Earn your M.S. or Ed.S. degree online in 12 months and change your students’ lives forever!

M.S. with a major in Brain-Based Teaching
(Concentration in Learning and Teaching)

M.S. with a major in Brain-Based Teaching
(Concentration in Reading and Literacy)

Ed.S. with a major in Brain-Based Teaching
(Concentration in Teacher Leadership)

www.brainsmart.org / nsu@brainsmart.org / 866.SMART61
Nova Southeastern University

With its beautiful, 300-acre main campus in Fort Lauderdale, Florida, NSU has nearly 29,000 students. Nova Southeastern University is the eighth largest independent university in the United States and the largest in the Southeast. NSU awards associate’s, bachelor’s, master’s, educational specialist, doctoral, and first-professional degrees in a wide range of fields including medicine, dentistry, pharmacy, allied health and nursing, optometry, law, computer and information sciences, psychology, education, business, oceanography, humanities and social sciences, and the arts. The institution also enjoys an excellent reputation for its programs for families offered through the Jim & Jan Moran Family Center Village and University School. These include innovative parenting and preschool, primary, and secondary education programs.

Abraham S. Fischler School of Education

What you learn here and how you learn it will not only change your life, it will change the world around you. Serving more than 15,000 students in almost 40 countries, NSU’s Abraham S. Fischler School of Education is one of the largest schools of education at an accredited university (Southern Association of Colleges and Schools). The Fischler School has more than 35 years of experience in distance education. Our ideas, our approach, and our programs, inspire educators to motivate their students to move the world—online, on-site, or on campus.

Nova Southeastern University’s Abraham S. Fischler School of Education offers degree programs for educators at all levels—from administrators to teachers and service providers to those looking for a new career.

Headquartered in North Miami Beach, Florida, on a modern, 18-acre, 250,000-square-foot campus, the Fischler School has more than 300 full-time employees, including full-time faculty members and administrative, professional services, and support personnel—all working to serve our students’ needs in education and human services. The Fischler School also calls on the talents and insights of hundreds of highly qualified, part-time adjunct faculty members, facilitators, and national lecturers who add a depth to our curriculum that no single school of education faculty could offer on its own.

All Fischler School programs are designed to ensure they support our students’ needs to become more effective in their current positions, to fill emerging roles in education and human services, and to be ready to accept changing responsibilities within their own institutions and organizations.

NOTICES OF NONDISCRIMINATION AND ACCREDITATION

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone number: 404-679-4501) to award associate’s, bachelor’s, master’s, educational specialist, and doctoral degrees.

The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. 09-106-11PGA
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BrainSMArT is a global leader in translating implications of mind, brain, and education research into practical graduate degree programs and professional development designed to improve student learning by aligning teaching with research on how people learn. This approach has been shared with universities, state departments of education, professional learning organizations, and high-achieving school districts across the United States and internationally.

The BrainSMArT® approach has been supported by the following:

- The Florida Department of Education chose this model for a successful three-year, statewide initiative.
- The model has been supported by a prestigious Annenberg Challenge Grant award through Florida Atlantic University for an initiative in two large school districts.
- The National Association of Elementary School Principals featured the work of the BrainSMArT team as part of its online leadership academy and in its Summer Institute.
- This approach was chosen for a statewide “Train the Trainer” program in Texas.

Since 1980, Donna Wilson and Marcus Conyers, founders of BrainSMArT, have been translating the implications of research from cognitive education and psychology into practical frameworks and strategies for learning, teaching, and leading. They developed their approach in working with more than 10,000 K-12 students and sharing effective strategies with 150,000 educators who reach more than 1 million students. They have written more than 25 books and professional journal articles for educators. Their books include *60 BrainSMART Strategies for Increasing Student Learning*, a top 10 bestseller at the National Association of Elementary School Principals conference; *Thinking for Results*; and most recently, *Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice*, published by Teachers College Press. They have presented keynotes and workshops about their unique, research-based approach at many national and international conferences, including:

- American Educational Research Association
- American Association of Colleges for Teacher Education
- Association of Teacher Educators
- Association for Supervision and Curriculum Development
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Board for Professional Teaching Standards
- International Education Organization, Abu Dhabi and Dubai, United Arab Emirates
- International Association for Cognitive Education and Psychology, Leiden, The Netherlands
- South African Principals’ Association, Capetown, South Africa
“I have been able to use strategies and tools immediately in my classroom and throughout my teaching profession to make a positive difference for the success of my students (and myself). Throughout the program, my cohorts and I often expressed that if this program were inclusive for beginning teachers, students nationwide would be well ahead in their learning.”

