



Graduate Catalog

2010
Volume 11

Teacher Education University

Graduate Catalog

2010

Volume 11



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About Teacher Education University

Teacher Education University is an online university dedicated to providing graduate degree programs for educators. The parent company is Teacher Education Institute (TEI), a Florida Corporation founded in an effort to provide quality educational courses to practicing teachers and administrators. In 2005, after years of documented interest from TEI students and a growing need for graduate degrees for educators, the idea for Teacher Education University was formulated. Following the philosophy of TEI, the University would provide relevant online graduate level degrees for educators. After a year of research regarding online universities and colleges of education, including surveying TEI participants on the degrees they would be interested in, representatives from Teacher Education Institute met with the Florida Department of Education Commission for Independent Education to obtain a Provisional License for Teacher Education University. On December 15, 2005, Teacher Education University was granted a provisional license by the Commission for Independent Education and has since been granted an Annual License. The first semester began in May, 2006. On January 12, 2008, Teacher Education University was granted accreditation from the Distance Education and Training Counsel. The first graduates were awarded their degree in May, 2008.

The following degree programs are offered completely online:

- Master of Arts in Education: Concentration in Instructional Strategies, 36 credit hours
- Master of Arts in Educational Leadership, 36 credit hours
- Master of Arts in Educational Technology , 36 credit hours
- Master of Arts in Elementary Education K-6, 39 credit hours
- Master of Arts in School Counseling, 48 credit hours

Class content is provided in an asynchronous manner over a fifteen-week period through ten or more module topics for each course. Students participate in weekly assignments including: reflections, readings, projects, and online discussions with the course professor and fellow classmates as appropriate.

Students can expect interactive, professor-led courses designed to integrate theory and practical experience in an effort to provide the necessary tools to be educational leaders. Learning activities such as written assignments, projects, interviews, classroom analysis, portfolios, and development plans are designed to meet a variety of student learning styles. In each course, students incorporate information from professional literature and research while applying theory to practice. Students also use an asynchronous bulletin board system to receive and comment on course assignments specific to each module, participate in group activities and dialogues, and receive personal feedback from the course instructor. Practicum experiences are included to provide a foundation for students to work on real world problems.

Contact Information

Web Address: www.TEU.edu

Office Address:

1079 West Morse Boulevard, Suite B
Winter Park, Florida 32789

Telephone: 800.523.1578

Fax: 800.370.2600

Email info@TEU.edu

University Office Hours:

Monday through Friday 8:30 a.m. – 5:00 p.m. EST

Holiday Schedule:

Teacher Education University's offices will be closed:

- New Year's Day - January 1
- Martin Luther King Day - January 18
- Good Friday - Friday before Easter
- Memorial Day - Last Monday in May
- Fourth of July - July 4
- Labor Day - First Monday in September
- Thanksgiving Day - Fourth Thursday in November
- Friday immediately following Thanksgiving Day
- Christmas Eve - December 24
- Christmas Day - December 25
- New Year's Eve - December 31

As an online entity, Teacher Education University facilities include administrative offices, student services offices, and IT offices. While there is no classroom space, staff is available to answer questions via phone and meet face to face with potential students, students, alumni, and faculty by appointment in the meeting room.

Letter From The Chief Education Officer

As the Chief Education Officer, I am honored to work with Teacher Education University faculty and staff to offer programs and services designed to enrich the lives of teachers. At Teacher Education University, we share your passion for teaching and understand the difference you make in the lives of your students. Teacher Education University's online degree programs combine rigorous coursework with practical theory and are designed to be convenient, flexible and affordable for the working teacher.

We know our students have made a choice to continue their education while also juggling the responsibilities of work and family. As educators ourselves, faculty and staff are dedicated to assist Teacher Education University students in succeeding in coursework and reaching goals.

Kristi Bordelon
Chief Education Officer
Teacher Education University

Academic Calendar 2010

Winter Semester

Registration
Classes Begin
Add/Drop Period
Spring Break
End of Winter Semester
Grades Due by 12noon

2010

Oct. 21–Jan. 6
Jan. 7
Jan. 7-13
March 17-21
April 22
April 26

February

Registration
Classes Begin
Add/Drop Period
Break
End of term
Grades Due by 12noon

2010

Dec. 1 – Feb. 2
Feb. 2
Feb 2-8
March 17 - 21
May 18
May 21

March

Registration
Classes Begin
Add/Drop Period
Break
End of term
Grades Due by 12noon

2010

Jan. 1 – March. 2
March. 2
March 2 - 8
March 31 – Apr 8
June 15
June 18

April

Registration
Classes Begin
Add/Drop Period
Break
End of term
Grades Due by 12noon

2010

Feb. 1 – April 5
April 6
April 6 – 12
May 26 – June 1
July 20
July 23

May

Registration
Classes Begin
Add/Drop Period
Break
End of term
Grades Due by 12noon

2010

March 1 – May 3
May 4
May 4 – 10
May 26 – June 1
Aug 17
Aug 20

June

Registration
Classes Begin
Add/Drop Period
Break
End of term
Grades Due by 12noon

2010

April 6 – May 31
June 1
June 1 – June 7
June 30 – July 6
Sept 14
Sept. 17

July

Registration
Classes Begin
Add/Drop Period
Break
End of term
Grades Due by 12noon

2010

May 4 – July 5
July 6
July 6 – 12
Sept. 1 - 7
Oct. 19
Oct. 22

August
 Registration
 Classes Begin
 Add/Drop Period
 Break
 End of term
 Grades Due by 12noon

2010
 June 1 – Aug. 2
 Aug. 3
 Aug 3 - 9
 September 1 - 7
 Nov. 16
 Nov. 19

September
 Registration
 Classes Begin
 Add/Drop Period
 Break
 End of term
 Grades Due by 12noon

2010
 July 6 – Sept. 6
 Sept. 7
 Sept. 7 - 13
 Nov 24 - 30
 Dec. 21
 Dec. 24

October
 Registration
 Classes Begin
 Add/Drop Period
 Break
 End of term
 Grades Due by 12noon

2010
 Aug.3 – Oct. 4
 Oct. 5
 Oct. 5 – Oct. 11
 Nov. 24 - 30
 Jan. 18
 Jan. 21

November
 Registration
 Classes Begin
 Add/Drop Period
 Break
 End of term
 Grades Due by 12noon

2010
 Sept. 7 – Nov. 1
 Nov. 2
 Nov. 2 - 8
 Dec. 22 - 28
 Feb. 15
 Feb. 18

December
 Registration
 Classes Begin
 Add/Drop Period
 Break
 End of term
 Grades Due by 12noon

2010
 Oct. 5 – Dec. 6
 Dec. 7
 Dec. 7 - 13
 Dec. 22 - 28
 March 22
 March 25

All classes are fifteen weeks in length. Beginning February 2, 2010, students may elect to finish classes prior to the end date of the course, provided they adhere to the assignment submission policies. Teacher Education University feels that this form of scheduling will allow students to have a more self paced, individualized, and accelerated degree process. Classes are available according to the chart above. Students may register for classes any time prior to the 20th of the month preceding the month in which they desire to begin class.

Purpose and Mission of the University

Teacher Education University is dedicated to providing innovative online educational graduate programs that assist students in fulfilling their potential as future educators and leaders. To this end the University has adopted the following mission statement which guides all programs of the University:

Mission Statement

Teacher Education University's mission is to provide innovative, quality, professor-led online graduate programs for professional educators by promoting the use of reasoned judgment to meet the needs of Kindergarten-post-secondary students, applying current research in educational theory and developing skills to be change agents and educational leaders.

University Objectives

- To offer individualized student learning experiences with professor-led online learning.
- To provide students with the strategies needed to be educational leaders through a curriculum which balances theory and practice and utilizes current resources and research in the field.
- To meet the needs of all learners by utilizing activities designed for a variety of learning styles.
- To build and sustain an active community of learners.
- To demonstrate academic accountability by requiring students to submit assignments specific to their professional setting.
- To encourage program completion to meet students' educational goals.
- To measure employer satisfaction.
- To positively impact the educational communities and to maintain accountability to the public.
- To become recognized leaders in providing relevant online courses for educators.

Accreditation, License, and Recognition

Teacher Education University is registered as a fictitious name in the state of Florida through the Florida Department of State.

Teacher Education University is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC). The Accrediting Commission of the Distance Education and Training Council is listed by the U.S. Department of Education as a nationally recognized accrediting agency, and is a recognized member of the Council for Higher Education Accreditation (CHEA). Some state departments of education will not recognize credits or degrees earned from a DETC accredited institution for teacher recertification and/or pay scale advancement. It is the responsibility of the student to check with their state, county, district or school to ensure that all requirements for professional examinations, certification, recertification, subject endorsement, and pay scale

advancement are being met through obtaining a degree through Teacher Education University. DETC can be contacted at www.DETC.org. CHEA can be contacted at www.CHEA.org.

Teacher Education University is licensed by the Florida Commission for Independent Education, License Number 3328. Additional information regarding Teacher Education University may be obtained by contacting the Commission for Independent Education at 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399 (888-224-6684).

Teacher Education University is a member of the United States Distance Learning Association.

Teacher Education University Administration

Teacher Education Institute
Parent Company

Kristi Bordelon, M.A.
Chief Education/Academic Officer (CEO) & Coordinator of Technology
Oversees all academic functioning of the University and coordinates technology for online courses and student online help desk
kbordelon@teu.edu

Amanda Bowers, B.S.
Chief Designated Administrator and Director of Financial Services
Oversees management responsibilities and directs University finances and student accounts
abowers@teu.edu.

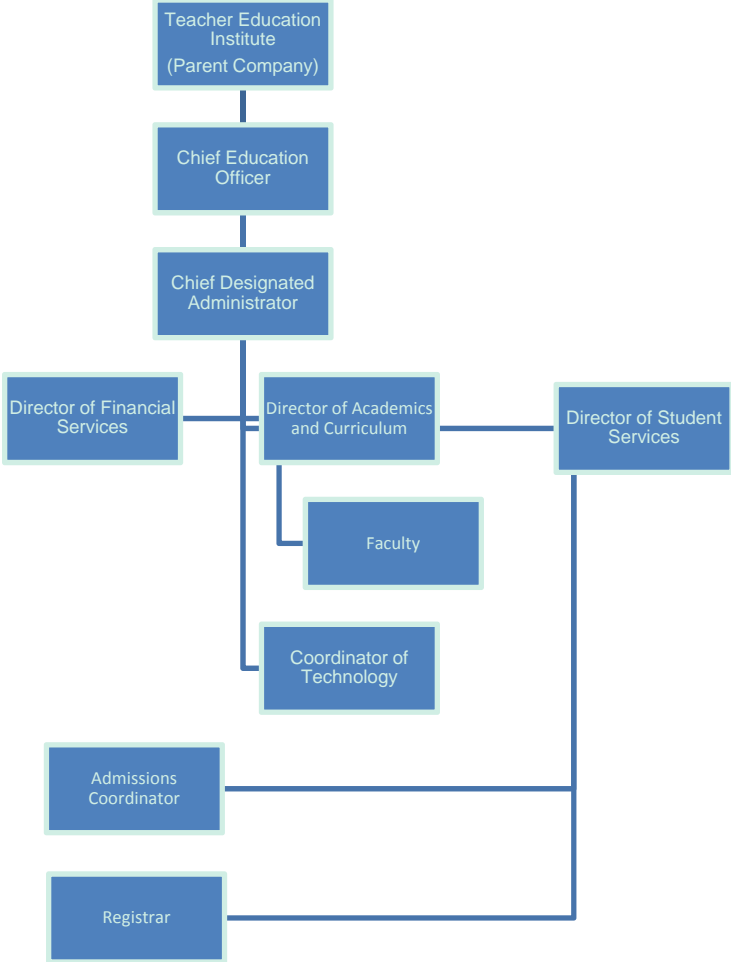
Ann Marion, B.A.
Admissions Coordinator
Organizes and directs admissions procedure, performs integrated academic advisement and consultation of prospective, current, and former students and oversees student services.
amarion@teu.edu

Charlotte Lugering, M.ED.
Director of Academics and Curriculum
Evaluates and revises course content and materials, analyzes and reports learning outcomes assessment data.
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Jennifer Morrison,
Registrar
Directs registration, grades and transcripts
jmorrison@teu.edu

Due to the online nature of Teacher Education University, faculty and staff may not keep regular on-site office hours. Students wishing to contact staff should first call the University at 800-523-1578. Students may also email staff members with specific questions or requests at the email addresses listed above. Students wishing to contact a university faculty member should contact them via the University email address.

Organizational Chart



General Information and Policies

The Role of the Student

Students are responsible for reading and complying with the policies, rules, and regulations of Teacher Education University as outlined in this graduate catalog and the Enrollment Agreement. The graduate catalog can be downloaded from the University website or contacting the Office of Admissions. The Enrollment Agreement is available through the University website, in the appendices of the graduate catalog and is sent to students upon acceptance into the University. Some state departments of education will not recognize credits or degrees earned from a DETC accredited institution for teacher recertification and/or pay scale advancement. It is the responsibility of the student to check with their state, county, district or school to ensure that all requirements for professional examinations, certification, recertification, subject endorsement, and pay scale advancement are being met by obtaining a degree through Teacher Education University. Teacher Education University makes no guarantee that courses will meet requirements for each state's certification/licensing standards.

Change of Student Information

It is the responsibility of the student to update personal information such as telephone number, email address, mailing address, etc. through the University student management system, Maestro. It is also the responsibility of all current students to maintain an active email address while enrolled at the University. All students are issued a TEU.edu email account and are required to check the account frequently.

Time Commitment

Courses are rigorous in nature and demand students make a commitment of time and to be self-motivated, proactive learners. Students should plan to spend approximately 3-5 hours a week completing course readings and assignments. Applicants are encouraged to explore the online learning environment at www.TEU.edu before applying to the University.

Technology Requirements for Online Graduate Degree Programs

Teacher Education University's online platform is both PC and Macintosh compatible. Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have Internet access as well as an active email account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Internet Explorer, Mozilla Firefox, Safari, etc. Students will also need access to a Webcam, either their own or through Teacher Education University, for completing proctored exams.

Students must have the ability to run an antivirus application to ensure that files are virus free. Technical issues including accessing, sending, and creating assignments should be addressed to the course professor and contact the University Tech Support staff at: TechSupport@TEU.edu or calling toll-free 800-523-1578.

Privacy Rights and Confidentiality

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), Teacher Education University honors student privacy and protects the confidentiality of educational records and the rights of students to inspect and review these records. Only upon the written request of the student may information collected by the University be released. Specific transcript information is not available for general statistical purposes.

Statement of Nondiscrimination

In accordance with federal and state laws, Teacher Education University prohibits discrimination on the basis of race, color, national origin, sex, age, marital status, disability or veteran status. In addition, the University prohibits discrimination on the basis of sexual orientation.

Sexual harassment is one form of sexual discrimination that is prohibited.

Any person who believes that he or she has been sexually harassed at the University may file either a formal or informal complaint through the CEO's office on the University complaint form. Confidentiality will be maintained to the fullest extent.

Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Teacher Education University is dedicated to providing reasonable academic accommodations for students identified as disabled under the law and ensuring that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any university program / activity.

