Graduate Teacher Education Program, Graduate Courses and Degree Specializations for Education Professionals [2002]

Nova Southeastern University
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Graduate Teacher Education Program
Graduate Courses and Degree Specializations for Education Professionals

course descriptions revised 04/25/02 VC

Course Descriptions - Please see the GTEP Schedule for course offering at your site or Online.

ACS 600 - Starting a Charter School (3 Cr.)
This course is designed to provide an overview of the charter school movement. The principles, practice, and purpose of charter schools are explored. Lessons emerging from existing charter schools and questions arising from the charter school movement are explored. This course will provide guidance in developing a charter school proposal, understanding the ins and outs of organizing a charter school and the daily administration of charter school operation. Internet resources and a newly developed CD-ROM will provide state of the art tools for learning.

ACS 601 - Choice: New Horizons for Education (3 Cr.)
This course provides an overview of the Choice movement in Education. The belief that choice in education cultivates constructive competition; serves as an impetus for academic improvement; and fosters greater accountability is debated. The basic premises underlying school choice are explored. Through this course insight will be gained in planning for school choice: getting started and factors to consider. The Internet will serve as a vehicle to discover policy issues and questions, distinguish successful plans from less successful ones, and learn more about parental choice incentive programs.

AISC 1141 - Environmental Science (3 Cr.) A study of the interplay between human populations and ecosystems of which they are a part. The goal of the course is to aid the student in understanding current environmental issues and realistically evaluating course of action which have been proposed to deal with them.

APR 650/750 - Modified Educational Applied Research Practicum (3Cr.) The Modified Practicum is intended to engage the students in a problem-solving experience designed to improve or enhance an education situation. The practicum process is systematic and involves the participant in (a) submission of a structured proposal, (b) active intervention, and/or research, (c) evaluation of the implemented activities, and presentation of the final practicum product.

CAE 500 - Introduction to Media and Instruction (3 Cr.)
This course introduces the principles of instructional design and learning theory; examines methods for planning, production and utilization of media in instruction and provides experience in the development of a lesson plan that incorporates the use of instructional media.

CAE 502 - Internet for Educators (3 Cr.) This introductory course introduces fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore history of the Internet, Internet services, forms of Internet communication and retrieval including e-mail, listserv, usenet newsgroups, ftp, web browsers and Internet search engines. Educational web sites will be

http://www.fgse.nova.edu/gtep/courcelist.html

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examined and evaluated. Current issues and controversies concerning Internet access in the K-12 environment will be discussed and key terms and concepts for navigating the information highway will be presented.

CAE 503 - Internet Resources: Applications for Instruction (3 Credits)
This intermediate course examines Internet resources and communications tools and how they may be used in the learning environment to build critical thinking and research skills. Participants will learn to use the web to locate, examine and evaluate instructional resources to design instructional activities for education or training. Synchronous and asynchronous forms of web communication will be explored along with issues of acceptable Internet use in the K-12 classroom. Projects and activities focus on the individual participant’s professional environment and curriculum needs.

CAE 504 - Web Authoring I: Introduction to Web Page Development
This introductory, project-based course, examines and demonstrates the elements of World Wide Web page development including design and copyright issues, HTML editors, resources, and varied tools for web page publication. Each participant will design and publish a basic WWW page that will supplement a problem-based learning project.

Prerequisite: Demonstrated ability to use a WWW browser and search techniques.

CAE 505 - Web Authoring II: Beyond Basic WWW Page Development (3 Credits)
Participants will supplement the WWW page developed in Web Authoring I, using more advanced authoring techniques such as tables, frames, sound, video, JavaScript and the creation of transparent/animated WWW graphics. Participants will examine learning theories and how they can be applied to web site design.

Prerequisite: Web Authoring I - CAE 504

CAE 507 - Online Video and Multimedia Production for Education* (3 Cr.)
This course introduces elements of video and multimedia production and management for classroom and distance delivery. Key concepts in video preplanning and design, production management and the impact of video in the learning process will be explored.

*(CAE 500 or CAE 502 recommended prior to registration for this course.)

CAE 509 - The Net-Connected Classroom: Educational Applications of Online Technologies (3 Cr.)*
This introductory course explores fundamentals of Internet resources and their role in the K-12 classroom. Participants will use tools of Internet-based instructional resources including forms of communication and collaboration (e-mail, listservs, usenet newsgroups), ftp, telnet, search engines, and directories. Strategies for managing the variety of tools and services available on the Internet will be implemented. Online research and tutorial services will be accessed and evaluated for classroom use.

*(CAE 500 or CAE 502 may be taken as alternative to CAE 502.

CAE 6100 - Classroom and Clinical Applications of Assistive Technology (3 Cr.)
The term assistive technology as defined by federal legislation is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capacities of individuals with disabilities." This course is a broad overview of assistive technologies commonly being introduced into school and clinical settings to empower and support persons with varied physical and learning disabilities.

CEDU 501 - Foundations of Education (1 Cr.)
The purpose of this core course in teacher education is to examine the sociological focus, both
traditional and current, as it influences the total educational effort. The course also examines the broad historical, philosophical, and legal foundations that underlie and shape the world of teaching and schooling. The primary intent of this course is to provide the student with a sufficiently broad and detailed exposure to the realities of the teaching profession, including teaching students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions. (California only)

CEDU502 - Human Development (2 Cr.)
This course is designed to provide the student with the understanding of the psychology of learning and motivation as related to instruction. Emphasis is placed on the application of human growth and development principles pertaining to children and classroom learning situations. Issues of educational equity among students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions, their learning styles, and their education in a multicultural society are explored as related to development and learning theory. In addition, a survey of applicable research from educational psychology and human development is presented. (California only)

CEDU 503 - Classroom Management and Organization (2 Cr.)
The purpose of this course is to assist teacher candidates in integrating teaching methods, principles of curriculum development and evaluation, and methods of dealing with student behavior into a cohesive, well-managed educational program. Discussion emphasizes effective behavioral management strategies for children from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions. The course covers techniques for communicating with parents and methods for working effectively with the school's administrative structure. (California only)

CEDU 505 - Introduction to Multicultural Urban Classroom (Field Experiences) (1Cr.)
The purpose of this course is to provide teacher candidates the opportunity to observe, engage in dialogue, and practice a set of learning objectives based on the California Standards for the Teaching Profession established by the California Commission on Teacher Credential. Through the assigned field experiences, teacher candidates have the opportunity to observe, interact, and teach students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions. The course supports the pre-professional teacher in becoming a critically reflective participant in the art and science of teaching. This course includes 30 hours in a school site placement under the supervision of a cooperating teacher and 10 hours of participation in four seminar sessions facilitated by an instructor from Nova Southeastern University (California only)

CEDU 600 - Multicultural Perspectives in Education (2Cr.)
The purpose of this course is to foster a multicultural curriculum which teaches the core demographic values that enable people to work together, to reach decisions, and to live peaceably as citizens of the same society, values such as tolerance, respect for dissenting opinions, a sense of responsibility for the common good, and a readiness to participate in civic life. A multicultural curriculum provides a context for students to see different cultures as a source of learning to respect diversity in the local, national, and international environment. It stresses cultural, ethnic, racial, and linguistic differences. Multicultural education isn't just about what students are taught. It is also about how students are taught. (California only)

CEDU 688 - Student Teaching with Seminar (12 Cr.)
A supervised teaching assignment for a minimum of 9 weeks combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development and instructional

methodology. (California only)

CEDU 0699 - Teacher Leadership Institute (Capstone Experience) (9 Cr.)
This course is designed to provide selected participants with opportunities for professional development which will enhance their leadership skills. The course will be highly interactive and encourage participants to broaden their leadership skills beyond their individual classrooms. The selected participants will gather to listen to presentations, interact and share knowledge and experiences, collect information, and obtain resources and materials which will be helpful and valuable to them in their own school settings. The purpose of this program is to involve selected participants in discussions and sharing and ignite and re-energize in them their own leadership behavior. Resource people are invited to share their experiences, expertise, and views on matters of primary concern to school communities. In lieu of the practicum, the participant will attend three Institutes which will be offered throughout the year. To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component. (California only)

CEDU 5000 - Interactive Technology in Graduate Education (0 Cr.)
This technology seminar is designed for the graduate students to develop and enhance interactive technology skills and competencies. This seminar comprises working with electronic mail and attachments to accessing and navigating the Internet and Electronic Library. The students will be introduced to University systems designed to provide support and services to the graduate student during their formal program of studies. (California only)

CELE 530 - Methods of Teaching Reading and Language Arts in the Elementary School (3 Cr.)
The purpose of this course is to focus on the key theories and methods of teaching reading and language arts, and on the practical application of those theories in the classroom. In this course, emphasis is placed on the knowledge and understanding of reading and language arts theories, the application of curriculum models, the design and implementation of instructional strategies that reinforce effective communication skills, as well as diagnostic and remedial strategies that effectively address the developmental and instructional needs of students from ethnically, culturally, racially and linguistically different backgrounds who are of different gender, socio-economic levels and with differing handicapping conditions. This course focuses on content found in the RICA Written Examination. (California only)

CELE 541 - Methods of Teaching Art, Music, Health and Physical Education (2 Cr.)
The purpose of this course focuses on the principles behind the concept of creativity and its relationship to the instruction of elementary students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different genders, socio-economic levels and with differing handicapping conditions. In this course, emphasis is given to the foundations and techniques of the arts (music, visual and performing arts), physical education/health (physical education and health issues) as integrated aspects of the school. (California only)

CELE 602 - Methods of Teaching Science (2 Cr.)
The purpose of this course is to focus on methods, materials and approaches for teaching science, including developmentally-appropriate introductions to the physical, earth and life sciences. In this course, emphasis is given to exemplary processes and projects as well as the teaching and assessment of scientific conceptual development in elementary students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different genders, socio-economic levels and with differing handicapping conditions. (California only)

CELE 603 - Methods of Teaching Social Studies (2 Cr.)
The purpose of this course is to focus on recent trends and issues in curriculum development and
instructional practice in elementary social studies including models of social studies programs. In this course, emphasis is placed on the concepts and skills needed by children from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions that are living in a multicultural society. (California only)

CELE 730 - Reading in the Elementary Classroom (2 Cr.)
The purpose of this course is to focus on the key theories and models of the reading process and provide a critical evaluation of competing ideologies and approaches. In this course, emphasis is placed on understanding reading theories and building on a research foundation to address complex issues such as designing effective reading instruction and assessment and diagnosing and treating reading disabilities. This course analyzes the impact of language and social contexts on reading instruction for students from ethnically, culturally, racially, and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions. This course focuses on content found in the RICA Written Examination. (California only)

CEP 500 - Survey of Exceptionalities of Children and Youth (1 Cr.)
The purpose of this course is to provide students with fundamental information on laws, policies and practices in exceptional student education; and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatment strategies, and current and future trends in the field of exceptional student education. (California only)

CIMA 702 - Curriculum & Instruction Trends & Issues (3 Cr.) (NGTE)
This course provides students the opportunity to explore and investigate current practices and emerging trends and issues in the field of curriculum & instruction.

CIMA 707 - Focus on the Future: Reconceptualizing Curriculum (3 Cr.) (NGTE)
This course provides students with the opportunity to research current best practices in curriculum design for traditional electronic and distance learning environments and the skills and knowledge to assess relevant products.

