their educational goals. The best resource for up-to-date information is the NSU scholarship website located at [www.nova.edu/financialaid/scholarships](http://www.nova.edu/financialaid/scholarships). Students will find information on how to apply, as well as resources to help them identify scholarships. Students should commit to continuously identifying and applying for scholarships. This type of financial aid does not have to be repaid.
3. **Plan for housing and meal expenses.**  
The budget includes a housing and meal component. Students should ensure that they budget for these expenses, if they intend to live on campus.
4. **Check financial aid account regularly.**  
Students should log in to SharkLink at <https://sharklink.nova.edu> and regularly check their financial aid status to ensure that there are no outstanding requirements. Students should confirm their admissions status, as they must be fully admitted in order for financial aid funds to disburse.

5. **Submit additional documents and complete Master Promissory Note and Entrance Counseling.**  
Some students may be required to submit additional documents prior to being awarded. Students will be notified of outstanding requirements via NSU email. Requirements (outstanding and completed) can also be viewed in SharkLink. Students interested in receiving Federal Direct Loans are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling at [www.studentloans.gov](http://www.studentloans.gov).
6. **Accept, reduce, or decline loan and Federal Work-Study award(s).**  
The financial aid award notice provides students with detailed instructions on how to accept, reduce, or decline their financial aid award. Awards are not disbursed until this step has been completed.
7. **Check NSU email daily.**  
NSU email and SharkLink are the official means that the OSFA will use to communicate with students. Students should keep up-to-date by checking their NSU email daily.
8. **Register for classes (early).**  
In order for students to receive any federal Title IV or state financial aid (grants, scholarships, Federal Work-Study, and loans), they must register for a minimum number of credits that are required for degree/certificate completion (degree-applicable) as published in the catalog from the year the student matriculated. Enrollment requirements for federal and state grants vary. Students awarded federal direct loans must be enrolled at least half time in degree-applicable courses. Half-time status varies by program. Students should register as early as possible to ensure timely disbursement of their financial aid funds.

Students are to use NSU's online degree-evaluation system CAPP to keep track of completed and outstanding degree/certificate requirements when registering for courses. For more information, visit [www.nova.edu/capp](http://www.nova.edu/capp).

## Grants and Scholarships

Grants and scholarships are considered "gift" aid and generally do not have to be repaid. However, if a student drops or withdraws from any classes for which financial aid has been received, the student may have to return any "unearned" funds (See Return of Title IV Funds).

### TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides grants of up to \$2,000 per semester to students in an eligible TEACH Grant program who meet certain qualifications and intend to teach in a high-need field in a public or private elementary or secondary school that serves students from low-income families. TEACH Grant recipients must teach at least four academic years within eight calendar years of ceasing enrollment or completing the program of study for which they received TEACH Grant funds. Failure to complete this service agreement will result in the TEACH Grant funds being converted to a Federal Direct Unsubsidized Loan with interest charged retroactively from the date of each TEACH Grant disbursement. Graduate students in the following NSU program may be eligible for a TEACH Grant:

Master of Science in Education Program with a specialization in:

- Reading Education

For more information, visit the financial aid website at <http://www.nova.edu/financialaid/graduate-professional/grants/teachgrant.html>

### Scholarships

There are numerous scholarships available to help students fund the cost of attending NSU. The NSU scholarship webpage at [www.nova.edu/financialaid/scholarships/](http://www.nova.edu/financialaid/scholarships/) provides resources to help students locate and apply for scholarships. New scholarships are regularly added to the website.

### Student Employment

There are four student employment programs: Federal Work-Study (FWS), Florida Work Experience Program (FWEP), Nova Student Employment (NSE), and Job Location and Development (JLD). The NSE and JLD programs provide jobs to students regardless of financial need. FWS and FWEP are need-based and require the completion of the FAFSA. Students awarded FWS may participate in the America Reads/America Counts Programs through which students serve as reading or math tutors to elementary school children. More information and instructions on how to apply for positions, are available at [www.nova.edu/financialaid/employment/](http://www.nova.edu/financialaid/employment/). New and exciting on- and off-campus jobs are added throughout the year.