Anti-Hazing Policy

As stated in Florida Law 240.1325, "hazing" means any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university, which organization is hereinafter referred to as an "university organization". Such term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity which could adversely affect the physical health or safety of the individual. This also includes any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment or other forced activity which could adversely affect the health or dignity of the individual.

Hazing is in direct conflict with the mission and purpose of Teacher Education University and will not be tolerated.

University Response to Allegations of Hazing

Any allegations of hazing reported to the University will be investigated. If the investigation yields evidence of hazing, the University will then take appropriate disciplinary action against the individuals and/or organizations deemed responsible for the hazing. Disciplinary action would include both punitive sanctions (e.g. fines, loss of privileges, suspension or expulsion of the individual/organization) and educational sanctions (e.g. programs, workshops, etc.). The University will also support any victim of hazing if they want to speak to the law enforcement agencies about the possibility of pressing criminal charges.

Cancellation of Courses

Teacher Education University reserves the right to cancel courses due to insufficient student enrollment. If a course is canceled, students are entitled to a refund of monies paid or a credit to the student account for the canceled course, whichever the student prefers.

Admission Requirements

Prerequisites

All applicants must have a bachelor's degree from an accredited university or college.

Admission

To apply for admission to the University, all applicants are required to submit the following to the Office of Admissions:

1. Completed application
2. Application fee of \$50.00 USD
3. Official transcripts from the institution which conferred the bachelor's degree. To be considered official, transcripts must be received by the University in a sealed, intact envelope.
4. Two letters of recommendation written within the last three years to assess the candidate's ability to succeed in an online, graduate level degree program. One recommendation must be completed by the applicant's current or a past employer. In lieu of formal letters of recommendation, the application may submit Teacher Education University Recommendation Forms. Recommendation forms can be downloaded from the University website.
5. Current resume or curriculum vitae.
6. A 500-word essay outlining the student's academic plans and objectives for graduate study and career goals in the field of education.
7. An interview via teleconference with members of the Admissions Committee (interview to follow a structured interview procedure). The interview is scheduled only after all materials have been received and approved.

The Office of Admissions will contact the student once an application is completed and submitted to the University. The Office of Admissions will review the application materials and inform the applicant in writing as to acceptance into the University and desired program of study. If, for any reason an applicant is not accepted, all monies paid are refunded to the applicant.

Provisional Admission

A student may be granted provisional admission for several reasons:

1. The undergraduate cumulative GPA is below a 3.00 but above a 2.50 on a 4.00 scale. The student may take up to nine (9) credit hours as a provisional student at the end of which time the student must achieve a 3.00 GPA or higher. Upon achieving a GPA of 3.00 or higher, the student will be granted full admission status.
2. Pending the receipt of official transcripts or one of the two required letters of recommendation. Upon the receipt of official transcripts or the second letter of recommendation, the student will be removed from provisional admission status granted that the student's undergraduate GPA is a 3.00 or higher.

Admissions Procedures for ESE and International Students

All applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principle language of instruction must receive a TOEFL score of 550 (old scale) or 213 (new scale), with at least 52 (old scale) or 18 (new scale) in each section of the exam in addition to the standard admission requirements. For more information, please refer to <http://www.toefl.org>.

International students with non-U.S. educational credentials must first obtain a foreign credentials evaluation from the Educational Credential Evaluators, Inc. (ECE), Post Office Box 92970, Milwaukee, WI 53202-0970, USA, telephone 414.289.3400, fax 414.289.3411, or another independent U.S. evaluation service approved by the University. Request forms and cost information are available at the ECE website, www.ece.org.

Admission of Non-degree Seeking Students

Non-degree status allows students who have no immediate intention to pursue a degree to enroll in courses without seeking degree program admission. Non-degree admission is not automatically granted and does not guarantee enrollment in any specific course.

Application Procedure

Non-degree seeking applicants must submit to the Office of Admissions:

1. Completed application for admission
2. A one-time application fee of \$50
3. Completed registration form (can be found in the appendices of this catalog)
4. Unofficial or official transcripts from previous/current college or university

Enrollment for non-degree seeking students is based on the students' eligibility and the availability of space in the desired course(s). Non-degree seeking students may enroll for no more than a total of twelve (12) credit hours. Completing courses as a non-degree seeking student does not automatically qualify an applicant for admission into a degree program. Non-degree seeking students who wish to enroll in a degree program must reapply (application fee is required) and adhere to all admissions requirements.

Non-degree seeking students are not eligible for financial aid or scholarships.

Enrollment

Before a student is able to register for courses, the student must sign and return the Teacher Education University Enrollment Agreement. Students are also required to send a legible copy of a government-issued picture ID (military ID, driver's license, etc.) with their Enrollment Agreement. A copy of the student's completed Enrollment Agreement will be provided to the student once it has been signed by both the student and a representative of the University. Students must read the graduate catalog before signing either the Application Form or the Enrollment Agreement.

Denial of Admission

An applicant may be denied admission if Teacher Education University determines that the University is unable to meet the educational needs and objectives of the applicant or if the applicant does not meet the published prerequisites of the University. If an applicant is denied admission all monies will be refunded.

Auditing Courses

All students admitted to a program of study are presumed to be working towards a degree and therefore, auditing of courses is not permitted. If a student has paid in full for a current course, they will retain access to that course until its end date. Non-degree seeking students may not audit courses.

Deferred Payment

Students may take advantage of Teacher Education University's deferred payment plan.

To participate in this plan, students must submit the Deferred Payment Waiver to the Director of Financial Services prior to class enrollment. Once approved, the student will be notified and may enroll at that time with a minimum \$100 deposit. This payment includes the \$50 per course processing fee for students participating in the Deferred Payment Plan.

Courses must be paid in full by the last day of the semester for the student to stay in good financial standing with the University.

Students participating in the Deferred Payment Plan may not enroll in a new course until all financial responsibilities have been met.

Billing Error or Dispute

Students should submit billing errors or disputes in writing to the University within 30 days after the postage date of the bill.

The written inquiry must include:

- Student name
- Social Security number
- A description of the presumed error
- The dollar amount of the presumed error

The disputed amount may remain unpaid until a resolution has been reached. All financial obligations not being disputed remain the responsibility of the student and should be paid on time.

Billing inquiries should be sent to:

Teacher Education University
Office of Financial Services
1079 West Morse Blvd., Suite B
Winter Park, FL 32789-3751

Or Email: Financial.Services@teu.edu

Late Registration

Students who do not register prior to the first day of the course will be charged a late registration fee of \$50.00.

Financial Aid

At the current time, Teacher Education University does not participate in any state, local, or federal financial aid programs. Students may select to participate in Costs associated with all courses must be paid by cash, credit card, money order or check.

Each course must be paid in full before the student will be permitted to register for any future courses. Students who wish to make payment arrangements should refer to the Deferred Payment Policy or contact the University Office of Financial Services by calling 800-523-1578 or email Financial.Services@TEU.edu.

Course Enrollment Cancellation and Refund Policy

Should the student be terminated or cancel his /her course enrollment for any reason, Teacher Education University has established this cancellation and refund policy for the protection of the student. A student may cancel his or her course enrollment at any time by adhering to the following guidelines:

1. Students are encouraged to provide the University a notice of cancellation in writing, however, the notice of cancellation may be forwarded to the University in any manner.
2. All monies will be refunded if the student cancels within five (5) calendar days of signing the Enrollment Agreement.
3. Teacher Education University will retain the application fee if the student cancels after five (5) calendar days of signing the Enrollment Agreement but prior to the first day of courses.
4. Refunds are calculated on a course by course basis for students enrolled in more than one course per term.
5. Beginning on the first day of the course if cancellation is requested, the student will be refunded according to the following schedule:

Amount of Coursework Completed by Student	Fees Refunded
After one week of a 15 week online course	80% of the tuition
After two weeks of a 15 week online course	70% of the tuition
After three weeks of a 15 week online course	60% of the tuition
After four weeks of a 15 week online course	50% of the tuition
After five weeks of a 15 week online course	40% of the tuition
After six weeks of a 15 week online course	30% of the tuition
After seven weeks of a 15 week online course	20% of the tuition
After eight weeks of a 15 week online course	10% of the tuition
After nine weeks of a 15 week online course	0% of the tuition

6. Termination Date: The termination date for refund computation purposes is the date on which the request to drop a course is received by the University.
7. Refunds will be made within 30 calendar days of the request to drop a course.
8. A student may be dismissed by the University for unsatisfactory academic progress, financial delinquency, or failure to comply with University rules or policies as stipulated in the graduate catalog.
9. Texts, kits, and tools are the property of the student and cannot be returned as part of the refund.
10. If the school is permanently closed and no longer offers instruction, the school shall, at its option:
 - a. Provide a full refund of all monies paid; or
 - b. Provide for completion of the course.

Applicant Refund

Applicants denied admission by the University are entitled to a refund of all monies paid.

Academic Information

Changes in Program Content

The degree program as outlined in the University graduate catalog at the time of the student's enrollment into the program will govern the student's course work.

English Language

Students must be able to speak, read, and write fluently in English.

APA Style

APA style and format is the recommended style for all written pieces and assignments. For further information or tips, refer to www.apastyle.org.

Units of Credit

One semester credit equals fifteen (15) hours of online class time. Each course is equivalent to three (3) semester credit hours.

Course Numbering

Teacher Education University does not participate in the Florida Statewide Course Numbering System. Each course is assigned a number with a prefix depicting the name of the program. The courses are numbered sequentially.

Rubrics

Rubrics are designed for each assignment and contain the specific criteria and the total number of points the assignment is worth for students to successfully complete the assignment. Each criteria lists how a student should perform to receive noted points. Rubrics help student identify what skills will be assessed and provide a guide for instructors when grading each assignment. Rubrics also allow instructors the ability to fairly assess qualitative assignment in a quantitative manner.

Assignment Submission Policy

All assigned coursework should be submitted in the format outlined in each module. This includes but is not limited to forum postings, projects, and instructor emails. Each assignment has a due date to guide students in successful course completion. Assignments are to be submitted on a per module basis with students waiting to receive grades prior to submitting the next module's assignments. There shall be no doubling up on assignment submission. Any assignments submitted after that time will be considered late, as established by the Student Late Work Policy. Once an assignment is considered late it may be subject to partial credit or in some cases not accepted, as determined by the course instructor.

All assignments should be submitted prior to the end of course date which is fifteen weeks from the start date. If a student feels they will not be able to complete all assignments within that time frame, they may elect to take an incomplete in the course. For information on petitioning to receive an incomplete grade, refer to the Incomplete Grade Policy.

Student Late Work Policy

Instructors have the option to modify the Teacher Education University Assignment Submission policy. If an instructor selects to modify the Teacher Education University Assignment Submission policy, the instructor is required to inform students of the policy during the first week of class. The student late work policy of the instructor should be followed in all cases. This default late work policy is as follows:

Faculty and staff of Teacher Education University realize that emergencies do occur. If a student knows that he/she will be unable to complete an assignment by the due date, he/she is to contact the instructor PRIOR to the due date. Early contact is best, as plans can be made to keep the student from falling behind, and ensure the highest possible grade. Without a prior emailed extension from the instructor, late work will be accepted up to one week after the due date for partial credit. Each day an assignment is late will reduce the assignment grade by five percent. By the seventh day, the assignment will not longer be accepted.

Any exceptions or extensions are decided on a case-by-case basis and may require documentation and/or approval from the University. These extensions are rare and typically last for a day or two at most.

Proctored Exams

General Information

Specific courses in each program require the completion of an online proctored exam using a Teacher Education University proctor via the ProctorU™ service. This service gives students the ability to take the proctored exam at a convenient time and location with the proctor viewing the student via Web cam.

Some facts about the exam:

- Questions reflect course content for Modules 1-8.
- The content of the questions will reflect the type of assignments completed in Modules 1-8, so it is to the student's advantage to review assignments prior to the proctored exam.
- Exams are designed to take approximately two hours to complete.
- Question types will include multiple choice, short answer, and essay.
- Students will be able to log in to the exam the day after Module 8 assignments are due to course instructor.
- Once the student logs in, the exam will only be available for two hours
- During the exam, the student may use the course Web site for assistance, as well as other research sites, such as Questia, that may assist him/her in successfully completing the exam.

ProctorU™ Technical Specifications and Instructions

The ProctorU™ service requires equipment with the following specifications:

1. A high speed internet connection
2. A computer running Windows XP or later versions
3. A webcam with 640 x 480 pixel video resolution (provided by Teacher Education University upon student request)
4. Audio capabilities, either through the webcam or through a standalone microphone (most cams come with a built in mic)
5. Speakers must be connected to the computer and working
6. The ProctorU™ program must be downloaded onto the computer (no installation necessary)

Each student will need to register for a free account with pupilcity at <http://teu.pupilcity.com>.

Once an account is created, students should return to <http://teu.pupilcity.com> to schedule all exams at least seven full days before the desired exam time. Students can change reservations until 24 hours before the exam, at which time they will need to contact pupilcity's exam line at 205-870-8122.

At the scheduled exam time, students should return to <http://teu.pupilcity.com> and follow the posted instructions to log into the assigned exam room.

Students should make sure their webcam and speakers are plugged in and turned on. STUDENTS CANNOT TURN ON THE WEBCAM SOFTWARE BEFORE LOGGING INTO ProctorU™ (this will create issues with the video feed). Once in the room, students should follow the instructions to connect to the proctor and follow the verbal instructions to begin their exam.

Taking the Exam

The day after the Module 8 due date, course instructors will send students with the link to the exam. Students will only be able to access the exam once. They should not click on the link or attempt to open the Web page until they are ready to begin the exam.

Exam Rules

- The exam is designed to take approximately two hours to complete.
- Exams submitted more than two hours after they are initially accessed will not be accepted (proctors should carefully keep track of time spent on the exam).
- Students who do not propose a suitable exam site and possible proctor will not be allowed to take the exam.
- Students must not communicate with anyone regarding the exam, other than the proctor (or instructor or other designate), either verbally, electronically or otherwise, during the exam.
- The exam must be completed independently.
- Students must not discuss the curricular content of the exam with colleagues from class, either verbally, electronically, or otherwise, until after the final deadline for completion of the exam.
- If technical problems arise such that the student is unable to access the on-line exam, the proctor will notify the Teacher Education University staff, in order for the student to have an extended time period to complete the exam, if necessary.
- The proctored exam covers Modules 1-8. It is not a closed book exam, students are free to use the textbook, browse the Internet, and the course Web site. Because students will be tested on concepts, browsing absolutely does not help those who have not studied, but may be an aid to those who wish to occasionally clarify their thinking.
- Students and proctors may not remove a printed copy of the final exam from the exam site.
- If the exam is printed during the examination period, the copy must be destroyed by the student in site of the proctor before the student leaves the site of the final exam.
- It is recommended that students who may wish to browse during the exam open two copies of the browser during the exam (using one for browsing if necessary, and the other for the exam).

- It is recommended that students "save" frequently during the exam, or write down a few words to help remember which answer they have chosen for each question in the event that there is a power failure, or they accidentally close the browser window in which they are completing the final exam.

After The Exam

Upon completion of the exam, the student will log off from ProctorU. The instructor is notified that the exam is ready for grading. Once the exam is graded, the grade will be posted in Maestro.