CIMA 712 - Management for Curriculum and Instruction (3 Cr.) (NGTE)
This course provides students with the skills and knowledge required to design and manage curricular resources and delivery to ensure congruence among the written, taught and tested curricula.

CIMA 717 - Curricular Product Evaluation (3 Cr.) (NGTE)
This course provides students with the skills and knowledge required to examine, review, evaluate and select consistent and equitable instructional programs, materials and products that support student achievement and institutional goals.

CIMA 722 - Seminar in Leadership and Supervision in Curriculum & Instruction (NGTE)
This course focuses on leadership and the issues, standards-based curriculum, national board certification, and student assessment.

CIT 500 - Theories of Learning (3 Cr.)
This course examines varied learning theories that directly impact education and their influences on teaching and learning. Philosophies relating to how people learn, curriculum design, assessment and the focus on reorganization for school change will be discussed.

CIT 501 - Assessment of Learning (3 Cr.)
This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation, role of standardized testing in education, and the relationship of learning, assessment and decision-making will also be examined.

CIT 502 - Educational Research for Practitioners (3 Cr.)
This course emphasizes theoretical and practical research skills utilized by education practitioners. Electronic databases, research principles in the classroom, collection and analysis of data and development of a research project are among the major topics included. Statistics are introduced as a tool to interpret research.

CIT 503 - Workshop in Student Evaluation (3 Cr.)
This course offers a variety of practical skills for improving assessment techniques and instruments. Among assessment systems to be covered are design and development of assessment plans, teacher-made tests, alternative and multicultural assessment instruments, and portfolios. Program evaluation, role of standardized testing in education, and the relationship of learning, assessment and decision-making will also be examined.

CIT 504 - Creativity in the Curriculum (3 Cr.)
This course offers a variety of strategies and hands-on ideas for fostering creativity in the K-12 environment. Methods for planning creative activities, assignments that call for original work, independent learning, self-initiated projects, and experimentation are examined.

CIT 505 - Management and Organization of Educational Programs) (NGTE)
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

CIT 506 - Appropriate Curricular Practices in Multicultural Settings (3 Cr.)
This course examines how to develop appropriate curriculum in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for linguistically (ESOL) and culturally different learners is emphasized throughout the course. Guidelines for the selection of appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are examined.

CIT 507 - Issues in Education (NGTE)
Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education.

CIT 609 - Special Topics in Curriculum Design 1* (3 Cr.) (NGTE)
This course is an independent study of special topics and issues in curriculum planning, organization and design. Programs in elementary and secondary schools, courses of study, teaching and resources; evaluation of curriculum; curriculum design and delivery will be among topics included in this survey course.

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

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This course is designed to ensure students have completed the portfolio according to program requirements. Students will review all the portfolio evidence they created during the program to ensure that it is of acceptable quality and content as required by the Accomplished Practices. The course will also include practical applications of the portfolio process to the student's professional settings.

CSE 501 - Managing Computer Resources for Teachers and Administrators (3 Cr.) This computer literacy course is designed for students majoring in computer science education or persons with prior experience with computing machinery who wish to expand their knowledge. Educational applications of technology are emphasized throughout this course, stressing the integrated use of hardware, software, and peripheral devices for microcomputers, computer workstations, and networked computing information systems.

Credit by Waiver: CSE 501 is a Florida certification requirement. Persons able to document computer literacy may demonstrate competence in CSE 501 by passing CSE 650 with a grade of B or above. A "Pass" will then be recorded for CSE 501. If a grade lower than a B is received for CSE 650, the student must enroll in CSE 501. By opting for a waiver, the student avoids repeating material already mastered and is able to take another course at a more advanced level. Credits for a waived course cannot be applied toward the degree.

CSE 505 - Computer Applications (3 Cr.)
After gaining facility with a computer operating system (DOS), students will employ standard or generic computer application programs to produce hard copies of documents that require the use of a word processor, a spreadsheet, and a database. Students will identify the standard features and common applications of these tools in educational settings and in society in general. An overview will be given of the wide variety of applications of computers that are available to enhance administrative and educational tasks to help produce improved problem solvers.

CSE 510 - Advanced Applications of Technology (3 Cr.)
Extending basic applications of computers to new frontiers will help students blend critical thinking skills and technology to improve their educational environment. This includes an investigation of artificial intelligence, the use of the computer as a control device, the Logo environment, graphics, and merging graphics with text material.

CSE 670 - Methods for Teaching Computer Science K-12 (3 Cr.)
Students will investigate alternative instructional strategies for designing and teaching computer science courses in kindergarten through grade 12. Included in the course will be a review of the major elements of computer and information science. Students will use a systematic curriculum design model to prepare a course curriculum plan.
Prerequisites: CSE 700 or equivalent (CUR 504 ICP Students only)

CSE 680 - Teaching BASIC Programming (3 Cr.)
Content, materials, and methods for teaching BASIC programming in the schools, program development, evaluation techniques, resources, and teaching principles will be discussed.
Prerequisite: CSE 700 or equivalent

CSE 700 - Introduction to Structured Programming (3 Cr.)
Using the concepts of problem solving, critical thinking, and pseudocode, students will analyze assigned tasks and develop structured approaches to designing computer programs using the BASIC programming language. Logo will also be referenced for additional examples of programming techniques.

CSE 715 - Data Structures (3 Cr.)
Participants will develop skills in creating and testing programs written in Pascal to solve complex problems. Data abstraction and modularity are stressed. The following data structures will be used by students in the course: records, arrays, and pointers; singly and doubly linked lists; introductions to recursion, stacks, and queues; tree-structured data; sorting and searching techniques; and graphs.

CSE 740 - Introduction to Programming in C++ (3 cr.)
This course involves the study of the C++ programming language and emphasizes structure programming. Students will apply problem solving and critical thinking skills to analyze assigned tasks and develop structured approaches to designing computer programs. AP Computer Science A test topics will be covered

Prerequisites required: CSE 501, CSE 505

CSE 750 - Java and HTML (3 cr.)
The Java programming language is used to introduce and reinforce problem solving through modular and object-oriented programming an application of programs in a Web-based environment. This course introduces graphical user interfaces (GUIs), event-driven programming using abstract window toolkits (AWTs), and placement of Java code within an HTML-based Web page.

CTSL 600 - Language Learning (2 Cr.)
The purpose of this course is for students to acquire an understanding of second language acquisition and to focus on the methods, materials and approaches for teaching English Language Development. In this course, emphasis is placed on the stages of second language acquisition, the structure of language, the pedagogical, cognitive, affective, socio-cultural and political factors affecting L2 acquisition and the role of L1 in second language acquisition. Instructional strategies for delivery of ELD and SDAIE and methods of assessing language and content learning of English Language Learners are examined.

(California only)

CUR 501 - Curriculum and Instruction: Early Childhood/Primary Education (3 Cr.)
Replaced by CUR 506

CUR 502 - Curriculum and Instruction: Elementary Education (3 Cr.)
Replaced by CUR 506

CUR 503 - Curriculum and Instruction: Middle School Education (3 Cr.)
Replaced by CUR 506

CUR 504 - Curriculum and Instruction: Secondary School Education (3 Cr.)
Replaced by CUR 506

CUR 505 - Curriculum and Instruction: Exceptional Student Education (3 Cr.)
Replaced by CUR 506

CUR 506 - Curriculum and Instruction (3 Cr.)
Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the participant's area of specialization.

CUR 521 - Educational Research for Practitioners in Early Childhood/Primary Education (3 Cr.)
Detail Listing of GTEP Courses

Replaced by CUR 526

CUR 522 - Educational Research for Practitioners in Elementary Education (3 Cr.)
Replaced by CUR 526

CUR 523 - Educational Research for Practitioners in Middle School Education (3 Cr.)
Replaced by CUR 526

CUR 524 - Educational Research for Practitioners in Secondary School Education (3 Cr.)
Replaced by CUR 526

CUR 525 - Educational Research for Practitioners in Exceptional Student Education (3 Cr.)
Replaced by CUR 526

CUR 526 - Educational Research for Practitioners (3 Cr.)
This course emphasizes the skills needed by educational practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the instruction and training, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and the data-gathering techniques unique to participant's area of specialization.

CUR 590 - Seminar on Assessment and Evaluation for Classroom Teachers (Las Vegas only) (3 Cr.)
The purpose of CUR 590 is to introduce practical skills in student assessment and evaluation as a basis for curriculum planning in the classroom and the school. Areas addressed include the development of effective teacher-made tests, utilization of standardized test results in developing interventions for individualized instruction and groups of students and recommended instruments for alternative assessment with special needs groups. These special needs groups include students who are multicultural, students with disabilities, those with limited English proficiency and those varied learning styles. This course is a prerequisite to APR 650, Modified Applied Educational Research

CUR 591 - Assessment and Evaluation (3 Cr.)
This course emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

EC 500 - Child Growth and Development Birth Through Age 8 (3 Cr.)
Students will explore the growth and development of children from birth through age 8. The course includes in-depth study in all aspects of human growth and development, including the physical, social-emotional, cognitive, and creative domains.
EC 500 or an equivalent is a prerequisite for all other courses in Pre K/Primary (all "EC" prefixes).

EC 503 - Child Study and Assessment (3 Cr.)
This course covers identification and utilization of appropriate assessment strategies for use in educational programs for children ages 3 through 8. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and

standardized and criterion-referenced testing.

EC 505 - Supervised Field Experience with Children (Birth Through Age Aye) (3 Cr.)
Through this course students will engage in direct experiences in a variety of educational and community settings serving children ages birth through age five. Students will be assigned to a field mentor who will serve as their field supervisor and cooperating professional. Students will apply early childhood theoretical knowledge into practical settings.

EC 508 - Theory and Practice in Early Childhood Programs Birth Through Age 8 (3 Cr.)
This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing, and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EC 511 - Developmentally Appropriate Curriculum for Children Ages 3 Through 8: Social Sciences and the Arts (3 Cr.)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's understanding of the social world and expression of the human experience through art, drama, movement and music. Students will participate in appropriate field experiences.

EC 512 - Developmentally Appropriate Curriculum for Children Ages 3 Through 8: Mathematics and Science (3 Cr.)
This course focuses on planning, implementing, and evaluating developmentally appropriate and integrated content and methodology for fostering children's logical reasoning and concept formation and skills in mathematics and science. Students will participate in appropriate field experiences.

EC 513 - Child Guidance and the Organization of Appropriate Environments for Children Ages 3 Through 8 (3 Cr.)
This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered.

EC 514 - Family and Community Collaboration in Early Childhood Programs (3 Cr.)
In this course students will explore and analyze current practices in the field of school/community involvement at the early childhood and primary levels and strategies for developing successful family and community involvement programs. The nature of family systems will be covered, with an emphasis on ethnocultural and economic variables.

EC 517 - Seminar on Family Systems for Early Childhood Educators (3 Cr.)
This course focuses on the analysis of the family through the theory of family systems. Students will examine the different dimensions (systems) entailed in the family as a social institution and their impact on the child. Emphasis is placed in exploring and discussing the different family configurations found in today's society. Current national and local issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values and others will be discussed.

EC 518 - Developmentally Appropriate Curricular Practices in Multicultural Settings Birth Through Age 8 (3 Cr.)

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This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally-appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized throughout the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course.