### Loans

A student loan, unlike a grant and student employment, is borrowed money that must be repaid with interest. Student loan repayment is a legal obligation, so before students decide to take out a student loan, they should determine the amount they will have to repay on the loan. Detailed information on loans is available on the financial aid website at [www.nova.edu/financialaid/](http://www.nova.edu/financialaid/).

## **Return of Title IV Funds**

Any student who does not complete at least one course within an academic semester for which financial aid is received, or could have been received, will be reviewed for a Return of Title IV Funds calculation. For complete information, please review <http://www.nova.edu/financialaid/apply-for-aid/title-iv-return.html>.

## **Satisfactory Academic Progress (SAP)**

In order to receive financial assistance, a student must continually meet Satisfactory Academic Progress (SAP). Different definitions of SAP apply for Florida state and federal aid. According to federal regulations, NSU has established university-wide annual quantitative, qualitative, maximum time frame, and pace SAP requirements.

Students who fail to meet SAP during the 2017–2018 academic year will not be eligible for Title IV federal and Florida state financial aid during the 2018–2019 academic year. Comprehensive information is available on the financial aid website at [www.nova.edu/sap](http://www.nova.edu/sap).

## **Veterans Education Benefits**

Department of Veterans Affairs educational benefits are designed to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Office at (954) 262-7236; toll free 800-541-6682 ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the office in the Horvitz Administration Building on the Fort Lauderdale-Davie Campus. Detailed information is also available on the veterans education benefits webpage at [www.nova.edu/financialaid/veterans/](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 website at [www.gibill.va.gov](http://www.gibill.va.gov).

## **Grade/Progress Reports for Students Receiving Veterans Benefits**

Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/or attempted. This transcript can be obtained from the One-Stop Shops at the Horvitz or Terry Administration Buildings or online at <https://sharklink.nova.edu/>.

## Registration

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Registrar policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all graduate and doctoral FCE students and programs, unless otherwise stated within this text.

### The Office of the University Registrar

The University Registrar's Office offers a variety of diverse services to the university community. These services include, but are not limited to, course registration, transcript processing, name and address change, loan deferment, enrollment and degree verification, grade processing, commencement, and degree conferral. Additional service information is available at [www.nova.edu/registrar/services.html](http://www.nova.edu/registrar/services.html).

### Registration

All students must have at least provisional admission status, be officially registered, and pay tuition and fees in order to attend class, receive a grade, and receive academic credit. Prior to registration, students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) each semester or risk being dropped from their courses. Students should register via SharkLink for the fall, winter, and summer semester during the open registration period before the registration deadline. Students should register for all courses they intend to complete within a semester and not wait until the semester has started to register for part of a term. Petitions for changes to course registrations will not be accepted 20 days after each semester ends. Registering early for the entire semester ensures availability of seats in required classes and allows the NSU Office of Student Financial Assistance to properly process and disburse the student's financial aid. Students must be fully admitted in order for financial aid funds to disburse. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student. The following holds will prevent students from registering:

**New undergraduate student hold**—New undergraduate students must meet with their academic advisor before registering.

**NSU employee hold**—NSU employees must submit a Student Transaction Form to register.

**Other holds**—Other holds, such as a Bursar or academic hold, may prevent students from registering. Students must contact the respective hold originator to resolve the hold before registering in SharkLink.

### Roster Reconciliation

Faculty members are required to notify the Office of the University Registrar of any registered student who is not in attendance at the beginning of each semester. Therefore, it is of utmost importance that students attend the courses they registered for at the beginning of each semester. If that is not possible, students must notify their professor. Otherwise, the professor may report the student as not in attendance, and the student can be dropped from the course.

### Dropping and Adding Classes

During the drop and add periods, students may modify their schedule by changing classes without any further academic implications. However, even during the drop and add period, dropping a class may result in a tuition charge, affect fees, or impact a student's financial aid. Students may withdraw from a class after the drop period has ended. Changes to course registrations will not be accepted 20 days after each semester ends. Dropping a course may result in a refund for tuition paid and will not negatively affect the GPA. However, students need to be cautious because dropping classes may affect the student's enrollment status, eligibility for financial aid, and loan deferment. If a student drops below half-time or full-time status, (whichever was the basis for financial aid awarded), the student may become ineligible for grant aid, loans, and scholarships that were awarded prior to the drop. This may cause a reduction in certain types of financial aid and, consequently, may result in a higher balance due. Students receiving financial aid are strongly encouraged to consult a financial aid counselor before dropping or withdrawing from classes to ensure compliance with federal and state standards of Satisfactory Academic Progress (SAP). Student athletes should also contact the athletic compliance officer.