Academic Standards and Grading Policy

Grades for each course are awarded on a four-point system. One semester credit equals 15 hours of online class time. Grades are recorded for completed courses only. Student grades will not be disclosed over the phone.

A	100% - 93%	Outstanding	4.00
B	92% - 86%	Commendable	3.00
C	85% - 78%	Marginal	2.00
D	77% - 70%	Deficient	1.00
F	69% - 0%	Failure	0.00
I		Incomplete	
WC		Withdrew from course	

Academic Load

All courses offered by Teacher Education University are three (3) credit hours in length.

- Full-time credit load: nine or more credit hours per semester
- Half-time credit load: three to six credit hours per semester

Grade Point Average

The academic standing of a student is expressed in terms of a grade point average (GPA). A grade point average is computed by dividing the total number of grade points earned at Teacher Education University by the total number of hours attempted at Teacher Education University.

Standards of Academic Progress

Maintaining high academic standards is a condition for retention in each of the University's programs of study. Students must maintain a minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale. If a student's cumulative GPA falls below 3.00 in any one semester, the student will be placed on academic probation and given the following semester to increase their GPA to a 3.00. If a student does not achieve a 3.00 cumulative GPA by the end of the following semester, program suspension will occur.

Repeating a Course

A student may repeat a course in which he/she has earned a final grade of “C” or below. Students may only repeat the same course once and are required to pay all applicable tuition and fees for the course. In order to complete a degree program, all completed courses must have received a final grade of “B”. A final course grade below a “B” must be repeated in order to have the course count toward the degree program.

Forgiveness Policy

If a course is repeated, the higher letter grade will prevail and be calculated into the cumulative GPA in place of the lower grade received.

Faculty Advisors

Prior to acceptance, the Office of Admissions will review with the applicant the program demands, time commitment, expectations, requirements and other related information. The student will be assigned a faculty advisor after acceptance, upon registering for the first course. The Faculty Advisor will contact the student to provide his or her contact information and preferred hours of availability. Students should consult with their advisors regarding any specific program questions and/or academic concerns. It is the student’s responsibility to confer with their faculty advisor in regard to their registration plans and any updates or changes. While advisors are intended to provide appropriate academic guidance, the ultimate responsibility for understanding degree and course requirements rests with the student.

Probation and Suspension

The University will notify any student placed on probation in writing within five (5) business days of the registrar’s receipt of that semester’s grades. The student will also be provided information on the appeal process. The University reserves the right to place on probation any student who:

1. Fails to maintain satisfactory academic progress (as outlined on page 27).
2. Fails to meet financial obligations to the University (as outlined on page 19).
3. Violates principles of academic integrity*.

*Principles of academic integrity refer to cheating and plagiarism. These violations will merit a failing grade in the course in which the violation is documented. Plagiarism is defined as passing off the words or phrases of another as one’s own. Cheating is defined as practicing dishonesty or misrepresentation of facts. All forms of dishonesty and intent to defraud through falsification are considered cheating.

Teacher Education University also reserves the right to place students on probation due to unprofessional performance or inappropriate behavior.

Once placed on probation, the student must adhere to the guidelines outlined below for a period of six (6) months at which time the student will be reassessed and appropriately reinstated or suspended from the University.

1. The student must submit all course assignments on time.
2. The student must remain in financial good standing.

3. The student must initiate and maintain a constant line of communication with their course professor(s) and faculty advisor.

Suspension will follow only if the student is unable to return to good standing within six (6) months or if the student repeats a violation. Suspended students may reapply for readmission to the University after a period of one calendar year from the official date of suspension and will be subject to all admission requirements. Teacher Education University makes no guarantee of readmission.

Program Dismissal

A student may be dismissed by the University for unsatisfactory academic progress, financial delinquency, or failure to comply with university rules or policies as stipulated in the graduate catalog. Unsatisfactory academic progress includes failure to maintain the required GPA and failure to complete coursework as stipulated in the Incomplete policy.

Academic Appeal Process

A student on probation or suspended after his/her cumulative GPA falls below a 3.00 for two (2) consecutive semesters may file an appeal as outlined below:

1. The student must submit a letter via certified mail to the University's Academic Programs Director within 10 business days of receiving the University's notification of probation. The letter is to include an explanation of the circumstances that influenced their academic performance. The Academic Programs Director will review the letter and arrange for a phone conference with the student within 30 calendar days of receiving the letter.
2. Should a resolution not be agreed upon after this conference, the student may forward the letter and any additional information via certified mail to the chairperson of the University Appeals Board for review. The chairperson may contact the student if additional information is required.
3. The University Appeals Board will review the information and provide a written decision to the student within 30 calendar days of the receipt of the letter. The decision of the University Appeals Board is final.

The University Appeals Board is comprised of four faculty members, three graduate level students and two alternates (one faculty member and one graduate student member). No individual on the appeals board shall review his/her own complaint. Confidentiality must be maintained at all times.

Students who believe an appeal is unresolved may refer their appeal to: Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399, (888) 224-6684.

Appeal Process for Policies and Violations

The following appeals process is intended to be used by students as a means of resolving conflicts and disagreements related to university policies, awarded grades,

and/or student violations. The procedure must be initiated within 10 business days after the student is made aware of the concern/violation or by the end of the term in which the complaint exists, whichever is sooner. The following steps define the appeals procedure:

Step 1- It is the responsibility of the student to bring the concern to the attention of the professor or staff member involved and to schedule a conference with all parties involved no later than 10 business days after the complaint is known.

Step 2- If the problem cannot be resolved during this conference, a meeting with the University Academic Programs Director will then be scheduled within five (5) business days.

Step 3- If the problem remains unresolved, the student should present the complaint in writing via certified mail to the chairperson of the University Appeals Board within five (5) business days. After review, the University Appeals Board will make a recommendation of action to the University CEO who, after consideration, informs the student of the decision in writing.

Step 4- Students who believe an appeal is unresolved may refer their appeal to: Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399, (888) 224-6684.

Dropping or Adding Courses

Students may drop a course any time prior to the start date of the course as listed in registration materials. Courses dropped prior to the start date will not appear on the student's permanent record.

All schedule changes must be submitted to the Office of the Registrar on the University add/drop form. A copy of this form can be found in the appendices of this catalog or on the University website. It is the responsibility of the student to contact the Office of the Registrar to confirm the request was received if the University does not send confirmation within 48 hours.

Adding a Course

Students may add a course at any time prior to the 20th day of the month preceding the month they wish to start. For example, a student who wishes to begin a course on August 1 must register for that course prior to July 21 or be penalized with a late registration fee.

Dropping a Course

Students may drop a course anytime prior to the start date of the course and no later than seven (7) calendar days into the semester without financial penalty.

Students dropping a course beyond the first seven (7) days of the semester will be financially responsible for a percentage of the course tuition based on the University Refund Policy which can be found on page 22 of this catalog.

Withdrawal from a Course

Students who wish to withdraw from a course beyond the first seven (7) days of the semester must do so officially by completing the Course Withdrawal Form. Failure to officially withdraw from a course will result in an 'F' in the course, which will be computed into the cumulative grade point average. The Course Withdrawal Form is available through the Office of the Registrar, on the University website and in the appendices of this catalog. It is the responsibility of the student to contact the Office of the Registrar to confirm the request was received if the University does not send confirmation within 48 hours.

Incomplete Grade

A student may petition to receive an Incomplete grade if additional time is needed to complete course work or a specific assignment at the end of the course. To petition for an Incomplete grade, the student must submit the Incomplete Grade Form to the instructor and the instructor must agree that the student will receive an Incomplete grade by signing the Incomplete Grade Form. The student's grade for the course will be reflected on transcripts and grade sheets as an "I" until the incomplete work is submitted and graded. To receive credit for the course, the student must submit the incomplete assignments within a period of seven weeks following the course's original end date, as indicated by the due date of the Incomplete Grade Form. If the student has not submitted the incomplete work by the due date on the Incomplete Grade Form, the student's official grade will reflect the grade earned from the completed work.

Grade Reports and Transcripts

Grade reports are issued by the Registrar 12 to 14 business days after the last day of the course. Any error in designation, grade appeal from a past course or any omission should be reported to the Office of the Registrar within 10 business days of receipt. Official transcripts bearing the University seal will be made available upon written request by the student. To request transcripts, students are required to complete the Transcript Request Form available online and pay the \$5.00 transcript fee for each request. Students may not receive official transcripts or grade reports until all financial obligations to the University have been satisfied. Students may print an unofficial grad sheet through Maestro.

Student Placement Services

Teacher Education University makes no guarantee of job placement to students upon the completion of courses or upon graduation.

Teacher Education University offers students the following placement and employment resources at no cost to university students and graduates:

- Online Employment Search Resources to include topics such as: 'Interviewing Skills', 'Preparing Portfolios', and 'Stress Management'.
- Access to placement statistics, career information, and job search reference materials to assist the students with their career and employment plans.

For more information on these services, visit the University website at: www.TEU.edu.

Graduation Requirements

To be eligible for graduation, students must:

1. complete all program of study requirements.
2. have a minimum cumulative GPA of 3.0.
3. complete the program of study within five (5) years after completing the first course. An extension of one year may be granted by the University.
4. meet all the requirements listed in the graduate catalog at the time of enrollment, or at the time of changing the program of study.
5. complete and submit the Intent To Graduate Form to the Office of the Registrar by the published deadline.
6. fulfill all financial obligations to the University prior to graduation unless previous arrangements have been made.
7. complete and submit Program Of Study Exit Survey.

Transfer Credit

The number of credits acceptable for transfer into a Teacher Education University program of study is not to exceed a total of twelve (12) graduate credit hours. All transfer credits must be approved by the Admissions Director. To request the transfer of a course, the student must meet the following requirements:

1. Complete and submit the Transfer Credit Form.
2. Submit official transcripts showing award of graduate credit for all courses to be considered for transfer.
3. Submit a course artifact such as a syllabus, course description, project or exam, to demonstrate the course content is compatible with courses offered in the student's program of study.
4. Demonstrate comparable content and rigor to the courses they intend to replace.
5. Student must have received a grade of 'A' or 'B' on requested transfer courses.
6. Student understands credits are transferred, not grades or grade point averages.
7. Credit must originate from an institution that is accredited by an association recognized by the U.S. Department of Education.
8. Credits must have been awarded within 10 years from the date of admission to Teacher Education University.

Transfer credit approval of Teacher Education University courses to another institution of higher education is at the discretion of that institution. Institutions of

higher education vary in the nature and the number of credits that they accept. If a student wishes to transfer credit from Teacher Education University to another university, it is the responsibility of the student to contact the institution to which he/she is anticipating transfer.

Prior Credit

Teacher Education University does not award credit for prior learning experiences other than the approved twelve (12) credit transfer hours as explained in the Transfer Credit Policy.

Additional Policies

Leave of Absence

A student may request a leave of absence from his or her program of study for a total of one calendar year. At the end of the predetermined time of leave, the student is expected to register for the upcoming semester. If the student does not return to courses after the leave of absence, he or she will be required to re-apply to Teacher Education University and is subject to all admission requirements. To apply for a leave of absence, the student should follow these guidelines:

1. Request the leave of absence no less than 10 business days prior to the end of the current semester and up until 10 business days into the following semester.
2. Complete the University Leave Of Absence Form and submit the form to the Office of the Registrar. The Leave Of Absence Form can be obtained on the University Web site or through the Office of the Registrar.
3. Satisfy all financial obligations to the University before a leave of absence will be granted.
4. Notify his or her faculty advisor within five (5) business days once a leave of absence has been granted.

Students are allowed one leave of absence for the entirety of their enrollment at Teacher Education University.

The student will be notified in writing within 10 business days of the University's decision.

Emergency Leave of Absence

An emergency leave of absence may be requested at any time during the semester. An emergency leave of absence may be related to health or family issues. To apply for an emergency leave of absence students should follow the leave of absence guidelines listed above.

Inactive Status

If the student has not taken a leave of absence, withdrawn, or submitted an Incomplete Form and fails to submit any coursework for the entirety of a semester (15 week period) in which the student is actively enrolled, the student will be placed on inactive status by the University. Additionally, the student will receive the grade of F for the course. In order to return to active status, the student is required to submit The Reactivation Of Enrollment Form to the Office of the Registrar and pay a \$25 processing fee. This form is available upon request by contacting the Registrar. The University will initiate the withdrawal process for inactive students who do not successfully return to active status

Withdrawal from the University

Teacher Education University will make every effort to assist students in continuing their education. Students who find that they must officially withdraw from the

University prior to program completion must notify their faculty advisor and should request any applicable tuition refund according to the University Refund Policy. To withdraw from the University, students should contact the Office of the Registrar to request a Withdrawal Form.

Students should consider the following when withdrawing from the University:

- Failure to participate in a course or to submit assignments does not constitute withdrawal. The student will be appropriately graded by the instructor(s), which could result in a failing grade unless the students officially withdraws from the University.
- Students who have withdrawn and wish to return to the University must officially reapply and meet all university admission requirements.
- Students who withdraw **before** the end of the add/drop period will be refunded all tuition paid for the current semester in which they were registered.
- Students who withdraw **after** the add/drop period will receive reimbursement according to the University refund policy and should contact the financial director for more information.
- Courses will be deleted from the withdrawal-semester record of all students who withdraw **before** to the add/drop deadline.
- Courses will appear on the withdrawal-semester record, with grade of “WU” (withdrew from university), for all students who withdrew **after** the add/drop deadline.
- In **ALL** cases of withdrawal from the University, the official transcript will bear the following statement: “Withdrew from University (Date).”

Student Complaint Procedure

Teacher Education University aims to provide a high quality service to all of its students. The student complaint procedure consists of a straightforward and informal method of resolving student concerns, with an option of a more formal, written procedure in cases where all efforts for resolutions have been attempted.

The following procedure is intended for complaints about service, support, or assistance provided by academic, administrative or support departments. Complaints can be of academic matters such as instruction methodology or supervision arrangements or non-academic matters such as IT support, university services, policies etc. Complaints and appeals relating to the appeal process for policies and violations and academic appeals will not be considered under this procedure. In such instances, the student should refer to the appeals process as outlined in this graduate catalog. The University’s complaints procedure depends upon the ability to collect appropriate information from all parties involved, therefore anonymous complaints are not normally considered.

Confidentiality

All information submitted to Teacher Education University while a student complaint is under investigation shall be treated as confidential and will only be available to the appropriate/involved parties. It is equally important that the student also respect the need for confidentiality throughout the complaint process. Students who submit a

complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be taken. Where a complaint is in reference to a specific individual, the complaint cannot be investigated if the student does not wish the allegation to be made known to that individual.

Informal Student Complaint Procedure

1. A student should initially discuss concern(s) with those directly responsible. If the student is not comfortable or willing to approach that person, the student's Faculty Advisor or appropriate staff member may be approached. When possible, student complaints should be resolved during this initial and informal stage without the need to resort to formal proceedings.
2. If the complaint is in reference to an issue relating to a specific staff or faculty member, the student should raise the concern with that person either orally or in writing.
3. If a student is dissatisfied with an issue that relates to a specific staff member or a policy that the student is not willing to raise with that person, the student should present his/her concerns orally or in writing to his/her Faculty Advisor or appropriate staff member. At this stage, student complaints will be responded to within five (5) business days.
4. If the student completes the above procedure and believes that the complaint was not resolved to the standard which could reasonably be expected from the University, he/she may opt to proceed to the formal student complaint procedure which is outlined below.