Maureen Ryan, teacher who earned her M.S. and Ed.S. degrees with a major in Brain-Based Teaching

In 2000, BrainSMART and Nova Southeastern University began working together to make the BrainSMART approach available internationally through research-based and innovative online graduate programs. To date, educators from 47 states in the United States and 12 other countries have enrolled in these highly rated programs, which are regarded as the first of their kind in the world.

Discover how to increase your effectiveness as a teacher. Bring the benefits of decades of research from a variety of fields, including mind, brain, and education, into your classroom by earning a graduate degree with a major in Brain-Based Teaching to advance your career in as little as 12 months of study. Join the more than 3,000 educators who have enrolled in these unique graduate degree programs since 2001.

Delivered through convenient and user-friendly distance education systems in collaboration with Nova Southeastern University’s Abraham S. Fischler School of Education, these degree programs allow you the flexibility to complete your program of study from home while maintaining a full-time professional career.

Unique program features include:

- A motivating, inspiring, and energizing way for teachers of students of all ages to earn your degree by studying with experienced instructors and fellow educators from across the United States
- Practical strategies you can begin using in your classroom immediately to enhance student learning by aligning your teaching with research on how students learn
- The opportunity to study in one of the few graduate degree programs for educators based on the implications of mind, brain, and education research

In a survey, 92% of graduates said they had become more effective teachers, and 97% said they would recommend the program to colleagues.
M.S. with a Major in Brain-Based Teaching
(Concentration in Learning and Teaching)
(36 Credits)

Overview
This highly rated master’s degree program empowers educators with practical frameworks and strategies for enhancing student learning by aligning teaching with research on how people learn. The program focuses on equipping participants with knowledge of how implications of mind, brain, and education research can be translated into effective practices in their classrooms.

The Courses

EDUB 0610: BrainSMART® Science, Structure, and Strategies (6 credit hours)
In this course, students study how people learn according to research from the fields of education, cognition, and the brain. Participants will evaluate and apply the research-based BrainSMART model for improving student achievement, specifically focusing on instructional strategies to address positive learning state and engagement, making meaning, attention, retention, and transfer. Teachers will explore the body-brain system and specific areas of the brain and their function, including the limbic system and the processes that make each brain as unique as a fingerprint. They also will examine how emotions, motivation, and positive relationships influence how the brain pays attention, learns, and remembers. Finally, students will develop and evaluate specific strategies to aid the visual, kinesthetic, and auditory processing styles and understand how the brain processes what it sees and hears.

EDUB 0612: Thinking for Results: Applying the Science of Student Achievement (6 credit hours)
In this course, students explore and apply how cognitive processes and strategies influence student achievement. A three-phase model of learning is discussed and analyzed. The first phase focuses on brain-based skills and strategies for gathering information, the second on processing and analyzing that information, and the third on expressing and applying what one has learned. To increase students’ capacity to maximize performance in these three phases, participants will learn to use a toolbox of cognitive assets. Specific examples of these cognitive assets in the context of the classroom will be explored, with opportunities for application. Students will learn the importance of metacognition and how to improve thinking skills. Terms associated with the brain (e.g., frontal lobes, executive function, neurocognitive plasticity), the concept of potential intelligence, and the role of mirror neurons in learning are explored. Students will use and analyze assessments and instructional methodologies for the purpose of increasing analytical and evaluative thinking. The HealthMath curriculum is presented, along with examples integrating instruction on and practice using selected cognitive assets in daily decisions involving nutrition and exercise.
EDUB 0614: Differentiated Instruction: Respecting Brain-Based Learner Differences  (6 credit hours)

In this course, a deeper understanding of the potential of every brain is explored in the context of individual strengths and prior academic experience. A variety of brain and cognitive learner differences will be discussed, including gender differences, learning style preferences, and a system for better understanding students and their needs. Students will complete individual learner profiles for their own students and use those profiles to plan and evaluate lessons. This course also is designed to equip educators with a range of research-based presenting and facilitating strategies. These practical strategies will help educators adapt instruction to reach students with a variety of learning strengths in the classroom.