### Withdrawal from Classes

Students may withdraw from a class after the drop period has ended up to three weeks prior to the end of the semester. Withdrawn courses will remain on student transcripts with a grade of W, but will not affect the student's GPA. Before withdrawing from classes, students are advised to consult with their academic advisor to discuss academic standing implications. Financial aid recipients are strongly encouraged to also speak with a financial aid counselor to avoid consequences such as loss of financial aid eligibility or reversal or reduction of funds received. International students must be mindful that their immigration status can be affected by changes in schedule.

### Curriculum, Advising, and Program Planning

The Curriculum Advising and Program Planning (CAPP) degree evaluation system allows students to compare their completed coursework against the degree/certificate requirements published in the catalog for the year in which they

matriculated. This useful reference tool helps students track their progress toward degree/certificate completion and is available through SharkLink.

CAPP helps students keep track of their completed coursework by applying it to each specific requirement (e.g., major and minor requirements). Once students have registered for a course, CAPP will display the course as “in progress,” regardless of whether the term has actually begun. CAPP displays any courses that are not required for degree/ certificate completion under “Additional Information” in the “Courses Not Used” section. This allows students to verify whether their enrollment is degree-applicable prior to the beginning of the term and helps students stay on track toward graduation or certificate completion.

### **Enrollment Requirements for Financial Aid Eligibility**

In order for students to receive any federal Title IV or state financial aid (grants, scholarships, student employment, and loans), they must be enrolled in a minimum number of courses that are required for degree/certificate completion (degree-applicable). Students may only receive financial aid for courses that are required for degree/certificate completion. Financial aid funds will only be disbursed to students who meet the minimum enrollment requirements for financial aid eligibility with degree-applicable courses. A student may maintain maximum financial aid eligibility while enrolled in not degree-applicable courses if the student meets the enrollment requirements for each respective Title IV program with degree-applicable courses. For instance, in order to be eligible for federal loans, a student must be enrolled at least half time. Half-time status varies by program. If half-time enrollment is defined as 6 credits per semester/term, students must be enrolled in at least 6 degree-applicable credits to be eligible for federal loans. If a student enrolls in one 3-credit course that is degree-applicable and one 3-credit course that is not degree-applicable, the student will not be eligible for federal loans, even though the student is enrolled half time.

Detailed instructions on how to view a CAPP Online Degree Evaluation are available at [www.nova.edu/capp](http://www.nova.edu/capp).

## **Payment**

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Bursar policies and information in this section are provided by Enrollment and Student Services. Policies listed in this section apply to all FCE students and programs, unless otherwise stated within this text.

### **The University Bursar’s Office**

The Office of the University Bursar is responsible for billing students, collecting and depositing their payments, issuing refunds from excess financial aid funds, and verifying students’ eligibility for a student loan. Please be aware of the following policies:

- Payment is due in full at the time of registration.
- Registration will be processed unless there is a hold on the student’s account.
- Electronic bills are sent the middle of each month via email to the student’s NSU email address. No paper bills are sent. Students can authorize additional users to receive an NSU eBill notification by signing the person on as an authorized user.
- If a student owes a balance 30 days after the start of the semester, a hold and a \$100.00 late fee will be placed on the account. This hold prevents future registrations, the viewing of grades, and access to the RecPlex at the Don Taft University Center.
- If a balance exists after 90 days, the account will be placed in collections.

### **Late Payment Fee**

All tuition and fees must be paid within 30 days after the start of the semester. A delay in excess of 30 days will result in the assessment of a nonrefundable \$100 late payment fee, and a hold will be placed on the student account. The hold will prevent the student from viewing grades, registering for future classes, ordering transcripts or diplomas, and accessing the Don Taft University Center RecPlex until the financial obligation is reconciled.