EC 519 - Health and Safety Issues in Early Childhood Classrooms Birth Through Age 8 (3 Cr.)
This course offers students an overview of current issues related to the health and safety of the young child. Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition and illnesses affecting children. Legal responsibilities of educators as well as services and practices recommended to promote a healthy and safe classroom environment will be examined.

EC 521 - Developmentally Appropriate Literature-Based Curriculum for Young Children Birth Through Age 8 (3 Cr.)
This course focuses on how to use children's literature to develop integrated curricula following NAEYC's recommendations. Students will examine the different literary genres and themes appropriate for young children with emphasis on resources for culturally and linguistically (ESOL) different children. Guidelines for the design and implementation of appropriate literature-based activities for infants/toddlers, preschoolers, and primary age children will be addressed throughout the course.

EC 522 - Planning the Play-Based Curriculum: Arts and Movement for Children Ages Birth through Age 8 (3 Cr.)
This course provides students with an overview of the role of play as a teaching strategy for young children. Students will examine the developmental nature and benefits of play and its different categories. Emphasis will be place on the discussion of how the arts and movement provide ways to create materials, equipment, and resources for the development of play-based curricula will be explored.

EC 531 - Appropriate Curriculum for Preschoolers: Social Sciences and Literacy Development (Birth through Age Four) (3 cr.)
This course examines the planning, selection of materials, and implementation of integrated developmentally appropriate social studies and literacy experiences for children ages birth through age four. DAP curricular criteria by NAEYC, NCSS, IRA, and CEE/DEC will be discussed. Attention will be placed on curricular adaptations for children with linguistic differences (ESL). Students will engage in appropriate field experiences.

EC 532 - Appropriate Curriculum for Preschoolers: Concept Development through Math and Science (Birth through Age Four) (3 Cr.)
This course examines early concept development through exploration and discovery of the physical world. Students will be engaged in the planning, selection of materials, and implementation of appropriate integrated math and science experiences of infants, toddlers, and preschoolers. Criteria from NCTM and NAEYC will be discussed. Students will engage in appropriate field experiences.

EC 533 - Appropriate Curricular Intervention for At-Risk Children (Birth through Age Five) (3 Cr.)
This course analyzes the process and elements of developmentally appropriate integrated curriculum for children ages birth through age five. Students will discuss and analyze the different social, biological, economic, and cultural factors embedded in the concept "at risk." Emphasis is placed in the planning, selection of materials, implementation, and evaluation of curricular experiences for at-risk children.
Attention is given to curricular intervention with children in home-based, hospital-based, inner city and rural community settings, children with special needs, and with linguistic differences. Students will participate in appropriate field experiences.

EC 534 - Developmentally Appropriate Child Study and Assessment of Preschoolers (Birth Through Age Four) (3 Cr.)
This course examines the historical roots and educational elements of appropriate child study activities for infants, toddlers, and preschoolers (birth through age four). Students will engage in the discussion of the selection and use of the various observational methods, assessment tools, processes, and evaluation strategies. Attention will be placed in the discussion of assessment and evaluation practices and services for children with cultural differences and with special needs. Appropriate field experiences are provided.

EC 541 - Appropriate Classroom Environments: Guiding Behavior in the Preschool Classroom (3 Cr.)
Through this course students will examine and discuss the organization and implementation of developmentally appropriate physical and socio-emotional environments for infants, toddlers, and preschoolers. NAEYC and AAP criteria for the development of DAP indoor and outdoor environments are also examined. Health, safety, and nutrition issues will be examined. Appropriate field experiences are provided.

EC 601 - Child Development Issues and Trends: The Preschool Years (Birth through Age Five) (3 Cr.)
This course examines growth and development issues across the physical, social, cognitive, language, and creative domains during the prenatal, infancy, toddlerhood, and preschool periods. Discussion of current developmental and scientific research findings and trends is also covered. Students will engage in appropriate field experiences.

EC 602 - Cognitive and Social Development: Cross cultural Considerations (3 Cr.)
This course examines the cognitive and social milestones from through age five from the perspective of multicutures. Students engage in the discussion of the social expectations and cognitive parameters across cultural groups both in the United States and from other parts of the world. Students will examine current research findings and developmental theories. Appropriate field experiences will be provided.

EC 620 - Research Issues in Child Development (3Cr.) This course provides an overview of the research process with an emphasis on research issues related to child development. Students examine research topics linked to the process of development (social-emotional, cognitive, language, physical) and to the education of children from birth through age eight. Data collection, bibliographical sources and classroom research practices are discussed. Appropriate field experiences are integrated.

EC 720 - Quality Issues in Programs for Young Children with Diverse Needs (3 Cr.)
In this course, elements of program and personnel supervision will be examined with emphasis on meeting national, state, and local standards of quality. Long-range and short-term strategizing will be included to explore diversity and programmatic challenges. Exemplary program models for children of ages birth through five with special and diverse needs will be analyzed. Clinical Educator Supervision and interpersonal communications will be addressed.

EC 741 - Best Practices in Early Childhood Education – International Perspectives (3-6 Cr.)
Students will engage in a seminar on exemplary practices within models of early childhood education, focusing on programs for children birth to age four. Discussion of selected seminal articles will be pared to visitations. Contextual immersion visits to selected program sites are included with focus observations.

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EC 762 - Innovative Curriculum Paradigms and Evaluation Perspectives in Early Childhood Education (3 Cr.)
Students will examine methods of identification and recognition of children's special and diverse needs for curriculum construction and evaluation. Specific attention will be paid to matching content, materials and interactions to the needs of children, families and community. The importance of formal and informal assessment of progress within each paradigm will be investigated.

EC 785 - Global Sociological and Political Issues in Early Childhood (3 Cr.)
This course will address current topics facing families, children and caring professionals in the "global village". Students will ponder current and historical perspectives relating to changing demographics, behavior management, funding advocacy, and program development. Race, cultural, gender and safety concerns will be examined with specific attention to effective delivery of services for children ages birth through age 5.

EC 5102 - (ICP Students only) Parenting Issues in a Diverse Society (Birth through Age 8)
This course examines current issues faced by parents and families raising children in today's social contexts. Students will engage in the discussion and analysis of the role of parents and parenting tasks. Emphasis will be placed in the discussion of issues related to social, cultural and family diversity. School and community involvement strategies and services for parents/families and children will be discussed.

ECA - 101 introduction to Early Childhood Education (3 Cr.)
This course will focus on key characteristics of the process of growth and development during the prenatal, infancy, toddler, preschool, and school age periods. Students will examine typical and atypical developmental characteristics of children across the physical, cognitive, language and social domains. Characteristics of the learning environment conducive to safety and health according to state and local guidelines will be examined. Appropriate field experiences are integrated and required. (This course is part of the CDA series: CDA I)

ECA 103 - Foundations of Early Care and education (3 Cr.)
This course introduces students to the historical, philosophical and sociological foundations of programs for young children. Professional and ethical behavior in early childhood education will be discussed. Students will be engaged in the analysis of different program models and instructional strategies. Appropriate field experiences are integrated and required.

ECA 105 - Children With Special Needs (Birth through Age Eight) (3 Cr.)
This course will guide students in determining a child's developmental readiness, learning styles, and social-emotional needs. Students will learn ways of adapting the classroom to meet the needs at children who have special requirements. The history of exceptional education will be explored in conjunction with the educational and social issues relative to the field. Appropriate field experiences are integrated and required.

ECA 112 - Introduction to Early Childhood Education: Language, Social and Emotional Development (3 cr.)
This course will focus on language growth and development of positive self-concept. Stages of language development, selection and design of classroom activities and identification of children's strengths will be examined. Appropriate language strategies will be discussed and implemented. Students will examine ways to promote positive social and emotional development and to foster positive self-concept in the individual child. Appropriate field experiences are integrated and required. (This course is part of the CDA series: CDA II)

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ECA 114 - Introduction to Early Childhood Education: Families, Schools and Communities (3 cr.)
This course will guide students to analyze the interaction between families, schools and communities. Attention is given to define the family and its characteristics according to the concept of family systems and the influence they have on the development of young children. The characteristics of effective family and parent involvement strategies and professional behavior will be examined. Appropriate field experiences are integrated and required. (This course is part of the CDA series: CDA III)

ECA 115 - Creative Activities for Young Children (3 cr.)
Students will explore creative activities in several curriculum areas and adapt plans to meet the needs of all children. The classroom environment will be discussed as a means of children's learning. Appropriate field experiences are integrated and required. In this course students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing strengths and needs of individual children. Guidelines will be provided for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required.

ECA 118 - Child Observation, Record Keeping, and Assessment (3 Cr.)
In this course students will have the opportunity to observe children in structured and unstructured situations, record their observations, and use their records as a way of assessing strengths and needs of individual children. Guidelines will be provided for properly conducting observations, keeping records and using assessment data for curriculum planning. Appropriate field experiences are integrated and required.

ECA 127 - Developmental Curriculum: Language, Literacy, and Social Studies (3 cr.)
This course will focus on the elements of developmentally appropriate curriculum for children. Students explore ways in which children beginning in infancy, acquire language, develop the basis of literacy and come to understand their social world. Students learn ways of creating integrated curriculum, organize the environment, and providing children with developmentally appropriate activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required.

ECA 141 - Child Guidance (3 cr.)
Students will develop appropriate ways to guide children's behavior through effective organization of the environment (emphasizing schedule, activities and materials) and guidance techniques that minimize conflict and encourage children to play and learn cooperatively. Appropriate field experiences are integrated and required.

ECA 201 - Professional and Ethical Behavior in Early Childhood Education (1 cr.)
Students will analyze the characteristics and role of the professional early childhood educator. Students will examine current professional issues such as child legislation, advocacy efforts. Discussion of the Code of Ethical Behavior and its implications is emphasized. Appropriate field experiences are integrated and required.

ECA 210 - Field Experiences in Early Childhood Education: Portfolio Review Lab I (1 cr.)
This course provides students with opportunities to observe, engage in dialogue, investigate methods and participate in planning. Support to the pre-professional in the art and science of teaching is provided through reflective supervision.

ECA 211 - Field Experiences in Early Childhood Education: Portfolio Review Lab II (1 cr.)
This course provides students with opportunities to observe, engage in dialogue, investigate methods and participate in planning. Support to the pre-professional in the art and science of teaching is provided through reflective supervision.

ECA 212 - Field Experiences in Early Childhood Education: Portfolio Review Lab III (1 cr.)
This course provides students with opportunities to observe, engage in dialogue, investigate methods and participate in planning. Support to the pre-professional in the art and science of teaching is provided through reflective supervision.

ECA 128 - Developmental Curriculum: Math and Science (3 Cr.)
This course focuses on the ways in which children construct knowledge through play and exploration. Students learn ways of helping children develop early math concepts, engage in scientific explorations, and engage in creative problem solving. Appropriate field experiences are integrated and required.

ECAI 0501 - Education and Society (3 Cr.) (NGTE)
This course investigates the impact of society on education. Synthesis and analysis of historical issues as they relate to current society will be addressed. Strategies for successful education within the current societal structure will be a focus.

ECAI 0502 - Advanced Theory of Teaching and Learning (3 Cr.) (NGTE)
Theories of learning and teaching will be reviewed by using the Multiple Intelligences Theory as a base. Application of various theories will be compared and analyzed.