Formal Student Complaint Procedure

1. When a student believes that the complaint has not been resolved to his/her satisfaction, or if the student wishes to present the complaint formally, the student is encouraged to submit the complaint on the Official Student Complaint Form to the University CEO.
2. The student complaint form is available online through the University website (www.TEU.edu), in the graduate catalog or by contacting the Student Services Department.
3. The CEO will either personally investigate the complaint or formally appoint a designee with no prior involvement in the matter to undertake the investigation.
4. The CEO or designee will undertake the investigation with the intention of arriving at a solution that is acceptable to all parties involved. He/she may consult with the student or other persons as appropriate.
5. The student will be advised in writing within 30 days of the receipt of the Student Complaint Form of the outcome of their complaint and of any consequential action to be taken. This will include a summary of the reasons for the decision.
6. A copy of the letter to the student will be kept in a confidential student complaint file to be securely maintained at the University.

Academic Programs

Master of Arts in Education: Concentration in Instructional Strategies

The Master of Arts in Education: Concentration in Instructional Strategies program stresses best practices in assisting students in reaching their optimum potential in learning. Weaving concepts related to critical thinking, whole brain learning, curriculum design and creativity into core subjects provide a base for teacher development to meet the needs of a diverse student population.

Program Objectives

- Create and conduct an action research project by designing the project including data gathering and analysis through implementation. This is assessed with students completing assignments in ED 601 Action Research in the Classroom.
- Evaluate instructional needs of students from diverse populations by conducting a case study, including intervention strategies, on a special needs student. This is assessed with students completing assignments in ED 605 Educating Special Needs Students.
- Design a portfolio with artifacts demonstrating competencies for National Board certification. This is assessed with students completing assignments in ED 609 Preparing for the National Board.
- Design a lesson illustrating teaching creativity including a catalyst to action, irrational processes, generative processes, and product judgment. This is assessed with students completing assignments in ED 622 Teaching Creativity, Creatively.
- Evaluate teaching and assessment strategies incorporating social fluency, personal development, artistic expression, information literacy, and inquiry. This is assessed with students completing assignments in ED 625 Whole Brain Learning.
- Create a curriculum design reflecting the complete instructional design plan. This is assessed with students completing assignments in ED 626 Curriculum Design and Instruction.
- Create lesson plans to incorporate critical thinking skills. This is assessed with students completing assignments in ED 627 Engaging Students in Critical Thinking.
- Develop, conduct and evaluate a semester-long research project. This is assessed with students completing assignments in ED 628 and ED 629 Practicum 1 and Practicum 2.

Master of Arts in Education: Concentration in Instructional Strategies Program of Study Outline

Students must complete 36 credits as follows:

Required Courses:

ED 601	Action Research in the Classroom	3 credits
ED 605	Educating Special Needs Students	3 credits
ED 609	Preparing for the National Board and Beyond	3 credits
ED 622	Teaching Creativity, Creatively	3 credits
ED 625	Whole Brain Learning	3 credits
ED 626	Curriculum Design and Instruction	3 credits
ED 627	Engaging Students in Critical Thinking	3 credits
ED 628	Practicum I (Prerequisite: ED 601)	3 credits
ED 629	Practicum II (Prerequisite: ED 628)	3 credits

Electives: Select any 3 of the following courses:

ED 607	Effects of Poverty in Education	3 credits
ED 608	Inclusion	3 credits
ED 611	Reaching Today's Students	3 credits
ED 612	Resolving Conflicts in Schools and Classrooms	3 credits
ED 623	Teaching Gifted and Talented Students	3 credits

Master of Arts in Education: Concentration in Instructional Strategies Program Course Descriptions

ED 601 Action Research in the Classroom (3 credits)

Defines and explores the process of action research which is used in education for problem solving, verification, and discovery. Teachers will learn how to initiate the process both as individuals and as part of a team by demonstrating competencies learned to discover solutions to persistent problems. They may also elect to “field-test” processes learned.

ED 605 Educating Special Needs Students (3 credits)

Teachers will acquire a solid foundation of knowledge in relation to students with varied learning disabilities and challenges such as: attention deficit disorder, dyslexia, and autism. This course also covers pertinent federal laws: IDEA, No Child Left Behind Act, and Section 504 of the Rehabilitation Act of 1973. Teachers will also learn differentiated instruction and testing modifications.

ED 607 Effects of Poverty on Education (3 credits)

This course discusses the sociology of the American school system and the impact of poverty on educational processes. Classroom teachers and administrative personnel will learn to develop strategies to empower students to overcome the imposed barriers to learning that poverty in our society creates. The course emphasizes a minimal, error-free instructional system designed for all economically disadvantaged students.

ED 608 Inclusion (3 credits)

This course defines the concept, purpose and methods of inclusion. The course focuses on inclusion as it relates to children with disabilities and their participation in the public school system. Topics of discussion include: parent/professional relationships, legislation and legal rights, current issues and trends. Teachers will research the most current resources available on inclusion via online resources.

ED 609 Preparing for the National Board and Beyond (3 credits)

This course familiarizes teachers with the standards and core propositions of the National Board for Professional Teaching Standards so that they can achieve National Board Certification. This course covers the process of certification and the standards and elements of the National Board Portfolio. Teachers are asked to develop reflective practices based on their classroom experiences, lesson plans and their professional involvement in the community and with their own profession. Recent research on teaching standards is an important component to course material as well as evaluation and development of students in the classroom setting.

ED 611 Reaching Today's Students (3 credits)

Based upon the principle that all students can succeed, this course provides a comprehensive overview of the most current theories, strategies, and practices that address at-risk children in education. Teachers begin the course by reviewing the motives and dynamics of misbehavior in relationship to learning and socialization processes and are asked to explore their own beliefs about behavior management considering traditional models. Subsequently, modern intervention strategies are discussed that help defuse potential conflicts.

ED 612 Resolving Conflicts in Schools and Classrooms (3 credits)

This course provides a proven, innovative approach to resolving conflict in the classroom. Teachers will learn the "Peaceable Classrooms" model which emphasizes the concept of "community" and which has been successfully tested in schools across the United States and in Canada. Also explored are six styles of conflict resolution and the implementation of cooperative learning strategies.

ED 622 Teaching Creativity, Creatively (3 credits)

This course provides a comprehensive, historical view of concepts of creativity. Teachers in this course are given the knowledge and skills to nurture creativity in their students, whether it is visual, mechanical, verbal, artistic, linguistic, athletic, mathematical, or analytical. A four-part instruction model will be introduced and applied which begins by defining creativity, finding problems related to critical thinking, lesson development and, finally, creative teaching methods.

ED 623 Teaching Gifted and Talented Students (3 credits)

This course introduces teachers to practical approaches for challenging students – whether it is the most able student, a pull-out student, or gifted student. The epistemology of gifted students and associated pedagogical methods receive emphasis. Teachers will design and develop comprehensive programs appropriate for gifted and talented students as well as address testing issues and concerns.

ED 625 Whole Brain Learning (3 credits)

Teachers receive the brain-based tools and understanding necessary to assist their students in reaching full potential. Overall focus includes enhancing: reading and math skills, study skills, and the self-esteem issues affecting learning which are related to the physical components of the vestibular system. This course describes in detail the states of learning, the impact of stress on learning, conscious and implicit learning, and managing creative classrooms.

ED 626 Curriculum Design and Instruction (3 credits)

This course presents information and applications for designing curriculum that utilizes best practices in instructional design. Designing curriculum to meet the needs of different types of learners is part of the course. Students will discover how to optimize the learning experience in designing curriculum and standards that motivate and increase learning.

ED 627 Engaging Students in Critical Thinking (3 credits)

This course prepares educators to equip students with the lifelong learning and thinking skills necessary to acquire and process information in our global society. The course is designed to provide a framework for engaging students in active, critical thinking patterns in all content subject areas. The theories of Ennis, Paul, and Norris serve as foundations for defining and applying critical thinking patterns. In addition, the works of Costa, Resnick, Sternberg, and Marzano are explored in order for participants to work towards praxis (union of theory and practical application) in the classroom.

ED 628 Practicum I (3 credits)

Practicum 1 provides the opportunity for students to relate their learning to field based experiences. This course synthesizes theory and practice. The practicum is planned cooperatively with the professor and through conference calls with a designated school administrator. The practicum will outline a plan for future study. Prerequisite: ED 601 Action Research in the Classroom.

ED 629 Practicum II (3 credits)

This course provides the opportunity for students to put theory into practice by implementing the plan, which was developed in Practicum I: The Practicum Proposal. Practicum II students will focus on a specific area identified in the Practicum I Proposal. The purpose of this course is to implement a plan (solution strategy) and collect data on the plan. Presenting the information in a Practicum Report is a culminating activity for this course. Prerequisite: ED 628 Practicum I.

Master of Arts in Educational Leadership

The Master of Arts in Educational Leadership program is designed to provide teachers with the skills needed to be an effective educational leader. Understanding the nature of the change process, the culture and climate of the organization, leadership styles, legal issues and the design of curriculum are aspects embedded in the program for the preparation of competent educational leaders. The practicum experience provides a framework for students to put into practice workable solutions for real world problems.

Program Objectives

- Create and conduct an action research project by designing the project including data gathering and analysis through implementation. This is assessed with students completing assignments in ED 601 Action Research in the Classroom.
- Design a portfolio with artifacts demonstrating competencies for National Board certification. This is assessed with students completing assignments in ED 609 Preparing for the National Board.
- Develop and evaluate school improvement plans. This is assessed with students completing assignments in ED 613 School Improvement.
- Create a curriculum design reflecting the complete instructional design plan. This is assessed with students completing assignments in ED 626 Curriculum Design and Instruction.
- Conduct and evaluate a semester long research project. This is assessed with students completing assignments project in ED 601 Action Research in the Classroom.
- Test effective managerial and leadership techniques in a protected environment. This is assessed with students completing assignments in ED 651 Management Theory and Development.
- Assess print and online communication pieces. This is assessed with students completing assignments in ED 656 Effective Communication Skills.
- Evaluate various scenarios to determine the most legally sound procedure to follow. This is assessed with students completing assignments in EDL 652 Legal Issues.
- Plan school budgets to support educational programs. This is assessed with students completing assignments in EDL 653 School Finance.
- Analyze leadership styles and complete case studies related to leadership. This is assessed with students completing assignments in EDL 654 Leadership Theory.
- Design staff development plans including activities and evaluations. This is assessed with students completing assignments in EDL 655 Staff Development and Supervision.
- Create a class Web site incorporating technology integrated lessons and activities for students and parents. This is assessed with students completing assignments in ED 665 Integrating Technology in the Classroom.

Master of Arts in Educational Leadership Program of Study Outline

Students must complete 36 credits as follows:

Required Courses:

ED 601	Action Research in the Classroom	3 credits
ED 609	Preparing for the National Board & Beyond	3 credits
ED 613	School Improvement	3 credits
ED 626	Curriculum Design and Instruction	3 credits
ED 628	Practicum I (Prerequisite: ED 601)	3 credits
ED 665	Integrating Technology in the Classroom	3 credits
EDL 651	Management Theory & Development	3 credits
EDL 652	Legal Issues	3 credits
EDL 653	School Finance	3 credits
EDL 654	Leadership Theory	3 credits
EDL 655	Staff Development and Supervision (Prerequisite: EDL 651)	3 credits
EDL 656	Effective Communication Skills	3 credits

Master of Arts in Educational Leadership Program Course Descriptions

ED 601 Action Research in the Classroom (3 credits)

Defines and explores the process of action research which is used in education for problem solving, verification, and discovery. Teachers will learn how to activate the process both as individuals and as part of a team by demonstrating competencies learned to discover solutions to persistent problems. They may also elect to “field-test” processes learned.

ED 609 Preparing for the National Board and Beyond (3 credits)

This course familiarizes educators with the standards and core propositions of the National Board for Professional Teaching Standards so that they can achieve National Board Certification. This course covers the process of certification and the standards and elements of the National Board Portfolio. Teachers are asked to develop reflective practices based on their classroom experiences, lesson plans and their professional involvement in the community and with their own profession. Recent research on teaching standards is an important component to course material as well as evaluation and development of students in the classroom setting.

ED 613 School Improvement (3 credits)

This course delves into the social, economic, and political reform movement to improve our schools. Participants in this class will develop an increased awareness of a teacher’s role in school reform, receive specific knowledge and skills to contribute to the reform process, and have the opportunity to apply this acquired knowledge and skills to their current school situations. The structure of this course incorporates

research, active discussion, analysis of data, and development of reform plans. Concepts of change, decision-making and organizational structures are examined.

ED 626 Curriculum Design and Instruction (3 credits)

This course presents information and applications for designing curriculum that utilizes best practices in instructional design. Designing curriculum to meet the needs of different types of learners is part of the course. Students will discover how to optimize the learning experience in designing curriculum and standards that motivate and increase learning.

ED 628 Practicum I (3 credits)

Practicum 1 provides the opportunity for students to relate their learning to field based experiences. This course synthesizes theory and practice. The practicum is planned cooperatively with the professor and through conference calls with a designated school administrator. The practicum will outline a plan for future study. Prerequisite: ED 601 Action Research in the Classroom.

ED 665 Integrating Technology in the Classroom (3 credits)

This introductory course provides education professionals with ways to integrate technology into educational settings. It begins with research activities to build multimedia vocabulary and proceeds to learning Microsoft PowerPoint basics. The course culminates with participants developing a multimedia project.

EDL 651 Management Theory and Development (3 credits)

Issues related to management and leadership theories are discussed. Type Theory is also utilized as it relates to working with groups and individuals. Leadership dimensions are analyzed as well as ways to deal with change. This course provides an opportunity to practice skills and dimensions required for leadership and management.

EDL 652 Legal Issues (3 credits)

This course serves as a framework for educators to understand legal issues that could occur and have occurred as related to student and teacher freedoms as well as special education. District policies and best practices in educational settings are also explored as related to constitutional issues for example, the First Amendment and the Fourteenth Amendment to the United States Constitution. Rulings in cases will be discussed as applicable to case law and the impact for the teacher and the administrator. Landmark cases are also reviewed.

EDL 653 School Finance (3 credits)

This course is explicitly designed to provide elementary finance principles to the non-business management student. Topics discussed include: finance function in schools, legal aspects to financing, and education as an investment in human capital. Participants will also explore issues regarding tax revenues, Federal legislation and its impact on school finance, current political and social trends supporting public schools, budgeting, policy development, and structuring teacher salary systems. Both state and federal aspects to capital outlay are considered.

EDL 654 Leadership Theory (3 credits)

Various leadership theories, dimensions of leadership, traits, and case studies are the focal points for this course. Theories of motivation and Type Theory are also incorporated into this course.

EDL 655 Staff Development and Supervision (3 credits)

This course provides a framework for meaningful supervision of staff including working with teachers to deliver the evaluation and supervision of best practices in instruction. Models of supervision and teacher evaluation are discussed. The infrastructure for providing effective staff development is also part of this course. Prerequisite: EDL 651 Management Theory & Development.