EDUB 0617: Courageous Learners: Tools for Teaching Students at Risk  (6 credit hours)

Students today are arriving in the classroom with an enormous variety of skills, experiences, and attitudes. Many are at risk of academic failure, but the vast majority of students can achieve academic success when they are provided with effective instruction and an environment of respect. This course presents a model for addressing this challenge by guiding educators to master a new approach for understanding and reaching students with learning challenges; to discover tools for increasing motivation and enhancing academic achievement by all students; and to review model strategies that work well with students who learn differently. Particular attention is paid to challenges that relate to the learner’s neurobiological system; two particular areas of study are attention deficit disorders and dyslexia. Students also explore and apply ways to link with parents and community resources to assist struggling learners in reaching their potential.

EDUB 0619: Student Achievement and Classroom Management  (6 credit hours)

This course explores how educational objectives, or learning goals, are fundamental to effective teaching and student achievement and provide a set of shared expectations among students, teachers, administrators, and the general public. Examine how developing and maintaining teacher-student relationships influence classroom management and increase a student’s likelihood to accept rules and procedures necessary for effective classroom management. By incorporating strategies to help nurture this relationship, behavioral problems are significantly decreased. Investigate, apply, and evaluate strategies proven to reduce classroom disruption and to increase on-task behavior.

EDUB 0699: Teacher Leadership Institute: Action Research Project  (6 credit hours)

The National Board for Professional Teaching Standards calls for “teachers to think systematically about their practice and learn from experience” and to “critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.” This course engages students in action research as a way to critically analyze, reflect on, and improve their teaching practice. Implementing a BrainSMART strategy or skill within the classroom, students will demonstrate competency with that strategy or skill to assist student acquisition of new knowledge and use the action research process to assess how the strategy or skill helps to improve teaching and learning in the classroom. Students also will analyze and discuss the connection between action research and teacher leadership. This course is the capstone course of the master’s program and includes a minimum 40-hour field experience as students will teach, implement, and evaluate strategies as part of their action research projects.

Admissions Requirements

- completed admissions application (including $50, nonrefundable application fee payable to Nova Southeastern University)
- earned baccalaureate from a regionally or internationally accredited association or university
- official transcripts from all schools attended (required within 90 days of the starting term)
- 2.5 GPA

Tuition and Fees

For information on current tuition rates, fees, and materials costs, visit www.brainsmart.org.
M.S. with a Major in Brain-Based Teaching
(Concentration in Reading and Literacy)
(36 Credits)

Overview
The Master of Science with a major in Brain-Based Teaching and a concentration in Reading and Literacy is designed for certified teachers who want to earn their master’s degree, gain powerful knowledge, and learn cutting-edge skills without leaving their homes and classrooms. The program focuses on equipping participants with knowledge of how breakthroughs in cognitive, brain, and reading research can be translated into effective practices for the teaching of reading and literacy. This graduate degree is earned 100 percent online and may be completed with approximately 12 months of study.

The Courses

EDUB 0610: BrainSMART® Science, Structure, and Strategies  (6 credit hours)
In this course, students study how people learn according to research from the fields of education, cognition, and the brain. Participants will evaluate and apply the research-based BrainSMART model for improving student achievement, specifically focusing on instructional strategies to address positive learning state and engagement, making meaning, attention, retention, and transfer. Teachers will explore the body-brain system and specific areas of the brain and their function, including the limbic system and the processes that make each brain as unique as a fingerprint. They also will examine how emotions, motivation, and positive relationships influence how the brain pays attention, learns, and remembers. Finally, students will develop and evaluate specific strategies to aid the visual, kinesthetic, and auditory processing styles and understand how the brain processes what it sees and hears.

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

EDUB 0622: Connecting the Brain to Higher-Order Thinking and Literacy  (6 credit hours)
In this course, students will learn the importance of metacognition and the use of specific cognitive strategies in reading classrooms of upper elementary grades. An introduction to terms associated with the brain (e.g., frontal lobes), its executive function capability, and the importance of thoughtful reading are explored. Research that focuses on model upper elementary grade reading classrooms will be analyzed, and current issues such as the importance of nonfiction and learning across the content areas will be examined. Teachers will use assessments and instructional methodologies for the purpose of increasing thinking and comprehension in reading.
EDUB 0623: Brain-Based Differentiated Reading Instruction  (6 credit hours)
In this practical course, students will learn brain-based principles and strategies for differentiating instruction to increase the likelihood that all students will have success, including those who have reading challenges. Specifically, the focus will be on teaching methodologies to reach the individual needs of boys and girls effectively, reaching those who have difficulty maintaining attention during reading, teaching Limited English Proficiency (LEP) students, and identifying the brain system differences that occur when readers struggle. Participants will complete assessments and instructional plans for a balanced reading program, as well as an individualized reading road map appropriate for all types of readers.