### **Method of Payment**

NSU accepts Visa, MasterCard, and American Express as well as payments made by traveler’s checks, cashier’s checks, personal checks, money orders, and wire transfers. Electronic checks can be used through NSU eBill. International checks must be in U.S. funds only and drawn on a U.S. bank.

### **Online Payment**

The fastest and most convenient option is to pay online via NSU eBill. NSU eBill notifications are sent to students’ NSU email the middle of each month. Students may pay their NSU eBill by echeck or credit card.

## Payment by Mail

Students may **mail your check** with your name and NSU ID to:

Nova Southeastern University  
Bursar's Office  
3301 College Avenue  
Fort Lauderdale, FL 33314

Students may mail a completed Credit Card Authorization Form available at [http://www.nova.edu/bursar/forms/cc\\_authorization.pdf](http://www.nova.edu/bursar/forms/cc_authorization.pdf) or money order/cashier's check to:

Nova Southeastern University  
Bursar's Office  
P.O. Box 290060  
Fort Lauderdale, FL 33329

## Payment in person

Students may pay in person at the One-Stop Shop, located in the Horvitz Administration Building and the Terry Administration Building on the Fort Lauderdale-Davie campus. Hours of operation are Monday through Thursday, 8:30 a.m. to 7:00 p.m.; Friday 8:30 a.m. to 6:00 p.m., and Saturday (Horvitz only), 9:00 a.m. to 12 noon.

Instructions on payment by wire transfer are available on the Bursar's website at [http://www.nova.edu/bursar/payment/pay\\_my\\_bill.html](http://www.nova.edu/bursar/payment/pay_my_bill.html).

## Payment Plans

NSU students (with the exception of international students) who wish to defer payment of their tuition, fees, and other institutional charges, due at the time of registration, may sign up for an NSU Payment Plan. Detailed information, including application deadlines, is available at [www.nova.edu/bursar/payment/payment\\_plans.html](http://www.nova.edu/bursar/payment/payment_plans.html).

## Tuition Assistance Plans

- **Tuition Deferment**

Graduate students should contact their program office for information on deferment programs.

- **Tuition Direct Billing**

A student whose employer, sponsor, or guarantor has agreed to be direct billed by NSU must notify the Office of the University Bursar accordingly. The student must complete the following before the first day of class:

- provide a voucher, financial guarantee, letter of credit or eligibility from the respective payer with the amount and enrollment period for which funds are to be applied when charges are due at the time of registration.
- pay any amount due not covered in the billed party documentation.

- **Tuition Reimbursement**

Some employers/sponsors/guarantors make payments directly to the student. Students must complete the following before the first day of class:

- Pay charges in full for the semester/term to be reimbursed
- Send an email to [bursar@nova.edu](mailto:bursar@nova.edu) from their SharkLink (NSU) email account to request a receipt of paid charges

## NSU Student Health Insurance

Students residing on campus are required to carry adequate health insurance. They will automatically be enrolled in the NSU Student Health Insurance Plan, and their student accounts will be charged accordingly. Students who are insured under another insurance plan, must opt out of the NSU Student Health Insurance Plan each academic year by the given waiver deadline for their program to have the charge removed from their student account. The effective dates for coverage under the NSU Student Health Insurance Plan will coincide with the academic year, not the calendar year. More information on the NSU Student Health Insurance, waiver deadlines, and access to the online waiver process, is available on the Bursar's website at <http://www.nova.edu/bursar/health-insurance/index.html>.



## Enrollment and Student Services Contact Information

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### Technical Help

The Help Desk is dedicated to serving the NSU community from enrollment to graduation and beyond. Help Desk services include, but are not limited to, computer and browser configuration for NSU online resources; SharkLink account support; academic specified program installations; email configuration; basic network troubleshooting and configuration, and mobile device support. For technical help, students may call (954) 262-4357; 800-541-6682 ext. 24357; or email [help@nova.edu](mailto:help@nova.edu).

### University Call Center

The University Call Center is available seven days a week to answer financial aid, bursar, registrar, and technical support questions.