ECAI 0503 - Instructional Leadership (3 Cr.) (NGTE)
This course examines the means to empowering Elementary Educators as leaders from the classroom. Strategies for networking, curriculum delivery and development will be examined.

ECAI 0504 - Appraisal Theory and Techniques (3 Cr.) (NGTE)
A practical course in the uses of standardized instruments and techniques, the principles of portfolio assessment, the varied uses of assessment data. The use of listening for planning assessment will be addressed.

ECAI 0505 - Empowerment for Learning (3 Cr.) (NGTE)
Observation techniques for assessment and self-improvement reflection will be included. Organizational issues related to quality instruction, peer collaboration and professionalism will be brought together. The role of clinical, collaborative and reflective supervision to quality instruction will be explored.

EDL 500 - Communications and Supervision in Educational Leadership Roles (3 Cr.)
Using various proven activities, students will develop and apply their own interpersonal Communication and supervisory skills. Since effective educational leaders work with and through others, the interactive effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course. Charter school leaders will identify navigating controversy, negotiating special interest groups and addressing the media in relationship to the school choice movement.

EDL 505 - Technology and the School Curriculum: Educational Budgeting and Finance (3 Cr.)
Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget. This course also provides and overview of the charter school movement. Students will develop a charter school proposal including a

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business plan and budget.

EDL 510 - School Leadership (3 Cr.)
Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation as applicable to the principalship. Planning techniques, responses to external forces, and a thorough conversance with the Florida Principal Competencies (or those adopted by other states, for non-Florida students) are also included. Basic theories of leadership will be discussed in terms of the unique requirements of charter schools.

EDL 520 - School Law for Administrators (3 Cr.)
Students will investigate the impact of school law on the rights of students and educators as Guaranteed by the Constitution and will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education. Students will explore states and federal regulations that present barriers to educational options and how decisions affect admissions, marketing, accountability and special needs students.

EDL 525 - Personnel Selection and Development (3 Cr.)
Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the orientation of the collective bargaining process will be explored.

EDL 530 - Organizational Management of Schools (3 Cr.)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including value-setting, information gathering, school-image control, delegation, forcefulness, and systematic planning. A variety of internal and external factor influencing the success of various school governance models will be addressed. Forming a governing body, financial planning and management structures will be identified and addressed.

EDL 535 - Essential Understanding and Experience for School Administrators (3 Cr.)
Emphasis will be placed on the experience and understanding considered to be essential to effective school administration for on-the-job school administrators. The understanding and experience include simulations and field studies on time management, instructional supervision, contract management, school image management, policy and regulatory management, curriculum and program management, and instructional management. (Nevada only)

EDL 540 - Administration of Educational Support Programs (3 Cr.)
Emphasis will be placed on the acquisition of competencies for administering educational support programs and operational services including second language programs, special education programs, student activity programs, federal programs, and operational services including maintenance, transportation, school security, and clerical and support staff services. (Nevada only)

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

EDL 550 - Electronic Tools for Educational Leaders (3 Cr.)

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This course constitutes an overview of the technology competencies appropriate for educational leaders. Educational leadership applications of technology are addressed with an emphasis on new and emerging hardware and software tools related to instruction and management of a school. Policies and practices related to technological resources are also covered. Technology competencies are demonstrated through content about the new "education industry" of school options. These include magnet, charters, career academies and extended day model. The rise of for profit school is also addressed.

**EDU 501 - School and Society (3 Cr.)**  
Current issues and practices in today's schools are examined in the context of the historical and philosophical trends that have shaped American education.

**EDU 502 - Human Development (3 Cr.)**  
This course traces the process of physical, cognitive, and social-emotional growth from birth to adulthood. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction.

**EDU 503 - Classroom Management and Organization (3 Cr.)**  
This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.

**EDU 514 - Early Field Experiences (3 cr.)**  
This course is an introduction to educational aspects necessary for successful state certification assessment. Seminar instruction focuses on lesson planning, vocabulary/educational terminology acquisition and classroom management techniques. School site observation and participation introduces students to current teaching practices and the school environment. Placement approved for specific school districts through the university offices (field supervision fee applies).

**EDU 521 - Methods for Teaching Secondary English (3 Cr.)**  
An overview of current practices in curriculum and instruction in the secondary schools with an emphasis on special methods for teaching Secondary English.

**EDU 522 - Methods for Teaching Secondary Mathematics (3 Cr.)**  
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Secondary Mathematics.

**EDU 523 - Methods for Teaching Secondary Science (3 Cr.)**  
An overview of current practices in curriculum and instruction in the secondary schools with emphasis on special methods for teaching Secondary Science.

**EDU 524 - Methods for Teaching Secondary Social Studies (3 Cr.)**  
An overview of current practices in curriculum and instruction in the secondary schools with an emphasis on special methods for teaching Secondary Social Studies.

**EDU 536 - Field Experience in Service Learning (3 Cr.)**  
This course is an extension of service-learning into various school-community settings. The course provides a framework for teachers to personally experience learning in a community setting and thus learning in the same way their students will be expected to learn through the service learning approach.
methodology. This course has two segments: 1) selection and orientation to learning in community settings, and 2) field work in service learning. Course participants will actually identify and design a community/service learning for themselves and complete it.

**EDU 550 - Introduction to the Nature and Needs of the Gifted Child (3 Cr.)**
This course includes basic knowledge of gifted children including characteristics, evaluation, and identification procedures. It also includes fundamentals of curriculum planning utilizing an analysis of the strengths, weaknesses, and potential of the gifted.

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

**EDU 555 - Seminar for the Guidance of Gifted Children (3 Cr.)**
This course includes topics for discussion to assist educators working with the special needs of gifted children. Participants acquire the knowledge and skills needed to help guide gifted children in their current environment and their future choices.

**EDU 580 - Educational Measurement (3 Cr.)**
This course focuses on a study of statistical concepts, measurements, instruments, and techniques.

**EDU 601 - Professional Seminar I (0 cr.):**
This course is designed to assist the students in understanding the portfolio process that is a program requirement. Students will become acquainted with the organization and strategies for managing the portfolio based on the State of Florida Accomplished, Professional, and Preprofessional Competencies for Teachers for the Twenty First Century. Instruction will emphasize the procedures for creating, assessing and recording of portfolio evidence.

**EDU 602 - Professional Seminar II (0 cr.):**
This course is designed to ensure students have completed the portfolio according to program requirements. Students will review all the portfolio evidence they created during the program to ensure that it is of acceptable quality and content as required by the Accomplished Practices. The course will also include practical applications of the portfolio process to the student’s professional settings.

**Prerequisite: EDU 601**

**EDU 621 - Fundamentals of Grant Writing (3Cr.)**
Explore the scope of seeking and securing potential funding sources. Learn the nuances of writing grant proposals with emphasis on the development of budgets and effective evaluation plans.

**EDU 688 - Supervised Teaching Internship (9 Cr.)**
A supervised teaching assignment combined with an ongoing seminar reviewing practical applications of classroom management, curriculum development and instructional methodology.

**Prerequisite: A minimum of 30 semester hours and all certification requirements must be completed.**

**Register for 9 credits and a minimum 12-week internship (Nevada minimum 18 weeks).**

**EDU 689 - Supported Teaching Externship (9 Cr.)**
The purpose of EDU 689 is to provide support for Initial Certification students who are hired as full time...
teachers before completing the internship. (Students must have completed the Florida Teachers Certification Exam prior to graduation.) Areas covered include on-site classroom management assistance, the effective use of individualized authentic assessment, lesson planning and implementation of established curriculum, and assistance in preparation for the FCAT. Must have interview conducted by ICP Director. Enrollment by permission in writing from Director.

EDU 699 - Teacher Leadership Institute (6 Cr.)
The Teacher Leadership Institute is a GTEP pilot program designed to provide selected participants with opportunities for professional development, which will enhance their leadership skills. The course will be highly interactive and encourage participants to broaden their leadership skills beyond their individual classrooms. The selected participants will gather to listen to presentations, interact and share knowledge and experiences, collect information, and obtain resources and materials that will be helpful and valuable to them in their own school settings. The purpose of this program is to involve selected participants in discussions and sharing and ignite and re-energize in them their own leadership behavior. Resource people are invited to share their experiences, expertise, and views on matters of primary concern to school communities. In lieu of the practicum, the participant will attend three Institutes, which will be offered throughout the year. To earn credit in the Teacher Leadership Institute, participants must successfully complete the artifact component.

EDU 701 - Educational Policy and Child Advocacy (3 Cr.)
This course provides participants with an overview of the educational policymaking process at the local, state, and national levels and background in principles of child advocacy. The primary emphasis is on the kinds of information needed by teachers and administrators who wish to serve as advocates for the children and youth in their schools. Prerequisite: A master's degree in education.

EDU 702 - Curriculum Trends and Innovations (3Cr.)
This course focuses on the analysis of current educational practices, models and futuristic approaches. Emphasis is placed in the investigation of educational, curricular policies and techniques developed for a variety of settings (i.e., community schools, hospital-based instruction, distance education, home schooling). Integration of technology and multimedia is also included.

EDU 708 - Research and Design in Education (3 Cr.)
This course provides an in-depth analysis of appropriate educational research methodologies. Attention is placed on the discussion of quantitative (i.e., experimental, correlational, survey) and qualitative (i.e., ethnographic, case study, historical) methodologies. Students will engage in the examination and selection of available instrumentation, appropriate analysis and interpretation of research findings.

EDU 714 - Families, Communities and Schools: Ethics and Educational Practices in a Diverse Society (3 Cr.)
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.

EDU 719 - Current Research in Human Development (3 Cr.)
This course engages students in the analysis of recent theoretical positions and research in human development. Selected research finding from the different domains (social-emotional, cognitive, language, and biological) are examined. Emphasis is placed on the educational applications/implications of developmental research, i.e., brain research, learning styles, multiple intelligences and neo-Piagetian.

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studies.

EDU 721 - Grantsmanship, Program Planning, and Evaluation (3 Cr.)
This course covers funding sources, proposal writing, and the development of budgets and evaluation plans for small grants. The focus is on the skills needed by teachers and building administrators seeking both internal and external funding for special projects.

**Prerequisite: A master's degree in education.**

EDU 729 - Evaluation and Assessment Practices (3 Cr.)
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.

EDU 5000 - Interactive Technology in Graduate Education (0 Cr.)
This technology seminar is designed for the graduate students to develop and enhance interactive technology skills and competencies. This seminar comprises working with electronic mail and attachments to accessing and navigating the Internet and Electronic Library. The student will be introduced to University systems designed to provide support and services to the graduate students during their formal program of studies.

EDU 6505 - Special Topics in Education 1(3 Cr.)
Special Topics in Education I involves the qualitative analysis emerging issues in trends in education. Topics are identified determined via an individualized process of negotiation with course professor/instructor, and are to reflect an advanced level of inquiry and problem solving related to the student's program of study.

EDU 6506 - Special Topics in Education 11 (3 cr.)
Special Topics in Education II expands and enhances qualitative analysis of issues in trends identified through activities in education. Topics are identified and determined via an individualized process of negotiation with the course professor/instructor, and are to reflect advance level of inquiry and problem solving related to the students program of study.