EDL 656 Effective Communication Skills (3 credits)

Skills needed to communicate effectively with parents, teachers, community members, and students are explored. Students will be involved in practical application of written and oral communication skills.

Master of Arts in Educational Technology

The Master of Arts in Educational Technology degree is designed to provide K-12 educators the opportunity to increase their technology integration knowledge by designing classroom activities, creating products to train other educators, and exploring current and emerging K-12 technology. The program is designed for educators interested in working in an academic environment.

Program Objectives:

- Create and conduct an action research project by designing the project including data gathering and analysis through implementation. This is assessed with students completing assignments in ED 601 Action Research in the Classroom.
- Conduct and evaluate a semester long research project. This is assessed with students completing assignments in ED 628 Practicum 1.
- Develop a multimedia project ready for use in their specific classroom curriculum. This is assessed with students completing assignments in ED 662 Teachers Discovering and Integrating Multimedia.
- Develop specific technology projects for use in instructional situations. This is assessed with students completing assignments in ED 663 TDO Productivity Software for Educators.
- Create a class Web site incorporating technology integrated lessons and activities for students and parents. This is assessed with students completing assignments in ED 665 Integrating Technology in the Classroom.
- Design lessons integrating application software with activities and resources for students at all ability levels. This is assessed with students completing assignments in ED 666 K-12 Application Software.
- Design short and long-range technology plans, prepare and monitor budgets, and determine resource acquisitions and allocations. This is assessed with students completing assignments in ED 667 K-12 Tech Facilitator.
- Develop educational goals and objectives relating to norm-referenced and criterion referenced testing instruments. This is assessed with students completing assignments in ED 668 Measurement and Evaluation in Education.
- Create thematic units integrating technology with activities and resources for students at all ability levels. This is assessed with students completing assignments in ED 669 Technology and the K-12 Curriculum.
- Compile sources of instructional technology research information and evaluate current research related to the field. This is assessed with students completing assignments ED 670 Research in Instructional Technology.

Master of Arts in Educational Technology Program of Study Outline

Students must complete 36 credits as follows:

Required Courses:

ED 601	Action Research in the Classroom	3 Credits
ED 628	Practicum I (Prerequisite: ED 601, ED 670)	3 Credits
ED 662	Teachers Discovering and Integrating Multimedia	3 Credits
ED 663	TDO Productivity Software for Educators	3 Credits
ED 665	Integrating Technology in the Classroom	3 Credits
ED 666	K-12 Application Software	3 Credits
ED 667	K-12 Tech Facilitator	3 Credits
ED 668	Measurement and Evaluation in Education	3 Credits
ED 669	Technology and the K-12 Curriculum	3 Credits
ED 670	Research in Instructional Technology (Prerequisite: ED 601)	3 Credits

Electives: Select any 2 of the following courses:

ED 609	Preparing for the National Board and Beyond	3 Credits
ED 626	Curriculum Design and Instruction	3 Credits
ED 627	Engaging Students in Critical Thinking	3 Credits
EDL 651	Management Theory and Development	3 Credits

Master of Arts in Educational Technology Program Course Descriptions

ED 601 Action Research in the Classroom (3 credits)

Defines and explores the process of action research which is used in education for problem solving, verification, and discovery. Teachers will learn how to activate the process both as individuals and as part of a team by demonstrating competencies learned to discover solutions to persistent problems. They may also elect to “field-test” processes learned.

ED 609 Preparing for the National Board and Beyond (3 credits)

This course familiarizes teachers with the standards and core propositions of the National Board for Professional Teaching Standards so that they can achieve National Board Certification. This course covers the process of certification and the standards and elements of the National Board Portfolio. Teachers are asked to develop reflective practices based on their classroom experiences, lesson plans and their professional involvement in the community and with their own profession. Recent research on teaching standards is an important component to course material as well as evaluation and development of students in the classroom setting.

ED 626 Curriculum Design and Instruction (3 credits)

This course presents information and applications for designing curriculum that utilizes best practices in instructional design. Designing curriculum to meet the needs of different types of learners is part of the course. Students will discover how to optimize the learning experience in designing curriculum and standards that motivate and increase learning.

ED 627 Engaging Students in Critical Thinking (3 credits)

This course prepares educators to equip students with the lifelong learning and thinking skills necessary to acquire and process information in our global society. The course is designed to provide a framework for engaging your students in active, critical thinking patterns in all content subject areas. The theories of Ennis, Paul, and Norris serve as foundations for defining and applying critical thinking patterns. In addition, the works of Costa, Resnick, Sternberg, and Marzano are explored in order for participants to work towards praxis (union of theory and practical application) in the classroom.

ED 628 Practicum I (3 credits)

Practicum 1 provides the opportunity for students to relate their learning to field based experiences. This course synthesizes theory and practice. The practicum is planned cooperatively with the professor and through conference calls with a designated school administrator. The practicum will outline a plan for future study. Prerequisite: ED 601 Action Research in the Classroom, ED 670 Research in Instructional Technology.

ED 662 Teachers Discovering and Integrating Multimedia (3 credits)

Provides an introduction to the basic vocabulary of multimedia and provides proper tools for integration. Teachers will experience a series of research activities enabling them to understand multimedia concepts and the basic operations of the software program PowerPoint. Participants are required to develop their own multimedia project ready for use in their specific classroom curriculum. They will also conduct research to increase their understanding of appropriate assessments for multimedia projects.

ED 663 TDO Productivity Software for Educators (3 credits)

This course provides introductory through intermediate techniques for integrating Microsoft Office software applications into the classroom. It provides skills to successfully use Microsoft Office 2000/XP/2003 within the context of classroom curriculum to enhance student learning. Distinctions will be drawn between using Microsoft Office software as a productivity tool and as an integration tool. Relevant and current research dealing with the use and impact of educational technology in school settings will be reviewed and analyzed. The course culminates with the development of specific technology projects for use in instructional situations.

ED 665 Integrating Technology in the Classroom (3 credits)

This introductory course provides education professionals with ways to integrate technology into educational settings. It begins with research activities to build

multimedia vocabulary and proceeds to learning Microsoft PowerPoint basics. The course culminates with participants developing a multimedia project.

ED 666 K-12 Application Software (3 credits)

This course emphasizes the integration of application software into the K-12 teaching environment for purposes of classroom enhancement and professional productivity. Basic hardware and software will be covered as well as various communication and instructional design models. Teachers will also receive practice using editing tools and will develop new products. The crucial basics of finding funding sources and the principles of grant writing will be presented and discussed.

ED 667 K-12 Tech Facilitator (3 credits)

Provides teachers with the necessary skills to purchase school technology items, manage technology resources and conduct technology staff-development workshops. This course allows participants to determine short and long-range technology plans, prepare and monitor budgets, determine resource acquisitions and allocations, manage systems, and provide crucial security mechanisms (hardware and software components). Teachers will explore the ethical and philosophical issues of school technology programs through review of current presentations and publications. A functional knowledge of the role of technology coordinator and networking systems will be developed with experience given using at least one system.

ED 668 Measurement and Evaluation in Education (3 credits)

An intensive review of concepts and structures related to: measurement and evaluation, classroom test construction, creation and use of derived scores, selection and use of published measurement instruments, alternative assessment tools and current issues of assessment. Teachers will review norm-referenced and criterion referenced testing instruments and describe and write educational goals and objectives relating to these instruments. Technical manuals are identified so that proper sources can be used as bases for norming strategies, reliability, validity and standardization.

ED 669 Technology and the K-12 Curriculum (3 credits)

This course is designed to provide students with strategies for integrating instructional resources into all areas of the K-12 curriculum in alignment with state and national standards.

ED 670 Research in Instructional Technology (3 credits)

This course reviews sources of instructional technology research information, a review of research terminology and procedures, a review of historically significant research in the field, and the evaluation of current research related to the field. Prerequisite: ED 601 Action Research in the Classroom.

EDL 651 Management Theory and Development (3 credits)

Issues related to management and leadership theories are discussed. Type Theory is also utilized as it relates to working with groups and individuals. Leadership dimensions are analyzed as well as ways to deal with change. This course provides

an opportunity to practice skills and dimensions required for leadership and management.

Master of Arts in Elementary Education K-6

The Elementary Education K-6 program is a 39 credit online degree program that demands vigor and creativity on the student's part. Program content stresses educational research and best practices in teaching strategies. Throughout the program, students will practice incorporating critical thinking skills, cooperative learning strategies, state standards, and technology into reading, math, science, and social studies curriculum areas. Students will have the opportunity to create products and complete activities that apply research into practice. Course assignments are designed to foster analysis of real world educational settings.

Program Objectives

- Examine scientific inquiry as a teaching method. This is assessed with students completing assignments in ELE 641 Research Based Practices for Elementary Science Instruction.
- Recognize and put into practice appropriate methodology and instructional strategies to teach mathematics content K-6. This is assessed with students completing assignments in ELE 642 Research Based Practices for Elementary Math Instruction.
- Differentiate math instruction to meet the readiness levels and learning styles of the students. This is assessed with students completing assignments in ELE 643 Diagnosis and Remediation in Mathematics.
- Organize and administer effective corrective instruction to individuals, small groups or whole class. This is assessed with students completing assignments in ED 626 Curriculum Design and Instruction.
- Design appropriate curriculum integration projects for K-8 literacy learners. This is assessed with students completing assignments in RED 627 Integrating Technology in Reading and Language Arts Classroom K-8.
- Demonstrate researched supported methods of instructing for language and reading fluency with ESOL students. This is assessed with students completing assignments in RED 625 Linguistically Diverse Students (ESOL, Dialect speakers and beyond).
- Demonstrate researched supported methods of scaffolding for reading fluency. This is assessed with students completing assignments in RED 620 Emergent Literacy Development: Pre K- Grade 3.
- Organize literacy classrooms for optimum literacy growth and achievement. This is assessed with students completing assignments in RED 621 Teaching Elementary Reading Grades 1 - 6.
- Understand and explain the theoretical and research basis for using technology to increase the knowledge base for social studies and content literacy skills for students K-8 grades. This is assessed with students completing assignments in ELE 640 Research Based Practices for Elementary Social Studies Instruction.

Master of Arts in Elementary Education K-6: Program of Study Outline

Students must complete 39 credits as follows:

Required Courses:

ED 611	Reaching Today's Students	3 credits
ED 626	Curriculum Design and Instruction	3 credits
ED 665	Integrating Technology in the Classroom	3 credits
ELE 640	Research Based Practices for Elementary Social Studies Instruction	3 credits
ELE 641	Research Based Practices for Elementary Science Instruction	3 credits
ELE 642	Research Based Practice for Elementary Math Instruction	3 credits
ELE 643	Diagnosis and Remediation in Mathematics	3 credits
ELE 644	Teaching Language Arts	3 credits
RED 620	Emergent Literacy Development: Pre K-Grade 3	3 credits
RED 621	Teaching Elementary Reading Grades 1-6	3 credits
RED 625	Linguistically Diverse Students (ESOL)	3 credits
RED 626	Diagnosis and Remediation in Reading	3 credits

Electives: Select any 1 of the following courses:

ED 609	Preparing for the National Board and Beyond	3 credits
ED 627	Engaging Students in Critical Thinking	3 credits
RED 627	Integrating Technology in Reading Language Classrooms K-8	3 credits

Master of Arts in Education K-6 Program: Course Descriptions

ED 609 Preparing for the National Board and Beyond (3 credits)

This course familiarizes teachers with the standards and core propositions of the National Board for Professional Teaching Standards so that they can achieve National Board Certification. This course covers the process of certification and the standards and elements of the National Board Portfolio. Teachers are asked to develop reflective practices based on their classroom experiences, lesson plans and their professional involvement in the community and with their own profession. Recent research on teaching standards is an important component to course material as well as evaluation and development of students in the classroom setting.

ED 611 Reaching Today's Students (3 credits)

Based upon the principle that all students can succeed, this course provides a comprehensive overview of the most current theories, strategies, and practices that address at-risk children in education. Teachers begin the course by reviewing the motives and dynamics of misbehavior in relationship to learning and socialization

processes and are asked to explore their own beliefs about behavior management considering traditional models. Subsequently, modern intervention strategies are discussed that help defuse potential conflicts.

ED 626 Curriculum Design and Instruction (3 credits)

This course presents information and applications for designing curriculum that utilizes best practices in instructional design. Designing curriculum to meet the needs of different types of learners is part of the course. Students will discover how to optimize the learning experience in designing curriculum and standards that motivate and increase learning.

ED 665 Integrating Technology in the Classroom (3 credits)

This introductory course provides education professionals with ways to integrate technology into educational settings. It begins with research activities to build multimedia vocabulary and proceeds to learning Microsoft PowerPoint basics. The course culminates with participants developing a multimedia project.

ELE 640 Research Based Practices for Elementary Social Studies Instruction (3 credits)

This course examines standards for social studies courses set by various professional organizations, state education agencies and selected school districts with the purpose of informing instructional practices. Major topics, grade level expectations, methods and materials, and technology used for teaching and enhancing the learning experiences of grades K-8 are explored. Attention to the needs of culturally diverse learners and learners with special needs is also addressed. Research based theory and teaching practice forms the foundation of the course content into which social studies standards are embedded.

ELE 641 Research Based Practices for Elementary Science Instruction (3 credits)

Every science teacher has at one point heard the plaintive cry of "Aw man, do I have to read that stuff? When am I ever going to need that?" As teachers, we know that science and other content subjects can be exciting to learn but that often their advanced bad reputations for being hard keep students from enjoying these fascinating subjects. Add to that the difficulty of reading science textbooks and you have the challenging job of bringing students to the content subject plate. This course is designed to show you how your passion for science can be turned into a topical study that can integrate science, social studies, history, math, English, and even some foreign languages. The course will use the Aerospace industry which is now the number one topic of interest in our schools as a vehicle for demonstrating how we can plan effective lessons that result in students meeting and exceeding basic skills and knowledge on end of year achievement tests. Using the techniques and methods introduced in this course any topic can be used as a vehicle for exciting teaching and learning. Using thematic instruction provides students with hands-on opportunities to find information sort and evaluate good information, reject misinformation or incomplete information. Through project completion students will learn how to use information to solve problems which they will need regardless of the path they may take in life. Using technology in researching, producing and displaying what has been

learned will teach much needed technology skills that are now necessary regardless of the jobs our students may pursue.

ELE 642 Research Based Practices in Elementary Math Instruction (3 credits)

The goal of this course is to help teachers become mathematically literate in research-based instructional strategies by examining effective curriculum, instruction, and assessment. Teachers will understand the need for developing a mathematics curriculum which is coherent, focused, and articulated. They will gain an understanding of algebra, geometry, measurement, and data analysis and probability as it applies to grades K-6 by developing a conceptual understanding of mathematical concepts, as well as the procedural and computational skills needed to effectively teach elementary mathematics. Assessments will be recognized as a tool to drive instruction, guide programs, influence resource allocations, and make judgments about student learning.

ELE 643 Diagnosis and Remediation in Mathematics (3 credits)

The purpose of this course is to address the cognitive needs of first through sixth grade students who underachieve when learning mathematics. The reasons for the inability of some students to grasp mathematics vary from child to child. It is for this reason that teachers must teach mathematics concepts and skills so they are understood and remembered by all students. The course will prepare teachers to diagnosis and remediate a population of students, known as dissimilar learners.