University Bursar:	(954) 262-5200 or 800-806-3680
Office of Student Financial Assistance:	(954) 262-3380 or 800-806-3680
University Registrar:	(954) 262-7200 or 800-806-3680
Help Desk:	(954) 262-HELP (4357) or 800-541-6682, ext. 24357
NSU Student Health Insurance:	(954) 262-4060 or 844-990-1800

### Hours of Operation (E.T.)

Monday-Friday: 7 a.m. to 10 p.m.

Saturday-Sunday: 8:30 a.m. to 5 p.m.

### The One-Stop Shop (Horvitz and Terry Administration Buildings)

The One-Stop Shop is the central point of contact for information and service for walk-in prospective, new, and continuing students. Staff members are cross-trained to answer inquiries about financial aid, registrar, and bursar functions. Students can also obtain their SharkCard and parking decal at the One-Stop Shop. Offices are conveniently located in the Horvitz Administration Building on the Fort Lauderdale/Davie Campus as well as on the first floor of the Terry Administration Building.

#### Hours of Operation (E.T.)

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 noon (Horvitz Building only)

The University Call Center and the One-Stop Shops are closed on holidays observed by NSU.

## Financial Policies and Information

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### Fees

#### Application Fee

The application for admission to the university must be accompanied by a \$50 non-refundable application fee.

#### Graduation Fee

An [Application for Degree](#) Form should be submitted no later than the last semester/term in which the student will complete his or her program. The application must be submitted with a \$100 non-refundable fee. Students may visit the Office of the Registrar website at <http://www.nova.edu/registrar/instructions> for access to the 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 semester/term. This fee is non-refundable if a student withdraws on or after the first day of the semester/term.

#### Student Health Insurance Fee

On-campus residents will be charged a NSU Student Health Insurance fee of \$2,199 for the 2017-2018 academic year. Students must opt out of the NSU Student Health Insurance Plan each academic year by the given waiver deadline for residential students, if they are insured under another health insurance plan.

#### University Student Services Fee

A \$225 fee will be charged for students registering for 3 credits or less in a given semester/term. A \$450 fee will be charged for students registering for more than 3 credits per term. This fee is non-refundable if a student withdraws on or after the first day of the term.

#### Declined Payment Fee

NSU assesses a \$25 declined payment fee for each declined payment, including payments made by check or credit card. The Bursar's Office reserves the right to refuse personal checks from students, whose previous check payments have been declined more than once. These students will be required to submit payment by money order, credit card, or certified check.

# **Full-time Faculty and Campus Locations**

## Full-Time Faculty Academic Year 2017-2018

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**Julie Alemany**

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

**Georgina Arguello**

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

**Jia Borrer**

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

**A. Jared Bucker**

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

**Berta Capo**

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

**Lisa J. Carbone**

*Ed.D., Nova Southeastern University*  
*M.B.A., Nova Southeastern University*  
Director, Program Licensing/  
Assistant Professor

**Lina Lopez Chiappone**

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

**Mel D. Coleman**

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

**Melinda Coleman**

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

**Judith L. Coughlin**

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

**Charlene M. Desir**

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

**Wayne T. Driscoll**

*Ed.D., Teacher's College,*  
*Columbia University*  
*M.Ed., Wright State University*  
Interim Chair/Assistant Professor

**W. Alex Edmonds**

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

**David Escobar-Arcay**

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

**Dana L. Fredebaugh**

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

**Michael W. Gaffley**

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

**David Griffin**

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

**Steven Hecht**

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

**Sidi M. Lakhdar**

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

**Victoriano Lopez**

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

**Jamie D. Manburg**

*Ed.D., Nova Southeastern University*  
*M.S., Nova Southeastern University*  
Associate Dean/Program Professor

**Tatjana Martinez**

*J.D., Widener University*  
*M.S., University of Miami*  
Associate Professor

**Maureen McDermott**

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

**Gabriela Mendez**

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

**Maria Grethel Mendez**

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

**Dana S. Mills**

*Ph.D., University of Rhode Island*  
*M.A., University of Rhode Island*  
Associate Dean, Student Affairs, Research, and  
Undergraduate Programs/Assistant Professor