EDUC 610 - Classroom and Instructional Management (6 Cr.)
Participants will examine theoretical concepts and practice strategies critical to the successful management of instructional programs study behaviors in interactive, inquiry-based learning environments. Emphasis will be placed on the methodologies needed to de instructional programs that meet the academic and social needs of the students; increase student achievement and motivation; create nurturing, cooperative classrooms; and enhance overall teaching effectiveness.

EDUC 620 - Instruction and Assessment for Diverse Classrooms (6 cr.)
This course block focuses on the integration of assessment strategies and tools with instructional methodologies and programming as a means to meet the needs of diverse populations of learners. Participants will develop a repertoire of skills needed to modify curricula and instruction, as well as to create balanced assessment plans that include standardized testing teacher-made tests, portfolio assessment, and performance tasks. The impact of federal, state, and local regulations and policies on inclusive educational programming will be address

EDUC 630 - Action Research In Practice (6 or.)
Participants will examine both the art and science of professional Development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action
research methods as a logical extension of classroom instruction. Integral to the process will be the development of a Research Project Proposal Project Design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio.

EDUC 640 - Cognitive Curricula (6 cr.)
This course block is designed to provide the knowledge and necessary for participants to create curricula and experiences promote the acquisition and use of creative, critical thinking, problem-solving skills among classroom learners. Participants earn to use problem based learning, thematic teaching, project based learning, case studies, performance-based learning, service learning as vehicles to develop implement and coherent, integrated curriculum. Emphasis will be on curricula that foster the ability to transfer learning from the classroom model to new and novel situations and to establish connection between the "real world" and the classroom.

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

EL 600 - Seminar in the Knowledge Base of Educational Leadership (3 Cr.)
All content taught in the Educational Leadership Program is reviewed. The intent of this course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator. The program comprehensive examination is administered as a part of this course.

**Prerequisite:** Admission to a degree or core program in Educational Leadership and completion of 27 hours of Educational Leadership courses, not including the practicum. May be taken after 24 hours of courses if taken concurrent with another Educational Leadership course.

EL 601 - Knowledge Base Educational Leadership Comprehensive Examination (0 Cr.)
All content taught in the Educational Leadership Program is reviewed. The program comprehensive examination is administered. The intent of this culminating course is to provide students with a synthesis of the knowledge base required as the intellectual underpinning for successful practice as a school administrator.

ELE 502 - Methods of Teaching Mathematics in the Elementary School (3 Cr.)
Methods, materials and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and algorithms (computational). Emphasis will be given to the teaching and assessment of concepts.

ELE 503 - Reading in the Elementary Classroom (3 Cr.)
This course focuses on the key theories and models of the reading process and a critical evaluation competing ideologies and approaches. Emphasis is placed on understanding reading theory and building on a research foundation to address complex issues such as designing effective reading instruction and assessment, diagnosing and treating reading disabilities, and analyzing the impact of language and social contexts on reading instruction.

ELE 504 - Methods of Teaching Reading in the Elementary School (3 Cr.)
This course focuses on the practical application of reading theory in an elementary classroom through

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the selection and use of a variety of methods, materials and approaches for the learner's continuous improvement. Emphasis is placed on the application of curriculum models, as well as diagnostic and remedial strategies that address effectively the developmental and instructional needs of diverse student populations.

**Prerequisite: ELE 503**

**ELE 541 - Creativity in Elementary School Curriculum (3 Cr.)**
Emphasis in this course is on the foundation and techniques of art, music, and physical education as integrated aspects of the school curriculum.

**ELE 601 - Teaching of Language Arts in the Elementary School (3 Cr.)**
An examination of the research, trends, and pedagogy in the area of language arts. Emphasis will be placed on curriculum integration, instructional techniques and assessment.

**ELE 602 - Teaching of Science in the Elementary School (3 Cr.)**
Methods, materials, and approaches for teaching science, including developmentally appropriate introductions to the physical, earth, and life sciences. Emphasis will be given to exemplary processes and projects.

**ELE 603 - Teaching Elementary Social Studies in a Multicultural Society (3 Cr.)**
Methods, materials, and approaches for teaching social studies, including citizenship education and multicultural understanding. Emphasis will be given to contemporary practices in global education and diversity.

**EM 500 - Philosophy of School Library Media Programs (3 Cr.)**
This course includes the functions of the library media program in the educational environment; the professional role of the media specialist; program standards; program planning, implementation, and evaluation; research applications; and trends and issues that influence school media programs.

**EM 505 - Design and Production of Educational Media (3 Cr.)**
This survey course introduces the principles of instructional design; provides experience in the production of audio, video, graphic, and photographic media; and includes methods of teaching media production.

**EM 510 - Media for Children (3 Cr.)**
This course includes the developmental stages of children; the utilization of print and nonprint media to meet instructional, informational, personal, and recreational needs of children; production of materials to stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing guidance.

**EM 515 - Reference and Information Services (3 Cr.)**
This course examines print and electronics information resources; techniques for providing reference and information services; applications of technology to information storage, retrieval, and networking; and methods of teaching reference strategies to students.

**EM 520 - Instructional Role of the Media Specialist (3 Cr.)**
This course emphasizes the media specialist's role in curriculum planning, methods of information skills instruction, and techniques for integrating media in the learning environment.

**Prerequisite: EM 500**
EM 525 - Library Media Collection Development (3 Cr.)
This course includes principles of locating, evaluating, selecting, and maintaining media resources; acquisition of materials and equipment; the impact of technology on collection development practices; and use of computer word processing and database software to assist in the collection development process.

EM 530 - Management of School Library Media Programs (3 Cr.)
This course includes methods of operating the school library media center, including program policies; circulation and inventory systems; budgeting, staffing; marketing; facilities utilization; and the application of technology to media center management practices.

EM 535 - Media for Young Adults (3 Cr.)
This course includes the developmental stages of adolescents; utilization of print and nonprint media to meet the instructional, informational, personal, and recreational needs of adolescents; and methods for providing reading, listening, and viewing guidance.

EM 540 - Organization of Library Media Collections (3 Cr.)
This course includes library classification systems, principles and techniques of descriptive cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods.

EM 550 - Multimedia Development (3 Cr.)
Techniques of multimedia development (planning, scripting, incorporation of varied media forms) are examined. Students will produce multimedia projects.

EM 565 - Computers in Libraries and Media Centers (3 Cr.)
Current practices relating to identification, evaluation, management, and use of computer technology, electronic information sources and systems are presented within the context of facilitating information literacy in K-12 environments.

ENG 600 - Recent Directions in Oral Communications (3 Cr.)
Students will explore recent directions in discussion theory, current models of group communication, the nature of public speaking, cooperative learning, and the role of communications in the history of English teaching.

ENG 605 - Recent Directions in Language Learning (3 Cr.)
Students will investigate recent directions in the study of grammar and syntax, including a comparison of the adult standards approach and the language/experience approach.

ENG 615 - Recent Directions in Expository Writing (3 Cr.)
The process model of expository writing will be examined, analyzed, and explicated. Particular emphasis will be placed on recent directions for the improvement of writing abilities and on the writing of research papers.

ENG 625 - Recent Directions in Creative Writing (3 Cr.)
The nature of creative writing will be analyzed, and students will examine recent directions in ways to enhance creativity in the writing process. Specific focus will be on the development of creative approaches to the writing of poetry, diaries, journals, and fiction.

ENG 635 - Recent Directions in Adolescent Literature (3 Cr.)
Students will explore recent developments in reader response theory and recent directions in the use of

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questioning strategies, literary attitude scales, storytelling, reading aloud, reading inventories, and the integration of language arts through the study of literature.

ENG 645 - Recent Directions in the Analysis of Literature (3 Cr.)
Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 650 - Voices in Twentieth Century American Literature (3 Cr.)
Students will read widely from several genres in twentieth century, multicultural American literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers.

ENG 655 - Voices in Twentieth Century World Literature (3 Cr.)
Students will read widely from several genres in twentieth century, multicultural world literature. They will critically analyze literary selections and their readings of them in oral and written forms including response pieces and more formal, interpretive papers.

ENG 675 - Voices in Twentieth Century English Literature (3 Cr.)
Students will read widely from several genres in twentieth century and postcolonial British literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers and projects.

EP 500 - Survey of Exceptionalities of Children and Youth (3 Cr.)
This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatments strategies, and current and future trends in the field of exceptional student education.

EP 505 - Nature and Needs of Mentally Handicapped Students (3 Cr.)
This course focuses on the etiology of mental disability. It covers the social, emotional, and educational characteristics and needs of mentally handicapped students and implications for evaluation, educational planning, and program development.

EP 515 - Instructional Strategies for Mentally Handicapped Students (3 Cr.)
This course focuses on the various strategies and techniques used to educate mentally handicapped students. Emphasis is on normalization and on the array of services available to mentally handicapped students from infancy to adulthood. Special attention will be devoted to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology.

EP 520 - Curriculum and Instructional Materials for Mentally Handicapped Students (3 Cr.)
This course focuses on curriculum development and methods and materials for mentally handicapped students, with emphasis on individualized planning and program development.

EP 564 - Language Development and Language Disabilities (3 Cr.)
This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders.

EP 565 - Social and Personal Skills for Exceptional Students (3 Cr.)
This course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need if they are to actualize their potentials and become contributing members of society.

EP 566 - Educational and Psychological Assessment of Exceptional Students (3 Cr.)
This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with the types of available instruments in order to help them make the soundest educational decisions possible.

EP 570 - Nature and Needs of Mildly Handicapped Students (3 Cr.)
This course is an introduction to noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socioemotional needs of these students.

EP 585 - Educational Management of Exceptional Students (3 Cr.)
This course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom-learning environment to foster learning and enhance students' personal growth.

EP 5264 - Instructional Strategies for Learning Disabled Students (3 Cr.)
This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course.

EP 5265 - Nature and Needs of Handicapped Preschool Children (3 Cr.)
This course provides an overview of the effects of handicapping conditions on the physical, cognitive, communicative, and social-emotional development of infants and young children. Legal and ethical issues relating to early childhood special education programs are covered. Past and present early childhood special education programs are surveyed.

EP 5270 - Assessing the Needs of Preschool Handicapped Children (3 Cr.)
This course presents an overview of basic measurement and evaluation concepts for interpreting formal and informal screening processes used with infants and preschool children. Legal and ethical issues relating to the assessment process are covered. A review of the types of measures used to gather information and the interpretation and utilization of data in developing an individualized education program are included.

EP 5275 - Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children (3 Cr.)
This course covers the development and adaptation of curriculum, teaching methods and materials, and the physical environment for use with preschool handicapped children. Students are also trained in the use of behavior modification techniques for managing and evaluating individual behavior problems and for establishing and maintaining standards and limits for behavior in the classroom setting.

http://www.fgse.nova.edu/gtep/courselist.html
EP 5280 - Working with the Community and Families of Young Handicapped Children (3 Cr.)
This course focuses on applications of the family systems approach for assessing family needs and developing and implementing the Individualized Family Service Plan. Community resources and services and the legal rights of the family and child are reviewed. Students are trained in techniques for working with parents as case managers and advocates in setting educational goals and utilizing community resources.

EP 5281 - Developing Creativity in Gifted Students (3 Cr.)
This course focuses on theories of creativity and on developing creativity in gifted students.

EP 5282 - Educating Special Populations of Gifted Students (3 Cr.)
This course focuses on special populations of gifted students, such as minorities, underachievers, the handicapped, the economically disadvantaged, and highly gifted students. The course reviews students' characteristics and appropriate programmatic adaptations.