ELE 644 Teaching Language Arts (3 credits)

The premise of this course is the underlying belief that language knowledge, fluency, and ability form the foundation of all learning and communication. Course content provides teachers with up-to-date information, research based methods, and strategies for helping learners develop greater communication skills integrating the use of literature and technology with traditional teaching and professional organization standards.

RED 620 Emergent Literacy Development Pre K-Grade (3 credits)

Upon completion of this course, students will be able to describe the learning characteristics of children and how they change as readers and writers from birth to grade 3, define the various levels of literacy development, describe appropriate instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension identified as essential literacy standards by the National Reading Panel, identify appropriate assessment strategies for determining development of literacy learners, conduct a variety of methods for differentiating instruction for struggling and emergent literacy learners, identify the concepts surrounding the definitions of "new literacies," and how to organize instruction with multi-modal methods of communication, and cite research supporting effective literacy instruction for beginning readers and writers.

RED 621 Teaching Elementary Reading Grades 1 Through 6 (3 credits)

Recognizing that the teacher makes the difference in effective reading instruction this course is designed to enable teachers to make appropriate instructional and curriculum decisions within their classrooms while acting as advocates for developmentally sound literacy instruction within their schools, districts and regions. The course explores how children learn language and how that translates into reading achievement. Learning activities, assessment techniques and classroom management conducive to exemplary literacy programs are introduced and explored.

RED 625 Linguistically Diverse Students (ESOL, Dialect speakers and beyond) (3 credits)

The prevalence of English as second language users in America's schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations. This course is designed to help inservice teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English.

RED 626 Diagnosis and Remediation in Reading (3 credits)

Reading diagnosis and remediation is designed to produce professionals skilled in the administering and interpreting of diagnostic instruments to evaluate literacy learner's strengths and weaknesses. The principles of assessment, and instruction of struggling readers is introduced in this course. Decision-making process of diagnosis, influences on outcomes of assessment as well as appropriate corrective and remedial instructional techniques will be examined. The skills necessary to ensure comprehension and achievement in the reading task are identified along with visible symptoms teachers should note when working with literacy learners. Teachers are provided with diagnostic tools and opportunities to apply principles in field.

RED 627 Integrating Technology into the Reading and Language Arts K-8 (3 credits)

The push towards curriculum integration of technology has created a need for teacher training in particular literacy areas. Teachers now need to understand not only the techniques of teaching reading and language arts but also how to incorporate the use of technology into these basic communications areas. Additionally, teachers will need to understand the technical requirements for teaching in a technology –enhanced classroom.

ED 627 Engaging Students in Critical Thinking (3 credits)

This course prepares educators to equip students with the lifelong learning and thinking skills necessary to acquire and process information in our global society. The course is designed to provide a framework for engaging students in active, critical thinking patterns in all content subject areas. The theories of Ennis, Paul, and Norris serve as foundations for defining and applying critical thinking patterns. In addition, the works of Costa, Resnick, Sternberg, and Marzano are explored in order for participants to work towards praxis (union of theory and practical application) in the classroom.

Master of Arts in School Counseling

Master of Arts in School Counseling is an online degree program that provides competencies and proficiencies for entry-level positions as school counselors in elementary, middle/junior high, secondary, and adult educational settings. Students participate in activities such as developing comprehensive guidance plans, practicing assessment and counseling techniques, demonstrating ethical behavior, creating both individual and group counseling activities, and demonstrating understanding of career counseling resources and programs. Students will complete a practicum in a public or private school. The practicum experience in this online program does not require matriculation agreements between school districts of other educational entities, but is a collaborative effort between the educational administrator, the graduate student, and the practicum professor through phone and online conferences.

Program Objectives

- Create a personal theory of and approach to counseling. This is assessed with students completing assignments in SC 601 Introduction to Counseling.
- Develop and evaluate strategies for the Psychoanalytical, Psychodynamic and Adlerian approaches. This is assessed with students completing assignments in SC 603 Counseling Theories and Applications.
- Design interventions in the educational setting by applying counseling theories. This is assessed with students completing SC 605 Counseling Children

Master of Arts in School Counseling Program of Study Outline

Students must complete 48 credits as follows:

Required Courses:

SC 601	Introduction to Counseling	3 credits
SC 602	Legal and Ethical Issues for School Counselors	3 credits
SC 603	Counseling Theories and Applications	3 credits
SC 604	Human Development and Behavior: A Lifespan Approach	3 credits
SC 605	Counseling Children	3 credits
SC 606	Counseling Adolescents in Schools	3 credits
SC 607	Group Counseling: Theory and Practice	3 credits
SC 608	Career Development	3 credits
SC 609	Measurement and Appraisal in Counseling	3 credits
SC 610	Consultation and Collaborative Problem Solving	3 credits
SC 611	Administration of Effective School Counseling Programs	3 credits
SC 612	Research Methods for School Counselors	3 credits
SC 613	Counseling Diverse and Special Populations	3 credits
SC 615	School Counseling Practicum	3 credits
SC 616	Internship for School Counseling	3 credits

Electives: Select any 1 of the following courses:

ED 607	Effects of Poverty in Education	3 credits
ED 608	Inclusion	3 credits
ED 665	Integrating Technology in the Classroom	3 credits
EDL 654	Leadership Theory	3 credits

Master of Arts in School Counseling Program Course Descriptions

ED 607 Effects of Poverty on Education (3 credits)

This course discusses the sociology of the American school system and the impact of poverty on educational processes. Classroom teachers and administrative personnel will learn to develop strategies to empower students to overcome the imposed barriers to learning that poverty in our society creates. The course emphasizes a minimal, error-free instructional system designed for all disadvantaged students.

ED 608 Inclusion (3 credits)

This course defines the concept, purpose and methods of inclusion. The course focuses on inclusion as it relates to children with disabilities and their participation in the public school system. Topics of discussion include: parent/professional relationships, legislation and legal rights, current issues and trends. Teachers will research the most current resources available on inclusion via online resources.

SC 601 Introduction to Counseling (3 credits)

This is an introductory course providing a conceptual overview and orientation to the practice of school counseling. It is a foundational course in the school counseling curriculum that analyzes traditional approaches to practice and explores perspectives and practices for school counseling in the 21st century. This course will address the following school counseling topics: perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and an overview of counseling theory as applied to the child and adolescent in a school setting. Adlerian, Cognitive Behavioral, Reality/Choice, Person-Centered, and Solution-Focused theories will be addressed in this course. Initial introduction to counseling skill development will include the development of specific skills in verbal and nonverbal communication, human relations, identification of client issues, and proposing appropriate counseling strategies. In addition, students will learn fundamental skills in listening, responding, expressing empathy, and focusing as well as more advanced skills in the areas of finding meaning, reframing, effective challenging, leading and action planning. Self-exploration activities and projects will be used to help students develop and practice these skills.

SC 602 Legal and Ethical Issues for School Counselors (3 credits)

This course is designed to provide an overview to the student of the professional and ethical issues that affect the practice of school counseling. The course is an introduction to professional, ethical, legal, theoretical, and practical aspects of counseling and is designed to assist the student in becoming well grounded in the legal and ethical requirements for school counselors. The course covers the entire range of legal and regulatory requirements that are placed on public education and school counselors. National standards and ethical guidelines for practice are examined. Students will examine the roles and responsibilities of counselors, professional organizations and associations. Historical and social context along with emerging professional issues and directions are included. This course will guide students to explore how their values and life experiences affect the therapeutic process. The student will investigate the importance of maintaining a balance between their professional and private life in order to enjoy a healthy helping style. EDL 652 School Law may be taken in place of SC 602 Legal and Ethical Issues for School Counselors.

SC 603 Counseling Theories and Applications (3 credits)

This is a graduate course is designed to provide a more in-depth perspective of the major current theories, techniques and clinical applications of school counseling. Major theories of counseling representing several of the main streams of theory are covered as well as integrative and eclectic models. In this course students will review the issues of licensure, certification, and comprehensive exams. The student will gain an understanding of current research, theory, techniques, ethical issues, cultural matters and counseling approaches applied to issues of school counseling. These counseling practices will be applied to disabled and non-disabled and multicultural populations in school settings. The design of this course is to give students information to develop and apply basic counseling skills and helping attitudes. Self-evaluation, giving and receiving feedback and reflection upon the development of

counseling skills and ethical tendencies is an essential part of this course. The emphasis here is on understanding the theories their application in the school setting, and on guiding the student in the process of selecting a personal counseling style and theory.

SC 604 Human Development and Behavior: A Lifespan Approach (3 credits)

This course examines the processes underlying growth, development, and behavior changes of humans from conception through young adulthood. The interaction of biological and environmental factors will be considered in studying physical, cognitive, and psychosocial development during the stages of the life span. The interaction of biological and environmental factors will be considered in studying affective, behavioral, cognitive, physical, moral, and psychosocial development during the stages of the life span. This course will provide students with an understanding of human development and behavior as a continual process, with an ongoing requirement of adapting and adjusting to the environment. The course will also assist students in developing a practical understanding of the process of human development as it applies to the practice of school counseling.

SC 605 Counseling Children (3 credits)

This course provides an overview of theories and techniques of counseling elementary children in school settings. Emphasis will be placed upon the counselor's role as a facilitator of normal developmental processes to promote academic success. Students will explore the evolving roles and responsibilities of elementary school counselors, including: curriculum development, parent and teacher consultation, parent education, researching such current trends as initiating and running guidance programs; normal (stages and tasks) and abnormal development; and individual differences. This course will incorporate special counseling issues such as effects of divorce, bullying, sexual abuse, poverty, ADHD, challenging behaviors, giftedness; crisis preparation and response; and evaluation procedures. The aim of this course is to provide a broad basis of knowledge for understanding the theory and practice of elementary school counseling. Current issues facing youth in the contemporary world are explored. The course will provide opportunities for student to practice applying counseling theories and designing interventions in the educational setting

SC 606 Counseling Adolescents in Schools (3 credits)

Counseling Adolescents in Schools is a graduate level course designed to provide an overview of counseling interventions used in schools and common concerns of school-age adolescent students. Emphasis will be placed on the school counselor's role as a facilitator of normal developmental processes to promote academic success and special interventions for students with special needs. The course is designed to help students specializing in school counseling to focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary school counseling with adolescents. Current issues facing youth in the contemporary world will also be explored. The course will provide opportunities for students to practice applying counseling theories and designing interventions.

SC 607 Group Counseling: Theory and Practice (3 credits)

This course is designed to provide the school counselor with a theoretical foundation for group counseling. There is an emphasis on the study of group dynamics and major approaches to group guidance and counseling with emphasis on how to start a counseling group, how to effectively lead groups, and how to evaluate results. The student will develop skills of group membership, leadership and working with the processes of group development. This course gives attention to groups for children and adolescents found in the school setting. Special populations are addressed including various minorities, intellectually and physically challenged, perpetrators and victims of abuse and those with chronic or life threatening diseases. Support and self-help groups are dealt with along with the ethical issues that are unique to treatment in a group setting. The course is intended to help students understand the complexity of the group counseling processes.

SC 608 Career Development (3 credits)

In this course students will acquire knowledge and skills that are important for developing, implementing and evaluating career development programs for public schools. Students will be introduced to career development theories, career counseling procedures and techniques, career assessment tools and sources of occupational information. This course focuses on decision making, goal setting, vocational assessment, career information, and career education programs. Students will learn school-to-career systems appropriate for all students, including those with disabilities.

SC 609 Measurement and Appraisal in Counseling (3 credits)

This course is designed for counselors, administrators, educators and consultants working within the educational environment to set and apply sound measurement principles in test design and interpretation for decision-making relative to educational programs. This course is an overview of basic principles of assessment in counseling, focusing on test and non-test appraisal instruments and the development of diagnostic skills. The course will include the selection, use of and interpretation of instruments appropriate for the appraisal of individuals and groups as related to the school environment. This course will offer information and techniques to the school counselor in making decisions using measurement of student performance and understanding the context in which educational programs are developed. Students will explore the concepts of measurement and evaluation, classroom test construction, creation and use of derived scores, selection and use of published measurement instruments, alternative assessment, and current issues. ED 668 Measurement and Evaluation in Education may be taken in place of SC 609 Measurement and Appraisal in Counseling.

SC 610 Consultation and Collaborative Problem Solving (3 credits)

This course is designed to increase the student's awareness of the framework and rationale for collaboration and problem solving, the facilitating factors involved, and strategies for implementation. The main emphasis of the course is on understanding collaborative consultation as a process that enables people with diverse expertise to

work together to generate solutions for educating all students with the purpose of both preventing and alleviating the learning and adjustment difficulties of individual or groups of school aged students. Attention will be given to school aged students with special needs and their placement in the regular school environment. This course will provide an opportunity to develop skills essential to the consulting process and collaboration between students, families and professionals and will address academic, career and personal/social success for all students

SC 611 Administration of Effective School Counseling Programs (3 credits)

This course is designed to increase the student's knowledge and skills of effective leadership and direction of K-12 school guidance counseling programs. The focus of this course will be on the designing, developing, implementing and evaluating a contemporary school counseling program. This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and serve as effective change agents in a multicultural environment. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Integrating technology into the leadership role will be incorporated throughout the course.

SC 612 Research Methods for School Counselors (3 credits)

This course is designed to provide the knowledge and skills required to understand, interpret, generate and evaluate research relevant to various areas of school counseling. The student will become familiar with basic and applied research, program evaluation and associated measurement and evaluation skills that are crucial for all counseling professionals. The student is provided opportunities to acquire greater awareness, familiarity and knowledge of the most basic elementary concepts, principles, and techniques of educational research. Both the traditional content and electronic resources of educational research are emphasized. The student will identify, delineate, operationalize, and write a research proposal for a topic pertaining to contemporary education. In this course the student will study of the nature and complexities of the educational research processes including the identification and completion of an approved educational research project as a course requirement. The general principles of research will be presented in this course with the student examining areas such as statistics, research design, and development of research and demonstration proposals.

SC 613 Counseling Diverse and Special Populations (3 credits)

This course is designed to equip school counselors with knowledge, perspectives, and skills necessary for effective practice with the students and parents from diverse backgrounds and needs in public schools. This course includes both theoretical and practical skills for school counselors to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to evaluate and develop appropriate interventions for presenting problems brought by ethnically and culturally diverse, and special needs students in the school setting. The course assist students in developing insights into their own culturally based beliefs, assumptions, and possible prejudices towards diverse and special needs students. In addition, the course helps students develop an understanding of major cultural, social, and

physical factors that influence public school students' school behavior and achievement.

SC 615 School Counseling Practicum (3 credits)

The Practicum in School Counseling is the initial opportunity for students to synthesize the theoretical information on individual counseling and small group work from their coursework and apply it with school-aged students. The coursework provides an opportunity for reviewing theoretical models of counseling and consultation and practice counseling skills in a laboratory setting as well as in the field. This course is designed to provide practical application of content related to school counseling, in addition to a participatory experience in a school setting, under the clinical supervision of a qualified University professor and a qualified on-site supervisor. The on-site supervisor will meet with the practicum student for supervision *one hour per week*. The weekly campus class meeting will reflect a combination of didactic, discussion, and experiential teaching methodology, with opportunity for special discussion related to site issues. The requirements for the Practicum are 100 total hours on site, with 40 hours in direct service, including 10 hours of group work.