**Roxanne V. Molina**

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

**Rashid A. Moore**

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

**Anymir M. Orellana**

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

**Silvia Orta**

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

**Gina Peyton**

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

**Jennifer Gunter Reeves**

*Ph.D., Florida State University*  
*M.S., Florida State University*  
Director of Dissertation Support Services/  
Associate Professor

**Herminia J. Rivera**

*Ph.D., The Ohio State University*  
*M.Ed., University of Puerto Rico*  
Associate Professor

**Wilma J. Robles de Melendez**

*Ph.D., Universidad Complutense de*  
*Madrid, Spain*  
*M.A.Ed., University of Puerto Rico*  
Associate Professor

**Kenneth Rockensies**

*Ed.D., University of Virginia*  
*M.S., University of Kentucky*  
Associate Dean for Academic Affairs/  
Associate Professor

**Armando Rodriguez**

*Ed.D., Nova Southeastern University*  
*M.S., Florida International University*  
Executive Director, Latin American Programs/  
Assistant Professor

**David Ross**

*Ed.D., Florida Atlantic University*  
*M.J.P.M Florida Atlantic University*  
Associate Professor

**Lynn Schrum**

*Ph.D., University of Oregon*  
*M.S., University of Evansville*  
Professor

**Michael R. Simonson**

*Ph.D., University of Iowa*  
*M.S., Iowa State University*  
Associate Professor

**Vanaja Sivalingam**

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

**Zandra Stino**

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

**Hui Fang Huang Su**

*Ed.D., Nova Southeastern University*  
*M.Ed., Texas A & M University*  
Associate Professor

**Michelle Tenam-Zemach**

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

**Sandra M. Trotman**

*Ph.D., University of Waikato*  
*M.Ed., University of Waikato*  
Associate Professor

## NSU Campus Locations

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### **Fort Lauderdale-Davie Campus**

3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
Phone: 800-541-NOVA (6682)  
Email: [nsuinfo@nova.edu](mailto:nsuinfo@nova.edu)

### **Oceanographic Center**

8000 North Ocean Drive  
Dania Beach, Florida 33004-3078  
Phone: 800-39-OCEAN  
Email: [imcs@nova.edu](mailto:imcs@nova.edu)

### **East Campus**

3100 SW 9th Avenue  
Fort Lauderdale, Florida 33315-3025

## NSU Regional Campuses and Instructional Sites

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### **Fort Myers, Florida**

3650 Colonial Court  
Fort Myers, FL 33913  
Phone: (239) 274-6070  
Email: [nsu-fortmyers@nova.edu](mailto:nsu-fortmyers@nova.edu)

### **Orlando, Florida**

4850 Millenia Blvd  
Orlando, Florida 32839  
Phone: (407) 264-5601  
Email: [nsu-orlando@nova.edu](mailto:nsu-orlando@nova.edu)

### **Jacksonville, Florida**

6675 Corporate Center Parkway  
Suite 115  
Jacksonville, Florida 32216  
Phone: (904) 245-8910  
Email: [nsu-jacksonville@nova.edu](mailto:nsu-jacksonville@nova.edu)

### **Palm Beach, Florida**

11501 North Military Trail  
Palm Beach Gardens, Florida 33410  
Phone: (561) 805-2100  
Email: [nsu-palmbeach@nova.edu](mailto:nsu-palmbeach@nova.edu)

### **Miami, Florida**

8585 SW 124th Avenue  
Miami, Florida 33183  
Phone: (305) 275-2601  
Email: [nsu-miami@nova.edu](mailto:nsu-miami@nova.edu)

### **San Juan, Puerto Rico**

997 San Roberto Street  
San Juan, PR 00926  
Phone: (787) 773-6501  
Email: [nsu-puertorico@nova.edu](mailto:nsu-puertorico@nova.edu)

### **Miramar, Florida**

2050 Civic Center Place, Third Floor  
Miramar, Florida 33025  
Phone: (954) 262-9498  
Email: [nsu-miramar@nova.edu](mailto:nsu-miramar@nova.edu)

### **Tampa, Florida**

3632 Queen Palm Drive  
Tampa, Florida 33619  
Phone: (813) 574-5200  
Email: [nsu-tampa@nova.edu](mailto:nsu-tampa@nova.edu)

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