EP 5405 - Behavior Management for Emotionally Handicapped Students (3 Cr.)
The principles introduced in this course not only explain why certain behaviors exist, but also offer teachers and other educators a methodology to produce desirable changes and improve the academic and social development of their emotionally handicapped students.

EP 5415 - Instructional Strategies for Emotionally Handicapped Students (3 Cr.)
This course introduces preservice and in-service teachers of emotionally handicapped students to the historical, professional, and social contexts of this field. It integrates the multiple perspectives necessary for understanding and influencing children's behavioral adjustment and provides information on how to plan, organize, and manage instructional programs for emotionally handicapped students in different settings.

ETEC 550 - Multimedia Development (3 Cr.)
Techniques of multimedia development (planning, scripting, incorporation of varied media forms) are examined. Students will produce multimedia projects.

Prerequisite: CAE 500 or equivalent

ETEC 601 - Instructional Design (3 Cr.)
Application of the theory of instructional design and the design process as it applies in the development of educational media and software. Goal analysis, objectives, instructional strategy development, and evaluation in the design process are utilized in the production of an educational product.

ETEC 602 - Technology and the School Curriculum (3 Cr.)
This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.

ETEC 650 - Computer Network Management (3 Cr.)
This course introduces the fundamentals of establishing effective microcomputer networks and their management in the K-12 setting. Selection of hardware and software, computer network design, peripherals and basics of network data transfer for both Macintosh and PC environments are explored. Alternative educational delivery systems through telecommunications are also examined.

http://www.fgse.nova.edu/gtep/courselist.html
EXE 500 - Introduction to Exceptional Learners (3 Cr.) (NGTE)
This course provides students with fundamental information on the history, laws, policies, and practices in exceptional student education and on specific categories of Exceptionality, including definitions, prevalence, causes, assessment techniques, educational treatments strategies, and current and future trends in the field of exceptional student education.

EXE 501 - Teaching the Mentally Disabled: Instructional Strategies (3 Cr.) (NGTE)
This course focuses on the various strategies and techniques used to educate mentally handicapped students. Emphasis is on normalization and on the array of services available to mentally handicapped students from infancy to adulthood. Special attention will be devoted to strategies to develop individualized programs for classroom organization and management, behavior change strategies, and enhancing learning through microcomputer technology. Prerequisite EXE 500

EXE 502 - Language and Communication Disabilities for Disabled Students (3 Cr.) (NGTE)
This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders. Prerequisite EXE 500

EXE 503 - Transition Programs for Disabled Students (3 Cr.) (NGTE)
This course introduces students to a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills, and daily living skills, which exceptional students need if they are to actualize their potentials and become contributing members of society. Prerequisite EXE 500

EXE 504 - Assessment of Exceptional Students (3 Cr.) (NGTE)
This course introduces students to the proper evaluation of educational and psychological tests and the correct interpretation and use of test results. It also prepares all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with the types of available instruments in order to help them make the soundest educational decisions possible. Prerequisite EXE 500

EXE 505 - Characteristics of Learners with Mild Disabilities (3 Cr.) (NGTE)
This course is an introduction to noncategorical and mainstream programming and to the advantages and disadvantages of this approach. Emphasis is on legislation and litigation related to mildly handicapped students, on assessment and placement of these students, on the role of the special education teacher, and on meeting the educational and socioemotional needs of these students. Prerequisite EXE 500

EXE 506 - Management of Exceptional Students (3 Cr.) (NGTE)
This course provides students with a comprehensive view of educational management of exceptional students and with the techniques available to manage classroom behavior, promote social adjustment, and coordinate the classroom-learning environment to foster learning and enhance students' personal growth. Prerequisite EXE 500

EXE 507 - Teaching Strategies for Learning Disabled Students (3 Cr.) (NGTE)
This course introduces teachers to the various educational programs and teaching strategies that have been used successfully in remediation. Methods of managing and teaching children with learning disabilities utilizing visual, auditory, kinesthetic, and tactile concepts in remediation are also explored in this course. Prerequisite EXE 500

EXE 508 - Teaching Strategies for Emotionally Disabled Students (3 Cr.) (NGTE)

http://www.fgse.nova.edu/gtep/courselist.html
This course introduces preservice and in-service teachers of emotionally handicapped students to the historical, professional, and social contexts of this field. It integrates the multiple perspectives necessary for understanding and influencing children's behavioral adjustment and provides information on how to plan, organize, and manage instructional programs for emotionally handicapped students in different settings. **Prerequisite EXE 500**

EYC 500 - Prenatal to Middle Childhood: Physical, Psychological and Cognitive Transitions (3 Cr.) (NGTE)
The course addresses the development of the whole child from birth through age 8, with a focus on the research as it applies to today's child and family.
**Prerequisite: EYC 500**

EYC 501 - Assessing the Early Years: Guidelines and Models (3 Cr.) (NGTE)
This course covers identification and utilization of appropriate assessment strategies for use in educational programs for children ages 3 through 8. Included are techniques for direct observation of children, interviews, formal and informal screening methods, developmental assessment, and the appropriateness of standardized and criterion-referenced testing in Early Childhood Education.

EYC 502 - The Foundations and Future of Developmental Theory in Pre-natal to Middle Childhood (3 Cr.) (NGTE)
This course covers the historical, philosophical, and sociological foundations of early childhood education, its impact on the study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EYC 503 - Reading and Writing Readiness Curriculum for Pre-natal to Middle Childhood (3 Cr.) (NGTE)
This course applies the use of children's literature and writing readiness activities to develop integrated curricula following NAEYC's recommendations. Students will examine writing readiness opportunities in the curriculum, literary genres and themes appropriate for young children including resources for culturally and linguistically (ESOL) different children. Guidelines for the design and implementation of appropriate literature-based activities for infants/toddlers, preschoolers, and primary age children will be addressed throughout the course.

EYC 504 - Social Issues in Early Childhood (3 Cr.) (NGTE)
This course examines how to develop a developmentally appropriate curriculum for children in varied social and cultural settings. Discussion of what constitutes a developmentally and diversity appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized throughout the course. Guidelines for the selection of child-appropriate teaching approaches, materials, and activities with consideration to all aspects of diversity are discussed throughout the course.

EYC 505 - Understanding and Designing Developmentally Appropriate Early Childhood Curriculum (3 Cr.) (NGTE)
This course provides students with an overview of DAP curriculum design, the role of play, creativity, music, movement, and socialization as a teaching strategy for young children. Students will examine the developmental nature and benefits of each category its relationship to learning. Emphasis will be placed on the discussion of how the arts and movement provide ways to create classroom experiences for the child. Planning and selection of activities, materials, equipment, and resources for the development of play-based curricula will be explored.

EYC 506 - Early Childhood Science and Math: A Review of Materials and Strategies for Early

Childhood (3 cr.) (NGTE)
This course examines the strategies presenting appropriate science and math experiences for all students with an emphasis on the activities that stimulate success for female and minority students. This course covers the historical, philosophical, and sociological foundations of math and science in early childhood education as background for study of methods of planning, implementing and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models. The course also examines the planning, selection of materials, and implementation of integrated developmentally appropriate DAP curricular criteria by NAEYC, NCSS, IRA, and GEE/DEC will be discussed. Attention will be placed on curricular adaptations for children with linguistic differences (ESL).

EYC 507 - The Relationship of Psychology to Learning: An organizational Perspective, Ages 3 Through 8 (3 cr.) (NGTE)
This course focuses on the design and implementation of developmentally appropriate physical and socio-emotional environments for young children. The course covers methods for fostering individual social and emotional growth through the use of appropriate motivation and behavior management strategies and the organization of the indoor and outdoor environment. Health, nutrition, and safety policies are also covered.

EYC 508 - NEW: Early Childhood Organizational, leadership and Advocacy Issues (NGTE)
This course addresses the ongoing issues of developmentally appropriate practices in Early Childhood Education. Comparing and contrasting Organizational, societal and administrative demands regarding the early placement of abstract learning experiences into the curriculum and the success of proven research practices that follow developmentally appropriate activities.

INED 500 - Comparative Education Systems (3 Cr.)
The purpose of this course is to examine various K-12 educational systems in the global society as we enter the 21st Century. Students will be asked to compare schooling in various societies and examine how the educational systems are organized to meet political, social and economic agenda of the 21st Century. Students will recommend strategies to ensure capacity and compliance of their home systems. Students will also appraise their own educational systems within the global educational community with ramifications for standards, development and curriculum alignment. Research and presentation skills as well as the use of technology will be emphasized.

INED 691 - Action Research in Practice (3 Cr.)
Part One: Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth.

INED 692 - Action Research in Practice (3 Cr.)
Part Two: Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio.

LANG 530 - Spanish Grammar and Composition I (3 cr.)

Introduction to Spanish composition for native speakers. Students be guided, step by step, on how to write correct Spanish, at the same time that important points of grammar and orthography are covered (Miami Only)

LANG 531 - Spanish Grammar and Composition II (3 cr.)
This course is designed for intensive written practice of correct contemporary Spanish. Students will write grammatically correct compositions based on readings covering general topics. (Miami Only)

LANG 535 - Teaching Reading in Spanish (3 cr.)
This course will be taken at the Universidad de Laguna, during the summer. (Miami Only)

LANG 550 - Introduction to Spanish Linguistics (3 cr.)
An introduction to Spanish linguistics for teachers. The course will examine the phonology, morphology, and syntax of Spanish, and the characteristics of major dialect varieties of Latin American Spanish that teachers may encounter in the classroom. Discussion of the concept of standard Spanish and its implications for instruction. (Miami Only)

LANG 552 - Advanced Spanish Grammar (3 cr.)
A detailed study of important problems in Spanish grammar, with practice to overcome possible deficiencies in teachers I educated in the United States. (Miami Only)

LANG 555 - Spanish Civilization (3 cr.)
Multicultural influences of the Iberian Peninsula will be studied through art, architecture, and music. Students will be engage in the examination and discussion of the educational implications of key Spanish cultural aspects. (Miami Only)

LANG 556 - Latin American Civilization (3 cr.)
This course focuses on the colonization process in Latin America, aiming to find the origins of customs, values and institutions that are still part of today's culture and ethnicity will be discussed at length. (Miami Only)

LANG 560 - Representative Spanish Authors (3 cr.)
This course will address readings from selected masterpieces of Spanish literature and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed. (Miami Only)

LANG 561 - (Miami Only) Representative Spanish Authors II (3 Cr.)
Readings from selected masterpieces of Spanish literature (XVIII to XX Centuries) and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

LANG 575 - (Miami Only) Survey of Developmentally Appropriate Spanish Children's Literature (3 Cr.)
This course will examine the characteristics of traditional and modern Spanish children's literature. Students will analyze Spanish children's literature representing the different genres and themes. Attention will be given to works from Latin America, Spanish writers in the USA and Spain. Guidelines for the selection, design and implementation of appropriate Spanish literature based activities will be addressed throughout the course.