EDUB 0617: Courageous Learners: Tool for Teaching Students at Risk  (6 credit hours)
Students today are arriving in the classroom with an enormous variety of skills, experiences, and attitudes. Many are at risk of academic failure, but the vast majority of students can achieve academic success when they are provided with effective instruction and an environment of respect. This course presents a model for addressing this challenge by guiding educators to master a new approach for understanding and reaching students with learning challenges; to discover tools for increasing motivation and enhancing academic achievement by all students; and to review model strategies that work well with students who learn differently. Particular attention is paid to challenges that relate to the learner’s neurobiological system; two particular areas of study are attention deficit disorders and dyslexia. Students also explore and apply ways to link with parents and community resources to assist struggling learners in reaching their potential.

EDUB 0699: Teacher Leadership Institute: Action Research Project  (6 credit hours)
The National Board for Professional Teaching Standards calls for “teachers to think systematically about their practice and learn from experience” and to “critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.” This course engages students in action research as a way to critically analyze, reflect on, and improve their teaching practice. Implementing a BrainSMART strategy or skill within the classroom, students will demonstrate competency with that strategy or skill to assist student acquisition of new knowledge and use the action research process to assess how the strategy or skill helps to improve teaching and learning in the classroom. Students also will analyze and discuss the connection between action research and teacher leadership. This course is the capstone course of the master’s program and includes a minimum 40-hour field experience as students will teach, implement, and evaluate strategies as part of their action research projects.

Admissions Requirements
- completed admissions application (including $50, nonrefundable application fee payable to Nova Southeastern University)
- earned baccalaureate from a regionally or internationally accredited association or university
- official transcripts from all schools attended (required within 90 days of the starting term)
- 2.5 GPA

Tuition and Fees
For information on current tuition rates, fees, and materials costs, visit www.brainsmart.org.
Ed.S. with a Major in Brain-Based Teaching  
(Concentration in Teacher Leadership)  
(36 Credits)

Overview
This educational specialist degree program is designed for teacher leaders, educators in all disciplines, district administrators, professional developers, and school personnel who have already earned their master’s degrees and want to move their professional skills to the next level. The program focuses on equipping participants with knowledge of how breakthroughs in research on cognition, brain, education, student achievement, and teacher leadership can be translated into best practices in the classroom and throughout schools. A series of teacher leadership projects is designed to support skills in taking effective teaching strategies and practices to a wider audience with a greater scope for enhancing student learning and school culture and climate.

The Courses

EDUB 0730: The Neurobiology of BrainSMART® Instructional Leadership (6 credit hours)
This course provides a framework for understanding and applying principles of instructional leadership within a neurobiological understanding of learning and leading. Using an understanding of the science of learning, cognition, and the implications for education, students will create and evaluate plans to lead improvements in their classrooms and schools. Knowledge of specific brain functions and systems, including the limbic system, will inform plans.

EDUB 0731: Best Practices in Thinking for Leading (6 credit hours)
Mental models have a powerful influence on how schools and classrooms function. In this course a range of models, metaphors, and fields of research are explored from the areas of cognition and instructional leadership. Specific focus is directed toward discovering a framework for developing teacher leaders where research and best practices are examined. Research on the cognitive strengths that are essential for leading are also investigated and a range of strategies for improving strengths are discussed. Finally, current research on the neurobiology of cognition is studied as are practical strategies for unleashing the brain’s potential. In summary, this course focuses on three dimensions of thinking for leading: the school-wide dimension, the dimension of cognitive strengths, and the dimension of the neurobiology of leadership and change.

EDUB 0732: Differentiated Instructional Leadership (6 credit hours)
The theory of differentiated instruction offers a powerful lens for looking at effective instructional leadership. The course explores several approaches to helping instructional leaders identify learner differences and adapt instruction. These approaches include the latest research on brain gender differences and the potential impact these studies may have on leadership effectiveness in organizations today. Additional theories explored include cognitive strengths, learner preferences, and a tool for reading the barcode for the brain. The emerging field of positive psychology is explored in the context of a differentiated leadership approach to increasing motivation and performance.