SC 616 Internship for School Counseling (3 credits)

The Internship for School Counseling is the culmination of the master's level program for the student and follows successful completion of the Practicum in School Counseling and all other program course requirements. It is designed to provide the student with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. All aspects of school counseling are involved in the direct delivery of services to appropriate individuals and/or groups in the school setting and prior academic coursework and practical experiences are incorporated in this portion of professional training. Supervised experiences by an on-site supervisor and University faculty include direct counseling contact with individuals and groups, consultation experience, involvement in staff relationships, and participation in all activities associated with the professional job as a school counselor. During the Internship for School Counseling, the student is immersed in the multiple roles of a school counselor. The student will be actively involved in the details of daily interactions between school-aged students, their families, school personnel, and the community at large.

ED 665 Integrating Technology in the Classroom (3 credits)

This introductory course provides education professionals with ways to integrate technology into educational settings. It begins with research activities to build multimedia vocabulary and proceeds to learning Microsoft PowerPoint basics. The course culminates with participants developing a multimedia project.

EDL 654 Leadership Theory (3 credits)

Various leadership theories, dimensions of leadership, traits, and case studies are the focal points for this course. Theories of motivation and Type Theory are also incorporated into this course.

Online Library

Questia Primer

Questia Media Inc. provides an online academic library to Teacher Education University students. The University issues an account to each student to access Questia. The Questia collection includes academic books and academic journals, magazines and newspaper articles. Questia has established content licenses with copyright owners that permit each subscriber full view of every page from every item 24/7. Subscribers may print from the library. The primary areas of focus in the Questia collection are the humanities and social sciences. Questia collects at the research level in all areas of the humanities and social sciences. Content – Questia is the world's largest online library of copyright-cleared books, with over 67,000 full-text books, 1.5 million articles, and a reference set complete with dictionary, encyclopedia, and thesaurus.

The Questia collection includes books and journal, magazine, and newspaper articles. Books included are both traditional monographs and reference works (dictionaries, encyclopedias, etc.). By including all major print media types, the collection is able to serve the user who needs a variety of types and formats of information. Without including these media types, the collection would not be a true research collection.

Teacher Education University Virtual Bookstore

Teacher Education University has partnered with MBS Direct to provide students an easily accessible bookstore capable of providing all required textbooks and materials. Through the virtual bookstore, students will have access to 24 hour online purchasing; fast, direct-to-the-home delivery; and personal customer service.

MBS Direct's mission is to provide students with the right learning materials, shipped within 24 hours, and to offer its partner schools the tools and materials that will enrich their students' learning experience.

Students are directly linked to the virtual bookstore through the University website. Students can also access the virtual bookstore through this URL
<http://bookstore.mbsdirect.net/TEACHEREDUCATION.HTM>.

Policies for Faculty, Administration, and Staff

Teacher Education University prides itself in maintaining a well-qualified and competent faculty and staff. To that end, the faculty and administration complete eight (8) hours of continuing education on an annual basis. This continuing education shall be directly related to the professional positions of the faculty and administration. Continuing education files are maintained at the University's main office of each faculty and administrator for the duration of their contract.

- Administration and faculty members are involved in the ongoing evaluation of current courses through both formal and informal assessment tools.
- Faculty and administration maintain an active role in developing, assessing, and refining current courses as well as targeting the needs for new course development. The University Curriculum Committee monitors course evaluation and development by keeping current with educational trends and by evaluating student input gathered from course surveys each semester.
- The University Steering Committee, comprised of faculty and administration, will conference a minimum of two times each academic year to review the purpose and the mission of the University as related to its program and course offerings. The Steering Committee monitors university programs and policies through the coordination of program reviews and the analysis of institutional data as it applies to institutional effectiveness.
- Faculty and staff are evaluated by students in each course through a course evaluation survey. Surveys are maintained on file at Teacher Education University.
- Course access will be made available online to students no later than the first day of the course.
- Faculty members are to evaluate student performance based on student requirements as detailed on the course syllabus. Copies of all course outlines (syllabi) are maintained in Teacher Education University files.
- Faculty must be qualified either by major or minor degree or related degree and experience in the discipline in which they instruct. Faculty will be responsible for evaluating students in each of the online courses in which they instruct.
- Teacher Education University strives to hire faculty holding terminal degrees (Ph.D. or Ed.D.) in the discipline in which they intend to instruct. On a documented need in which faculty with a terminal degree can not be procured, faculty with a master's degree may then be considered for a position.
- Faculty will be assigned to instruct courses based on their major and minor areas of academic preparation and professional experience.
- Faculty members are committed to responding to all student assignments within 48 hours and questions within 24 hours.

- Faculty will maintain accurate and current student records in Maestro regarding course enrollment and assignments.
- All faculty credentials are kept on file in the Teacher Education University office. Faculty credentials include official transcripts and verification of credentials.
- The student to teacher ratio is approximately 30 to one. At no point will the ratio exceed 35 to one.

Faculty

<i>FACULTY MEMBER</i>	<i>CREDENTIALS HELD</i>
Karinda Barrett	Ph.D., Higher Education, Florida State University M.Ed., Student Personnel Services, University of South Carolina B.S., Business Administration, University of South Carolina
William Bilyeu	Ed. D., Curriculum and Instruction, University of Sarasota Ed. D., Education, California Coast University Th. D., Apologetics, International Bible College and Seminary Ed. S., Educational Administration, Tennessee Tech University M.A., Special Education, Tennessee Tech University M.A., Administration and Supervision, Tennessee Tech University B.S., Health and Physical Education, Tennessee Tech University
Kristi Bordelon	M.A., Instructional/Educational Technology, University of Central Florida B.S., Elementary Education, University of Central Florida
Frank Bouknight	Ed.D., Curriculum & Instruction, University of South Carolina Ed. S., Educational Administration, University of South Carolina M.AT., Secondary Education (Social Studies), University of South Carolina B.S., Secondary Education (Social Studies) University of South Carolina

Judith Bramson	Ph.D., Counseling Psychology, University of Miami M.Ed., College Student Personnel Services., University of Miami B.S., Education, Hofstra
Tara Carr	M.S., Elementary Education, University of West Florida B. S., Communication, Florida State University
Don Descy	Ph.D., Instructional Media and Technology, University of Connecticut M.S., Biology Education, University of Connecticut B.S., Biology Education, Central Connecticut State University
Peggy Dieckman	M.A., Educational Technology, University of Central Florida B.S. Nova Southeastern University
Thomas Fisher	Ed.D., Educational Leadership, University of Central Florida M.S., Physical Education, George Williams College B.A., English, Colgate University
Patricia Fritchie	Ph.D., Curriculum & Instruction, University of Southern Mississippi M.Ed., Curriculum & Instruction, University of New Orleans B.A., Elementary Education, Southeastern Louisiana University
Jami Guercia	M.A., Varying Exceptionalities, University of South Florida B.A., Speech Pathology, University of Central Florida
Susan Josey	M.Ed., Special Education, Francis Marion University B.S., Elementary Physical Education, Coker College
Jason Karp	Ed. D., Organizational Leadership, Nova Southeastern University M.S., Computer Science, Nova Southeastern University B.A., Elementary Education, Florida Atlantic University
Shaya Kass	Ph.D., Learning & Curriculum, University of Southern California Ed. M., Vocational Education, Rutgers University B.S., Agriculture, Rutgers University
Hilary Kinal	J.D., Law, George Washington University National Law Center B.A., Government, Harvard College
Rodger Knapp	Ed.D., Administration, West Virginia University M. Ed., Guidance, East Carolina University B.A., History, Elon University
Derrick Love	Ed.D., Educational Leadership, University of Phoenix M.A., Communication Arts, Southwestern Baptist Theological Seminary B.A., Psychology, Langston University

Charlotte Lugering	M.Ed., Educational Leadership, University of Central Florida B.S., Elementary Education, University of Central Florida
Donna Murphy	M.A., English Education, Virginia Commonwealth University B.S., English/Psychology, Central Connecticut State University
Cynthia Nicola	Ed.D., Higher Education Administration, University of Pittsburg M. Ed., Adult Education, Pennsylvania State University B.S., Business Management, Carlow University
Delia Pass	Ed. D., Educational Leadership, University of North Florida M.A., Teaching, Jacksonville University B.A., Fine Arts, University of South Florida
Anne Marie Priorello	M.S., Administration, Supervision, and Curriculum, Nova Southeastern B.A., Education, University of Massachusetts
Rick Roach	M.A., Secondary Education, Eastern Kentucky University M.A., Educational Psychology, Eastern Kentucky University B.S., Secondary Education, Eastern Kentucky University
Ron Rosen	Ed.D. Education Administration, SUNY at Albany M.A. Educational Psychology, Hofstra B.A. General Psychology, Hofstra
Carol Rubel	Ed. D., Educational Leadership, Nova Southeastern University M.S., Administration and Supervision, Fordham University M.S., Reading, City University of New York B.A., Speech Education, Lehman College
Craig Samuels	M.S., Educational Technology, Nova Southeastern University B.S., Computer Information Technology, University of Central Florida
Anita Scheffer	M.S. Ed., Health Education, Hofstra University B.S. School Health Education, Minor in Counseling / Psychology Hunter College
Diane Schneider	M.S., Health Education, Montclair State University B.A. Physical Education, University of Bridgeport
Zaheera Shakir	Ed.D., Educational Leadership, Nova Southeastern University M.B.A., Florida Agricultural & Mechanical University M.S., Administration and Supervision, Florida State University B.A., Elementary Education, Emory University
Ray Stephens	Ed. D., Educational Administration, Georgia Southern University M.S., Management, Northern Arizona University M.Ed., Educational Leadership, Georgia Southern University BBA, Management, Georgia Southern University

Andrea Thompson	Ph.D., Leadership and Administration, Barry University M.S., Educational Media, Nova Southeastern University B.S., Education, University of Maryland
Charlyne Walker	Ph.D., Leadership and Education, Educational Technology, Barry University M.S. Adult Education, Florida International University B.A. Liberal Studies Concentration: Computer Science
Shannon Walsh	M.S., Counseling and Psychology, Troy University M.Ed., Educational Leadership, St. Leo University B.A., Mass Communications/Public Relations, University of South Florida
Bill Walter	M.Ed., Curriculum and Instruction, Florida Atlantic University B.S., Art Education, Florida State University
Ulysses Weakley	Ed.D., Leadership, Walden University Ph.D., Psychology in Management of Engineering & Technology, Southern California University M.B.A., Management, Concentration in Marketing, Keller Graduate School of Management M.A., Human Resource Management, Hawaii Pacific University M.S., Criminal Justice Administration, Chaminade University B.A., Liberal Arts, Western Illinois University
Douglas Whittaker	Ed.D., Early Childhood, Nova Southeastern University M.A., Physical Education, Ball State University B.S., Physical Education, Taylor University
Lisa Williams	M.S. Educational Leadership / Education and Training Management, University of West Florida B.S. Social Work, University of West Florida
Sheila Williams	Ph.D., Educational Leadership, Barry University M.A. Counseling Education, Webster University B.A. Psychology, University of Central Florida

Appendices



Teacher Education University
 Office of Admissions
 1079 W. Morse Blvd., Suite B
 Winter Park, FL 32789-3751
 800-523-1578
 Fax: 800-370-2600
 www.TEU.edu

Teacher Education University Application for Admission

Applicant Information				
First Name	MI	Last Name	Sex	Maiden Name (optional)
Street Address			Date of Birth (mm/dd/yyyy)	
			Social Security #	
City		State	Zip Code	
Email Address				
Home Phone #		Work/Cell #		US Citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No If No, country of citizenship:
List chronologically, all post-secondary educational institutions attended or currently attending.				
School Name	Location	Dates Attended	Degree Received	GPA
Honors and/or Awards Received:				
Employment History				
Employer	City/State	Dates Employed	Position Held	

Activities: Any Community or School Service Involvement

The Following Information is Optional and is strictly for institutional research purposes.

Race:	White <input type="checkbox"/>	Black <input type="checkbox"/>	Hispanic <input type="checkbox"/>	Asian/Pacific Islander <input type="checkbox"/>
	American Indian/Native Alaskan <input type="checkbox"/>			Other <input type="checkbox"/>
Marital Status:		<input type="checkbox"/> Married	<input type="checkbox"/> Single	

Intended Program of Study (check one)

<input type="checkbox"/> Master of Arts in Education: Concentration in Instructional Strategies	<input type="checkbox"/> Non-degree Seeking
<input type="checkbox"/> Master of Arts in Educational Leadership	<input type="checkbox"/> Master of Arts in Elementary Education K-6
<input type="checkbox"/> Master of Arts in Educational Technology	<input type="checkbox"/> Master of Arts in School Counseling

I plan to begin my program of study:

Month:	Year: 20
--------	----------

My expected date of completion (mm/yyyy):

I intend on submitting transcripts for transfer credit. Yes No

How did you learn about Teacher Education University?	<input type="checkbox"/> Online
	<input type="checkbox"/> Flyer
	<input type="checkbox"/> Friend referral
	<input type="checkbox"/> TEI student
	<input type="checkbox"/> Other

I hereby apply for admission to Teacher Education University. I certify that all information provided is accurate and complete. I affirm that I have received and read the Graduate Catalog and will abide by all rules and policies therein.

I understand that all application materials submitted become the property of Teacher Education University and cannot be returned.

Signature:	Date:
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Application Fee

This application must be submitted with a one-time application fee of \$50.00.

Check or Money Order enclosed

Charge \$50.00 to my:

	<input type="checkbox"/> VISA
Name on Card	<input type="checkbox"/> MasterCard
Card #	<input type="checkbox"/> Discover
CV#	<input type="checkbox"/> American Express

Expiration Date (mm/yy)



Teacher Education University Course Registration Form

Program of Study (Circle One):

Education Educational Leadership Educational Technology Elementary Education K-6 School Counseling Non-degree*

Registration Month: _____

Registration Year: _____

Course Number	Course Title	Course Cost	Credit Hours
		\$	
		\$	
		\$	

Total Cost**: \$ _____

Payment Type (if sending check or money order, please indicate the date it was sent):

Please Check One:

_____ Check, date sent: _____ _____ Money Order, date sent: _____

Credit Card (Circle One): VISA MasterCard Discover American Express

Name on the Card: _____ Amount to Charge: \$ _____

Card Number: _____ Card Expiration Date: _____ / _____

CV# (last 3 digits on signature line on the back of the card): _____

Student Signature _____ Date _____

** Non-degree seeking students must submit this form with completed application, unofficial transcripts and \$50 application fee to be considered for enrollment. Please refer to the Teacher Education University Graduate Catalog for course numbers, titles and any necessary prerequisites. As a non-degree seeking student you are not eligible for financial aid or scholarships. A new form will be required for each semester you wish to enroll in courses as a non-degree seeking student at Teacher Education University.*

***Course tuition does not include cost for books or other course materials. Tuition and fees are subject to change.*

Tuition is charged at **\$220** per credit hour**. The total tuition cost for the Master of Arts in Education: Concentration on Instructional Strategies; Master of Arts in Educational Leadership and Master of Arts in Educational Technology programs is **\$7920.00****. The tuition cost for the Master of Arts in Elementary Education K-6 program is **\$8580****. The tuition cost for the Master of Arts in School Counseling program is **\$10,560****. Program costs **do not include** textbooks and miscellaneous fees.