LANG 576 - Readings In Content Area Spanish (3 cr..)
This course will give an opportunity for extensive reading comprehension exercises and acquisition of vocabulary in the areas of social studies, science, math, art, and music. Practice in preparing content area lesson plan in Spanish will be emphasized. (Miami Only)

LANG 580 - Foreign Language Methodology (3 cr.)
This course will examine current foreign language methodology. Emphasis will be on the communicative approach for teaching of nonnative speakers. (Miami Only)

LANG 600 - Seminar on Multicultural Issues (3 Cr.)
This course will examine in depth important topics related to culture, education, and bilingualism. Topics will vary on a regular basis. (Miami Only)

LDR 692 - ORGANIZATIONAL DEVELOPMENT AND FUTURING (3 Cr.)
This course focuses on the critical analysis of an organization's internal and external performance. From this analysis, students will identify organizational strengths and needs and develop a strategic plan to move the organization forward. The essential elements of organizational development and strategic planning required to support and sustain organizational movement will be highlighted.

LDR 693 - MANAGING CHANGE IN ORGANIZATIONS (3 Cr.)
This course examines change and the management of the change process in organizations. Students will learn the theory of change, factors that impact change; how to manage the change process and how to facilitate their organizations implementation and adaptation to change.

LDR 694 - CURRENT ORGANIZATIONAL ISSUES AND TRENDS (3 Cr.)
This course is designed to offer students the opportunity to become acquainted with the important issues, professional trends, and innovations that are shaping professional training in the workplace. Students will examine their work environments to determine operational trends and strategic projections.

LDR 695 - THE LEARNING ORGANIZATION (3 Cr.)
This course examines the concept of the learning organization, viewing learning from an organizational and individual perspective. An emphasis is placed on developing skills and strategies needed to create a learning organization. The essential elements of a learning organization are explored along with the dynamics of leadership needed to maintain and sustain an environment conducive to professional growth and productivity.

LDR 696 - HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR (3 cr.)
This course provides an orientation to general and specific Human Relations models, methods, and principles of effective organizational behavior. Students explore Human Relations theory from individual, group, and organizational performance in relation to the organization's mission, strategic plan, and change agenda.

LDR 697 - LEADERSHIP AND EXCELLENCE (3 cr.)
The 21st century brings more change, disruption, discontinuity, and chaos than organizations have ever known. To compete successfully in this environment, leaders need to adopt behaviors and develop knowledge and skills need to move their organizations toward excellence. This course explores the diverse leadership styles, skills, and strategies required of such a leader.

MAEP 500 - Communication & Supervision of Educational Programs (NGTE) (3 Cr.)
Using various proven activities, students will develop and apply their own supervisory skills and interpersonal communication. Since effective educational administrators work with and through others,
the effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course.

MAEP 505 - Financial Aspects of Education (NGTE) (3 Cr.)
Using acquired knowledge of historical and current school finance concepts and applicable funding procedures, students will analyze the planning, development, implementation, and evaluation of school budgets and the financial aspects of education.

MAEP 510 - Organization of Educational Programs (NGTE) (3 Cr.)
Students will explore and demonstrate knowledge of basic theories of management, change process, group dynamics, and motivation as applicable to educational administration.

MAEP 520 - Legal Issues In Education (NGTE) (3 Cr.)
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions as well as tort and contract liability as they influence public education.

MAEP 525 - Personnel Management in Education (3 Cr.) (NGTE)
Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and non-instructional staff will be examined. Effective use of the personnel file, reward and termination of employees, and the orientation of the collective bargaining process will be explored.

MAEP 530 - Management of Schools and Education Programs (3 Cr.) (NGTE)
Students will internalize the implications of the authority and total responsibility placed on school administrators. Emphasis will be on approaches to effective school management, including value-setting, information gathering, school-image control, delegation, forcefulness and systematic planning.

MAEP 545 - School Improvement Planning and Management (3 Cr.) (NGTE)
In this course emphasis will be placed upon basic elements of the school improvement process and strategic planning.

MAEP 550 - Technology Application in School Management (3 Cr.) (NGTE)
This course presents an overview of the technology competencies appropriate for managers of educational programs. New hardware, software and electronic resources are introduced and applied to effective management of educational programs.

MAT 505 - Geometry for Mathematics Teachers (3 Cr.)
This course provides a detailed study of Book I of Euclid's Elements, along with a summary of Books II-XIII. This study is appropriate for veteran Geometry teachers, as well as for teachers earning certification credit. The foundations of non-Euclidean Geometry are also studied in this course.

MAT 591 - Calculus for Teachers (3 cr.)
This course provides beginning study in analysis, ranging from sequences of real numbers to fundamental study of the derivative. This study is appropriate for any teacher who has prepared in undergraduate calculus.

Prerequisite: MAT 503 or a course in first-semester calculus.

MAT 592 - Calculus for Teachers II (3 Cr.)
This course provides continuing study in analysis, ranging from the Riemann Integral to the study of infinite series. Multivariable calculus is a major topic of discussion.

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9/25/2002
Prerequisite: MAT 591

MAT 662 - History and Philosophy of Mathematics (3 Cr.)
This course traces the development from ancient to modern times of several branches of mathematics, including numbers, algebra, and analysis of functions. Concentration will be on ancient history. Philosophical issues will be discussed. 

Prerequisite: MAT 503 or equivalent

MAT 681 - Linear and Abstract Algebra for Teachers (3 Cr.)
This course provides advanced study in Linear Algebra, from linear transformations to eigenvalues, as well as an innovative study of the Abstract Algebra topics of groups, rings, and fields.

Prerequisite: MAT 503 or equivalent

MAT 682 - The K-12 Mathematics Curriculum (3 Cr.)
The course provides study of the general topics of Curriculum & Instruction, as they apply to K-12 mathematics. Detailed study of manipulatives, assessment, and current issues in mathematics is included.

Prerequisite: MAT 503 or equivalent

MAT 683 - Special Methods in Teaching Algebra (3 Cr.)
Theory and methods specific to the two-year algebra sequence and other middle school courses will be studied. Students will develop and present advance teaching methods for particular events in teaching these courses.

Prerequisite: MAT 501 or equivalent

MAT 684 - Special Methods in Teaching Geometry (3 Cr.)
Theory and methods specific to the teaching of geometry and more advanced secondary mathematics courses will be studied. Students will develop and present advanced teaching methods for particular events in teaching these courses.

Prerequisite: MAT 502 or equivalent

MAT 685 - Symbolic Representation and Number Theory in Mathematics (3 Cr.)
This course will focus on notational systems, number theory, and the rationale behind them. The innovative text Symbolic Representation, produced a NSU, is used to study mathematics notation. This course is designed to include significant number theory preparation for students wishing to earn certification.

Prerequisite: MAT 503 or equivalent

MAT 686 - Computers and Calculators in Mathematics (3 Cr.)
This course will provide a breadth of knowledge in the area of technology and leadership in mathematics. Students will participate in the development of the upcoming textbook Technology Leadership in Mathematics Education.

Prerequisite: MAT 503 or equivalent

MAT 687 - Diagnosis and Remediation of Learning Difficulties in Mathematics (3 Cr.)
This course provides an overview of handicapping conditions in mathematics. Students will analyze various inhibitions to success in secondary mathematics, such as dyscalculia and "math anxiety." Social factors will be considered. The mathematics portion of the General Education Development (GED) test will be analyzed.

Prerequisite: MAT 501 or equivalent

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9/25/2002
MAT 689 - Probability and Statistics in Mathematics Teachers (3 Cr.)
This course offers preparation in statistics and advanced probability for the secondary mathematics
teacher as well as for teachers pursuing certification. This study is appropriate for preservice and in-
service teachers.
**Prerequisite: MAT 503 or equivalent**

MAT/ELE 691 - Manipulatives in K-8 Mathematics (3 Cr.)
Theory and hands-on practice in the use of tangible materials in K-8 mathematics teaching are provided
in this course. Manipulatives will be needed as supplies for this study. This course occurs in workshop
form only.
**Prerequisite: MAT 501 or equivalent**

MGE 601 - Nature and Needs of the Middle Grades Learner (3 Cr.)
An examination of the developmental process and characteristics of early adolescents. This will include
aspects of adolescent psychology, physical growth, mental growth, and special needs learners as they
relate to middle grades programs.

MGE 602 - Foundations of Middle Grades Education (3 Cr.)
This course will deal with the historical, philosophical, and cultural aspects of middle-level education.
This study will include historical and philosophical foundations of the middle-school movement, a view
of future trends, and a cultural perspective of middle-level education.

MGE 603 - The Middle Grades Program: Curriculum and Instruction (3 Cr.)
A review of the current status and trends in the middle-school concept as it is evidenced in practice.
This will include curriculum, interdisciplinary teaching, advisor-advisee programs, guidance in the
middle school, active learning strategies, and student assessment.

NGTE 700 - Educational Inquiry and Electronic Research Technologies (3 Cr.) (NGTE)
Examines alternative research paradigms, examples of sound research, and critical interpretation and
evaluation of research & theoretical writing in the field.

NGTE 705 - Today's Educational Leader (3 Cr.) (NGTE)
This course prepares students for leadership positions through the study of leadership characteristics and
styles.

NGTE 706 - Managing Change in the Educational Environment (3 Cr.) (NGTE)
This course provides students with the skills and knowledge to serve as a catalyst for change and to
assist others in the acceptance and adoption of educational innovation.

NGTE 715 - Educational Diversity and Community (3 Cr.) (NGTE)
This course provides students with the skills and knowledge to apply cognitive theory in instructional
program management for special needs students whose learning necessitates experiential differentiation

OCI 500 - Introduction to Online Teaching Concepts (3 Cr.) (NGTE)
This course is designed for the teaching professional who wants to become familiar with the elements of
online instruction. Focus of this course is to provide an overview of the online process and to introduce
the participant to the differences between the traditional and online teaching processes. The course
represents "student simulation" with participants learning the process from the student perspective for
the 6-week course period. For more information see Online Teaching and Learning Certificate Program

http://www.fgse.nova.edu/gtep/courselist.html
OCI 501 - Online Teaching Models and Curriculum Planning (3 v) (NGTE)
This course introduces various instructional models for online delivery. Participants will examine Internet resources, communications devices and support systems important to effective Internet instruction as they begin to outline strategies for course delivery. Recommended Prerequisite: OCI 500. For more information see Online Teaching and Learning Certificate Program.

OCI 502 - Design and Development of Online Curriculum (3 Cr.) (NGTE)
This course provides practical experience in developing curriculum for online instruction. Using an appropriate model of instructional design, participants will revise existing curricula or develop a new course using elements of effective online curriculum planning and delivery. At the conclusion of this course, participants will have a program of instruction prepared for online implementation.
Prerequisites: OCI 500 and OCI 501. For more information see Online Teaching and Learning Certificate Program.

OLP 688 - Online FasTRACK Practicum
FasTRAK Practicum is intended to enhance the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation and research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product on disk. No paper documents are used for submittals.
Prerequisite: Candidacy

RED 500 - Techniques of Corrective and Remedial Reading (3 Cr.)
This course includes the development and use of informal diagnostic procedures, organization of small-group and individualized reading instruction, and evaluation of remedial reading techniques and materials. This course has infused TSOL Standards.
Prerequisite: RED 554

RED 554 - Assessment in Reading (3 Cr.)
This course familiarizes the students with a variety of techniques, both formal and informal, for assessing reading level, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored. This course has infused TSOL Standards.
Prerequisite: RED 570

RED 570 - The Reading Process (3 Cr.)
This course examines reading models, subskills, and theories and explores the theoretical basis for reading systems.