EDUB 0702: Curriculum Trends and Innovations (3 credit hours)
This course focuses on the analysis of current educational practices, models, and futuristic approaches. Emphasis is placed on the investigation of educational curricular policies and techniques developed for a variety of settings (e.g., community schools, hospital-based instruction, distance education, home schooling). Integration of technology and multimedia is also included.
EDUB 0708: Research and Design in Education (3 credit hours)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (e.g., experimental, correlational, survey) and qualitative (e.g., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation and appropriate analysis and interpretation of research findings.

EDUB 0714: Families, Communities, and Schools: Ethics and Educational Practices in a Diverse Society (3 credit hours)
In this course, students delve into the roles, practices, and responsibilities of educators working with families and communities from the perspective of multicultures and diversity. Ethical and legal issues related to equity, services, advocacy, and professional behaviors of educators in multicultural settings are pondered.

EDUB 0719: Current Research in Human Development (3 credit hours)
This course engages students in the analysis of recent theoretical positions and research in human development. Selected research findings from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, e.g., brain research, learning styles, multiple intelligences, and neo-Piagetian studies.

EDUB 0729: Evaluation and Assessment Practices (3 credit hours)
This course engages students in the analysis of critical issues and their relation to national/international trends in testing and legal and ethical issues in evaluation. Students will pursue a formal inquiry project that focuses on meaningful program effectiveness.

EDUB 0799: Teacher Leadership Institute: Action Research Project (3 credit hours)
The purpose of this course is to serve as a capstone experience for students of teacher leadership and school change. Integrating key aspects of the program with the discipline of educational and instructional leadership, the coursework, materials, and assignments are intended to provide a framework for analyzing, synthesizing, and constructing a plan that encompasses research, theory to practice application, and problem solving for the challenges to change within schools and school systems. After a review of the Ed.S. program coursework, compilation of a summary literature review, and preliminary plan, students will develop a plan for systemic change within the school that can realistically be applied to their work environments.

Admissions Requirements
• completed admissions application (including $50, nonrefundable application fee payable to Nova Southeastern University)
• earned graduate degree from a regionally or internationally accredited association or university
• official transcripts from all schools attended (required within 90 days of the starting term)
• 3.0 GPA

Tuition and Fees
For information on current tuition rates, fees, and materials costs, visit www.brainsmart.org.

Graduates of this program will earn educational specialist (Ed.S.) degrees with majors in brain-based teaching. These programs do not lead to formal administrator certification or licensure.
Instructional Delivery Systems

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

**DVDs:** Watch the BrainSMART® authors bring cutting-edge research to life and model practical strategies with students in a variety of locations.

**CD-ROMs:** Discover important information about the brain and student achievement.

**Texts:** Gain a greater depth of knowledge about research on the brain and student achievement.

**Online Threaded Discussions:** Interact with students in the program from across North America. Many students report that they benefit greatly from this easy-to-use, interactive technology.

**Online Chats:** Connect with your professor and other cohort members to learn more about topics being studied.
How Graduates Are Making a Positive Difference in Their Classrooms and Schools

In surveys that assess teachers’ perceptions of their graduate studies, both overall and in comparison to other university programs and professional development in which they have participated, results provide a means of estimating how influential the programs are in helping teachers better enhance the learning of all students. Graduates report that they have:

**Improved Their Teaching Practice**

- I am a more effective teacher. (92%)
- I had access to important research on teaching and learning. (95%)
- Course materials and information included information I could use. (93%)
- I had access to examples of research-based strategies being put into practice. (91%)
- I think and reflect more on my teaching practice. (92%)
- I am using what I learned on a regular basis. (91%)
- I have added more teaching strategies to my toolbox. (97%)

“This graduate degree empowered me with research and practical strategies that I applied right away in my classroom and increased student learning. My students gained five months in reading in just two and-a-half months!”

— Diane Dahl, Texas

“Some of my kids from last year who are in high school now came back to tell me that they got really high scores on their science test with the state of California. … [They] said they’d never gotten such a high score in their lives. I told them, ‘Just remember these strategies and you’ll do well your whole life.’”

— Edna Gibson, California

“This graduate degree is really helping me enhance student learning in the classroom!”