- Estimated cost of textbooks for the Master of Arts in Education: Concentration in Instructional Strategies degree is \$650.00.
- Estimated cost of textbooks for the Master of Arts in Educational Leadership degree is \$815.
- Estimated cost of textbooks for the Master of Arts in Educational Technology degree is \$650.
- Estimated cost of textbooks for the Master of Arts in Elementary Education K-6 degree is \$1,030.
- Estimated cost of textbooks for the Master of Arts, School Counseling degree is \$2,184.

The estimated cost of textbooks is based on the purchase of required textbooks only. Several courses also have recommended texts, which would alter the overall estimated cost for books. All textbooks are provided by a third party vendor. Students seeking to return textbooks for a refund should consult the return policy provided by the virtual bookstore. Shipping charges paid to the third party virtual bookstore vendor may vary and are non-refundable. Selected texts and other course materials may vary.

Miscellaneous fees are listed as:

- | | |
|---|------------------------|
| • Application fee | \$50.00 (one time fee) |
| • Graduation fee | \$50.00 (one time fee) |
| • Late registration fee | \$50.00 |
| • Returned check fee | \$30.00 |
| • Transcript Fee | \$ 5.00 |
| • Reactivation processing fee for enrolled students | \$25.00 |

Tuition and fees are subject to change. Details regarding miscellaneous fees can also be found in the graduate catalog.

Total estimated cost for each of the Master of Arts in Education: Concentration on Instructional Strategies: Master of Arts in Educational Leadership and Master of Arts in Education Technology degree programs are \$8740 USD. The estimated cost for the Master of Arts in Elementary Education K-6 degree program is \$9610. The estimated cost for the Master of Arts in School Counseling degree program is \$12,744.

Payment for tuition and other costs may be made by personal check, money order, wire transfer or credit card (Master Card, Visa, American Express, or Discover). International students must pay with U.S. currency.

COURSE ENROLLMENT CANCELLATION AND REFUND POLICY

Should the student be terminated or cancel their course enrollment for any reason, Teacher Education University has established this cancellation and refund policy for the protection of the student. A student may cancel their course enrollment at any time by adhering to the following guidelines:

1. Students are encouraged to provide the University a notice of cancellation in writing, however, the notice of cancellation may be forwarded to the University in any manner.
2. All monies will be refunded if the student cancels before the first day of the course.
3. Refunds are calculated on a course by course basis for students enrolled in more than one course per term.
4. Beginning on the first day of the semester if cancellation is requested, the student will be refunded according to the following schedule:

Amount of Coursework Completed by Student	Fees Refunded
After one week of a 15 week online course	80% of the tuition
After two weeks of a 15 week online course	70% of the tuition
After three weeks of a 15 week online course	60% of the tuition
After four weeks of a 15 week online course	50% of the tuition
After five weeks of a 15 week online course	40% of the tuition
After six weeks of a 15 week online course	30% of the tuition
After seven weeks of a 15 week online course	20% of the tuition
After eight weeks of a 15 week online course	10% of the tuition
After nine weeks of a 15 week online course	0% of the tuition

5. Students who opt to pay for the entire program tuition up front will be refunded according to the following refund schedule:
 - a. Cancellation after attendance has begun, but prior to 50 percent completion of the program will result in a pro rata refund computed on the number of hours completed to the total program hours.
 - b. Cancellation after completing half (50 percent) of the program will result in no refund.
6. Termination Date: The termination date for refund computation purposes is the date on which the request to drop is received by the University.
7. Refunds will be made within 30 calendar days of the request to drop.
8. A student may be dismissed by the University for unsatisfactory academic progress, financial delinquency, or failure to comply with university rules or policies as stipulated in the graduate catalog.
9. Texts, kits, and tools are the property of the student and cannot be returned as part of the refund.
10. If the school is permanently closed and no longer offers instruction, the school shall, at its option: Provide a full refund of all monies paid **or** provide for completion of the course.



Teacher Education University Course Withdrawal Form

Teacher Education University
Office of the Registrar
1079 W. Morse Blvd., Suite B
Winter Park, FL 32789-3751
800-523-1578
Fax: 800-370-2600
www.TEU.edu

This form is intended for students wishing to withdraw from a course at Teacher Education University and must be completed and submitted to the Office of the Registrar to officially withdraw from a course.

Please Print

Name: _____
Last First Middle

Mailing Address: _____
Street Apt. #
_____ City State Zip

Phone Number: _____ Email Address: _____

Program of Study (Circle One):

Education Educational Leadership Educational Technology Elementary Education K-6 School Counseling

Non-degree

I am withdrawing from the following course(s):

REASON FOR COURSE WITHDRAWAL: (Please check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Need time off to work | <input type="checkbox"/> Financial hardship |
| <input type="checkbox"/> Course too difficult | <input type="checkbox"/> Did not receive scholarship |
| <input type="checkbox"/> Personal reasons | <input type="checkbox"/> Medical reasons |
| <input type="checkbox"/> Not enough academic support | <input type="checkbox"/> Difficulty with online delivery |
| <input type="checkbox"/> Course(s) not challenging | <input type="checkbox"/> Other _____ |

Additional Comments or reason(s) for withdrawal (attach additional comments to this sheet):

Last date of submitting a completed assignment
or date withdrawal process was initiated _____ / _____ / _____
Month Day Year

I understand that I must satisfy all outstanding financial obligations and that until the registrar's office has been notified of such clearances, I cannot receive transcripts upon request.

Student Signature: _____ Date: _____

University Administrator Signature: _____ Date: _____



Teacher Education University
 Office of Admissions
 1079 W. Morse Blvd., Suite B
 Winter Park, FL 32789-3751
 800-523-1578
 Fax: 800-370-2600
 www.teu.edu

Teacher Education University Program Enrollment Agreement

Please read the graduate catalog in its entirety before signing this Enrollment Agreement.
 READ ENROLLMENT AGREEMENT THOROUGHLY BEFORE ANSWERING QUESTIONS.

Student Information

Name: _____ Social Security #: _____ - _____ - _____.

Address: _____
STREET ADDRESS
CITY/STATE
ZIP/POSTAL CODE

Telephone (Home) _____ (Business or Cellular): _____

Date of Birth: _____ / _____ / _____ Circle One: Male Female
month
day
year

E-mail Address: _____

Please check the Graduate Program in Which You Are Enrolling (Total Program Credits Are Listed with each Program).

___ Master of Arts in Education: Concentration Instructional Strategies, 36 credits.

___ Master of Arts in Educational Leadership, 36 credits.

___ Master of Arts in Educational Technology, 36 credits.

___ Master of Arts in Elementary Education K-6, 39 credits

___ Master of Arts in School Counseling, 48 credits

___ Non-Degree Seeking

Anticipated Start Date: Please fill out month and year. Month: _____ **Year: 20** _____

Anticipated End Date: Please fill out month and year. Month: _____ **Year: 20** _____

Financial Information

Tuition is charged at **\$220** per credit hour*. The total tuition cost for the Master of Arts in Education: Concentration on Instructional Strategies; Master of Arts in Educational Leadership and Master of Arts in Educational Technology programs is **\$7920.00***. The tuition cost for the Master of Arts in Elementary Education program is **\$8580***. The tuition cost for the Master of Arts in School Counseling program is **\$10,560***. *Program costs **do not include** textbooks and miscellaneous fees.

- Estimated cost of textbooks for the Master of Arts in Education: Concentration in Instructional Strategies degree is \$650.00.
- Estimated cost of textbooks for the Master of Arts in Educational Leadership degree is \$815.00.
- Estimated cost of textbooks for the Master of Arts in Educational Technology degree is \$650.00.
- Estimated cost of textbooks for the Master of Arts in Elementary Education K-6 degree is \$1,030.00.
- Estimated cost of textbooks for the Master of Arts, School Counseling degree is \$2,184

The estimated cost of textbooks is based on the purchase of required textbooks only. Several courses also have recommended texts, which would alter the overall estimated cost for books. All textbooks are provided by a third party vendor. Students seeking to return textbooks for a refund should consult the return policy provided by the virtual bookstore. Shipping charges paid to the third party virtual bookstore vendor may vary and are non-refundable. Selected texts and other course materials may vary.

Miscellaneous fees are listed as:

- Application Fee \$50.00 (one-time fee)
- Graduation Fee \$50.00 (one-time fee)
- Late Registration Fee \$50.00
- Returned Check \$30.00
- Transcript Fee \$ 5.00
- Reactivation Processing Fee for enrolled students \$25.00

*Tuition and fees are subject to change. Details regarding miscellaneous fees can also be found in the graduate catalog.

Total estimated cost for each of the Master of Arts in Education: Concentration on Instructional Strategies: Master of Arts in Educational Leadership and Master of Arts in Education Technology degree programs are \$8740 USD. The estimated cost for the Master of Arts in Elementary Education K-6 degree program is \$9610. The estimated cost for the Master of Arts in School Counseling degree program is \$12,744.

Payment for tuition and other costs may be made by personal check, money order, wire transfer or credit card (Master Card, Visa, American Express, or Discover). International students must pay with U.S. currency.

COURSE ENROLLMENT CANCELLATION AND REFUND POLICY

Should the student be terminated or cancel their course enrollment for any reason, Teacher Education University has established this cancellation and refund policy for the protection of the student. A student may cancel their course enrollment at any time by adhering to the following guidelines:

1. Students are encouraged to provide the University a notice of cancellation in writing, however, the notice of cancellation may be forwarded to the University in any manner.
2. All monies will be refunded if the student cancels within five (5) calendar days of signing this Enrollment Agreement.
3. Teacher Education University will retain the application fee if the student cancels after five (5) calendar days of signing the Enrollment Agreement but prior to the first day of courses.
4. Refunds are calculated on a course by course basis for students enrolled in more than one course per semester.
5. Beginning on the first day of the semester if cancellation is requested, the student will be refunded according to the following schedule:

Amount of Coursework Completed by Student	Fees Refunded
After one week of a 15 week online course	80% of the tuition
After two weeks of a 15 week online course	70% of the tuition
After three weeks of a 15 week online course	60% of the tuition
After four weeks of a 15 week online course	50% of the tuition
After five weeks of a 15 week online course	40% of the tuition
After six weeks of a 15 week online course	30% of the tuition
After seven weeks of a 15 week online course	20% of the tuition
After eight weeks of a 15 week online course	10% of the tuition
After nine weeks of a 15 week online course	0% of the tuition

6. Termination Date: The termination date for refund computation purposes is the date on which the request to drop is received by the University.
7. Refunds will be made within 30 calendar days of the request to drop.
8. A student may be dismissed by the University for unsatisfactory academic progress, financial delinquency, or failure to comply with university rules or policies as stipulated in the graduate catalog.
9. Texts, kits, & tools are the property of the student and cannot be returned as part of the refund.
10. If the school is permanently closed and no longer offers instruction, the school shall, at its option: provide a full refund of all monies paid; **or** provide for completion of the course.

Applicant Refund

Applicants denied admission by the University are entitled to a refund of all monies paid.

GROUNDS FOR TERMINATION

I agree to comply with the rules and policies and understand that Teacher Education University shall have the right to terminate this contract and my enrollment at any time for violation of rules and policies as outlined in the graduate catalog. I understand that the University reserves the right to modify the rules and policies, and that I will be appropriately advised of any and all modifications.

STUDENT COMPLAINT PROCEDURE

I understand that I may submit a formal complaint using the Student Complaint Form and informal complaints may be handled with the appropriate faculty and / or staff in accordance with the Teacher Education University Graduate Catalog.

GRADUATION REQUIREMENTS

I understand that in order to graduate from the program and to receive a diploma, I must complete with satisfaction the required number of semester credits and program requirements.

EMPLOYMENT ASSISTANCE

I understand that Teacher Education University has not made and shall not make any guarantees of employment or salary upon my graduation. Teacher Education University will provide students placement assistance, which will consist of identifying employment trends and opportunities as well as strategies to procure such opportunities.

ACCREDITATION

Teacher Education University is currently a DETC accredited university. Students will need to verify eligibility for professional examinations, certification requirements and transfer credits through their state, county and/or school. It is the responsibility of the student to check with their state, county, district or school to ensure that all requirements are being met. Teacher Education University does not participate in Federal financial aid programs at this time. DETC can be contacted at www.DETC.org.

ACKNOWLEDGEMENT

This contract contains the entire Enrollment Agreement between the student and Teacher Education University, and no further modification or representation except as herein expressed in writing will be recognized.

I acknowledge that I have received a copy of this program Enrollment Agreement and that I have read this contract in its entirety and to the best of my knowledge all information has been completed truthfully and accurately.

I have also received a copy of the graduate catalog dated: _____

This agreement constitutes a binding contract between the student and Teacher Education University. Terms of this agreement are valid for 5 years from the date of the student signature.

___ **I have read the entire Enrollment Agreement.**

___ **I have read the graduate catalog and agree to abide by all policies and guidelines therein.**

Signature of Applicant) Date

Signature of Parent/Guardian if student is under 18 Date

Signature of University Official Date

Please note that there are three pages to this Enrollment Agreement



Teacher Education University Student Complaint Form

Before submitting this form, please read the *Student Complaint Procedure*, available through the University website, in the graduate catalog or by the contacting the University. This completed complaint form should be submitted to the University CEO when completed. This form cannot be used for academic or disciplinary appeals.

1. NAME: _____

2. PROGRAM OF STUDY:

Education Educational Leadership Educational Technology Elementary Education K-6 School Counseling
 Non-degree

3. CONTACT ADDRESS:

4. CONTACT TELEPHONE NUMBER: _____

5. CONTACT EMAIL ADDRESS: _____

6. HAVE YOU DISCUSSED YOUR COMPLAINT WITH:

- Person(s) involved Yes No
- Faculty Advisor Yes No
- Other _____

7. IF YOU ANSWERED "NO" TO ANY OF THE ABOVE, PLEASE EXPLAIN WHY:

8. DETAIL OF THE NATURE OF YOUR COMPLAINT:
 You should give as much detail as possible, including any relevant dates as accurately as you can and who you have already spoken to in regard to this matter. Please attach any relevant correspondence or Emails. You may continue on a separate sheet if necessary and attach it to this form.

PLEASE INDICATE WHAT ACTION OR AND OUTCOME YOU WOULD LIKE TO SEE TAKEN TO ADDRESS YOUR COMPLAINT:

9. I confirm that I have read and followed the *Student Complaint Procedure* and this complaint is being submitted after Stage 1 of the Complaints Procedure has been completed (Check One).

Agree

Disagree

10. Where a complaint is about an individual, the complaint will not be investigated if the student does not want the substance of the allegation to be made known to that individual(s). If the University CEO or designee is to pursue your complaint, he/she will need to discuss the matter with all those concerned and can only do so with your consent. By signing this form, you confirm that you agree to the terms as stated in the *Student Complaint Procedure*.

Student Signature

Date



Teacher Education University is a division of Teacher Education Institute, a Florida Corporation

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