— Kathleen Bohnsen, Colorado

**Improved Their Ability to Reach and Teach More Students More Often**

- I learned new tools for working with students who have trouble learning with other methods. (91%)
- I am able to reach more of my students more of the time. (91%)
- I am better able to differentiate instruction. (90%)
- I have learned strategies that help me keep more students’ attention more of the time. (93%)

“Every bit of information I learned in the program has been immediately useful in my classrooms. … This program has been the best dollar investment I’ve made for my students and for myself.”

— D’Jon McNair, Georgia

“My favorite line from the master's program is: Never question ability, always improve strategy. When everybody else is saying, ‘These kids will never do this, these kids will never do that,’ I know that they can and I have data to prove it. I have had students show so much growth … they are going into these tests with the idea, ‘Hey, maybe we can do this.’ As far as I’m concerned, that’s 95% of the battle—the power of positive thinking.”

— Linda Clark, Connecticut
Improved Understanding and Application of Knowledge about How Students Learn

- I have a better understanding about how my students learn. (96%)
- I am better able to make lessons meaningful. (92%)
- I am better able to employ strategies for making important knowledge memorable. (95%)
- I learned thinking strategies my students need to achieve academic and life success. (95%)

“This program has provided me with an incredible arsenal of instructional strategies to meet just about any challenge I could have in the classroom. It takes years of successful teaching to acquire these skills, but earning this graduate degree gives them to you in a little over a year.”

— Theresa Dodge, Massachusetts

“This program has found an almost perfect balance between what we need to know and what we need to do to be effective teachers, regardless of one’s personal style.”

— Denise Friedman, Illinois

Become More Metacognitive About Teaching

- I am better able to explain why I am doing what I am doing. (96%)
- The assignments I completed helped me internalize what I was learning. (92%)
- I am able to keep myself in a positive, optimistic, motivated state for teaching. (92%)
- I am more excited about teaching. (91%)

Teaching students to be more metacognitive “involves going up the ladder toward higher thinking.”

— Holly Linder, Ohio

The courses in these graduate studies “inspired me to revamp the way I was teaching and to start spending more time educating students on the things they can do to help themselves learn.”

— Jeannie Weiss, Pennsylvania

“Explaining brain plasticity and human potential to my students has allowed them to understand how they are in control and how they can drive their own brains where they want to go.”

— Kelly Rose, Virginia

Learned with Colleagues and Now Work as a Teacher Leader

- I acquired knowledge and skills that I can share with my colleagues. (97%)
- I had the opportunity to dialogue ideas with other professionals. (93%)
- I had the opportunity to dialogue the use of strategies with other professionals. (92%)

“Even though we were in cyberspace, I got to know a lot of people who were in my class. I really loved that despite the fact that I was in Michigan … I was working with people who were in Florida and North Carolina and on the East and West Coasts. I really did enjoy it, and the benefits have been endless.”

— Gretchen Vermiglio, Michigan

* Survey results based on 61% response rate of students graduating between March 2010 and August 2011. Key findings from these surveys and an ethnographic study involving graduates of the programs have been presented at various research conferences, including the American Educational Research Association, American Association of Colleges for Teacher Education, and International Association for Cognitive Education and Psychology. Full survey results presented in two reports, Bridging the Gap and Empowering Teacher Leaders, available at www.brainsmart.org. Teacher quotes are from the 2013 Kindle book Effective Teaching, Successful Students, by Donna Wilson & Marcus Conyers.
Get Started Now!

Bring the benefits of decades of brain research into your classroom and earn a graduate education degree utilizing the BrainSMART® curriculum to advance your career in as little as 12 months of study. It’s so easy. Here’s how:

1. **Contact Us.**
   Call us at (407) 740-8095 or 866-SMART61, send an email to nsu@brainsmart.org, or visit our Web site at www.FischlerSchool.nova.edu/brainsmart.

2. **Apply.**
   Complete the application form enclosed or download it from www.FischlerSchool.nova.edu/brainsmart. Send the completed application; your $50 nonrefundable application fee (make checks payable to Nova Southeastern University); and a copy of all official sealed transcripts to the address below.

**BrainSMART®/NSU Programs**
127 West Fairbanks Avenue, #235
Winter Park, Florida 32789
Phone: 866-SMART61
Fax: 800-725-5508
www.brainsmart.org
Join the thousands of educators nationally who have chosen these programs since 2001.