RED 575 - Contemporary Foundations of Reading (3 Cr.)
Students will become familiar with current theories of learning as related to reading at the elementary and secondary levels with an emphasis upon learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.

RED 588 - Practicum Internship in Reading (3-6 Cr.)
The Practicum Internship is intended to engage the student in a problem-solving experience designed to improve or enhance an educational situation. The practicum process is systematic and involves (a) submission of a formal practicum proposal, (b) active participation, implementation, and/or research, (c) evaluation of the practicum activities, and (d) submission of a final practicum product.
**Prerequisite: Degree candidacy**

**RED 750 - Literature for Children and Adolescents (3 Cr.)**
Students become acquainted with the literature available for children in the various media of communication and develop and practice techniques for introducing literature to children and adolescents. Participants analyze children's literature on the basis of literary style, patterns of organization, reading level, and the needs and interests of children. Participants develop skills for broadening children's understanding of literature in specific content areas.

**RED 780 - Teaching Language Arts in the Secondary School (3 Cr.)**
The focus in this course will be upon the development of instructional methods and techniques for reading, writing, and speaking in grades 6 through 12. Students will explore reading in the content areas, the concept of reading and writing to learn, thinking skills, study skills systems, and effective verbal communication.

**RED 5271 - Reading Supervision and Curriculum Development (3 Cr.)**
This course reviews the principles of curriculum development. Reading majors develop an individualized reading curriculum.

**Prerequisites: RED 500, RED 554, RED 570**

**RED 5272 - Reading Supervision and Curriculum Development (Practice) (3 Cr.)**
This experiential course emphasizes the application and supervision of a reading curriculum in the classroom setting.

**Prerequisite: RED 5271**

**SCI 651 - Technology in Science Education (3 Cr.)**
Students are provided with an introduction to technology concepts and are shown how to find technology appropriate to solving educational problems in science education and how to evaluate technology. Among the technologies that may be examined are computer assisted instruction (CAI), scientific calculators, CD ROM, multimedia, virtual reality, distance education media, laboratory probeware, simulations, artificial intelligence, and the Internet.

**SCI 652 - Cognitive Science and Science Education (3 Cr.)**
Cognitive science and its related field, artificial intelligence, provide models of thinking, learning, and problem solving that can be applied in the science classroom. In particular, this course looks at how students can be taught to discover and invent by use of the tools called "heuristics."

**SCI 653 - Innovative Solutions in Science Education (3 Cr.)**
Students will learn how problems in science education are being successfully solved today. Among the challenges examined are at-risk children, addressing minorities and women in science, multiculturalism, involvement of the community, integrated science, and overcoming motivation and preparation problems. The course also looks at ways by which teachers have secured funding for their creative teaching.

**SCI 661 - Modern Cosmology and Physics for Science Teachers (3 Cr.)**
This course examines new models of the origin and fate of the universe, based upon findings from astronomy and physics. Topics include examination of the work of Stephen Hawking and other cosmologists, particle physics, black holes, the expanding universe, the "big bang," dark matter in space, quantum and relativity theories, and the current search for "theories of everything."

http://www.fgse.nova.edu/gtep/courselist.html
SCI 662 - The History and Philosophy of Science and Technology (3 Cr.)
This course traces the development of science from ancient to modern times. Topics include the
scientific method, use of mathematical description, the nature of scientific explanation, and the nature of
scientific discovery and technological invention. The interrelationships of science and technical
education and cognitive and societal factors will be examined.

SCI 663 - The Professional Science Educator (3 Cr.)
This course emphasizes the importance of science education and its contribution to the needs of students
in a technological society. Topics include a history of science education in America, minimum
requirements for a science literate citizen, theories of science education, and how to evaluate research on
science education. Science education standards of the National Research Council/ National Science
Teachers Association and other professional associations will be examined.

SLM 500 - Foundations of School Library Media Programs (3 Cr.) (NGTE)
This course includes the functions of the library media program in the educational environment; the
professional role of the media specialist; program standards; program planning, implementation, and
evaluation; research applications; and trends and issues that influence school media programs. (3 Cr.)

SLM 505 - (3 Cr.) (NGTE)
Design and Production of Graphic Media for School Library Media Specialists This survey course
introduces the principles of instructional design; provides experience in the production of audio, video,
graphic, and photographic media; and includes methods of teaching media production. (3 Cr.) SLM505

SLM 510 - Literature and Media for Children (3 Cr.) (NGTE)
This course includes the developmental stages of children; the utilization of print and nonprint media to
meet instructional, informational, personal, and recreational needs of children; production of materials to
stimulate interest and enjoyment of literature; and methods for providing reading, listening, and viewing
guidance.
Prerequisite: SLM 500

SLM 515 - Reference and Information Services for School Library Media Centers (3 Cr.) (NGTE)
This course examines print and electronics information resources; techniques for providing reference
and information services; applications of technology to information storage, retrieval, and networking;
and methods of teaching reference strategies to students. SLM 500

SLM 520 - Instructional Role of the School Library Media Personnel (3 Cr.) (NGTE)
This course emphasizes the media specialist's role in curriculum planning, methods of information skills
instruction, and techniques for integrating media in the learning environment.
Prerequisite: SLM 500

SLM 525 - School Library Media Center Collection Development (3 Cr.) (NGTE)
This course includes principles of locating, evaluating, selecting, and maintaining media resources;
acquisition of materials and equipment; the impact of technology on collection development practices;
and use of computer word processing and database software to assist in the collection development
process. (3 Cr.) SLM 500

SLM 530 - Management of School Library Media Center Programs (3 Cr.) (NGTE)
This course includes methods of operating the school library media center, including program policies;
circulation and inventory systems; budgeting, staffing, marketing; facilities utilization; and the
application of technology to media center management practices. (3 Cr.)

Prerequisite: SLM 500

SLM 535 - Literature and Media for Young Adults (3 Cr.) (NGTE)
This course includes the developmental stages of adolescents; utilization of print and nonprint media to meet the instructional, informational, personal, and recreational needs of adolescents; and methods for providing reading, listening, and viewing guidance.

Prerequisite: SLM 500

SLM 540 - Organization of School Library Media Center Collections (3 Cr.) (NGTE)
This course includes library classification systems, principles and techniques of descriptive cataloguing, methods of organizing media resources, and the application of technology to bibliographic methods.

Prerequisite: SLM 500

SLM 545 - Production of Instructional Video Programs for School Media Specialists (3 Cr.) (NGTE)
This course provides hands-on experience in the production and utilization of video programs for instructional purposes and methods of teaching video production.

Prerequisite: SLM 500

SST 612 - Economics in the Secondary Curriculum (3 Cr.) (NGTE)
This course is the study of both micro and macroeconomics and their effects on life both in the United States and globally. Curriculum assignments in this course will stress the practical nature of economics for secondary students so that they can make informed decisions on economics matters.

SST 614 - Geography in the Secondary School Curriculum (3 Cr.) (NGTE)
This course examines the relationships among people, places and the environments through an in-depth study of the broad field of geography. Curriculum, strategies and activities will center on helping secondary students to think "geographically" as they examine the world in which they live.

SST 616 - The Historical Roots of Our Multicultural Society in the Secondary Curriculum (3 Cr.) (NGTE)
This course explores the various backgrounds of minority groups in America and their acceptance in Society based on the different conditions, conflicts, and contradictions experienced by them. Teaching strategies and student activities will focus on the inclusion of diversity in the secondary social studies curriculum.

SST 622 - Consent of the Governed: American Government in the Secondary Curriculum (3 Cr.) (NGTE)
This course studies the philosophical foundations and structure of state and federal government. Emphasis is on instructional techniques that encourage the secondary students to identify government in their daily lives and encourage them to become involved in the process of "participatory citizenship."

SST 623 - American History I (Pre-colonial times through the Reconstruction Period) in the Secondary Curriculum (3 Cr.) (NGTE)
This course will be reviewed, discussed and researched. Studied through the lenses of the 10 NCSS standards; culture; time; continuity & change; people; places & governance; production; distribution & consumption; science, technology & society; and civic ideals & practices, emphasis will be placed on integrating the latest curricula practices and teaching strategies using State Standards.

SST 625 - American History Part II (reconstruction to the present) in the Secondary Education
Curriculum (3 Cr.) (NGTE)
This course examines closely the events that shaped this time period with an emphasis on the perspectives of Native Americans, women, African Americans, Hispanics, Asians and other groups. Innovative and creative modes of delivering this content to secondary students will be a key focus of this course.

SST 627 - World History I (Beginnings through the Renaissance) in the Secondary Curriculum (3 credits) (NGTE)
This course explores the world from its beginnings to the time of the Renaissance by studying the significant physical, cultural, economic, religious, and political features. Curriculum activities will be aligned with the social studies standards for grades 6-8 and 9-12.

SST 629 - World History II (Renaissance through the Present) in the Secondary Curriculum (3 credits) (NGTE)
This course provides an in-depth study of major events during this time period. The course will include significant interactions among the peoples of Africa, Europe, Asia, and the Americas up to the present. Curriculum strategies and activities will be structured so secondary students will become more global in their thinking and see themselves as concerned citizens of the world

TEC 502 - Internet for Educators (3 Cr.)
This introductory course introduces fundamentals of navigating the Internet and its role in the K-12 classroom. Participants will explore history of the Internet, Internet services, forms of Internet communication and retrieval including e-mail listservs, usenet newsgroups, ftp, web browsers and Internet search engines. Educational web sites will be examined and evaluated. Current issues and controversies concerning Internet access in the K-12 environment will be discussed and key terms and concepts for navigating the information highway will be presented.

TEC 503 - Internet Resources: Applications for Instruction (3 Cr.)
This intermediate course examines Internet resources and communications tools and how they may be used in the learning environment to build critical thinking and research skills. Participants will learn to use the web to locate, examine and evaluate instructional resources to design instructional activities for education or training. Synchronous and asynchronous forms of web communication, will be explored along with issues of acceptable Internet use in the K-12 classroom. Projects and activities focus on the individual participant’s professional environment and curriculum needs.

TEC 504 - Web Authoring I (3 Cr.)
This introductory, project-based course, examines and demonstrates the elements of World Wide Web page development including design and copyright issues, HTML editors, resources, and varied tools for web page publication. Each participant will design and publish a basic WWW page that will supplement a problem-based learning project.

TEC 509 - Net-Connected Classroom: Educational Applications of Online Technologies (3 Cr.)
This introductory course explores fundamentals of Internet resources and their role in the K-12 classroom. Participants will use tools of Internet-based instructional resources including forms of communication and collaboration (e-mail, listservs, usenet newsgroups), ftp, telnet, search engines, and directories. Strategies for managing the variety of tools and services available on the Internet will be implemented. Online research and tutorial services will be accessed and evaluated for classroom use.

TEC 602 - Technology and the School Curriculum (3 Cr.)
This course examines the role of

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technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.

TMA 701 - Educational Technology Trends and Issues (3 Cr.) (NGTE)
This course provides students the opportunity to explore and investigate current practices and emerging trends and issues in the field of educational technology. It includes historical foundations, best practices currently in use and future directions while providing students with an overview educational technology and technology management issues.

TMA 711 - Educational Technology Project Management (3 Cr.) (NGTE)
This course provides students with the skills and knowledge required to manage complex educational technology projects. Students will gain project management skills that include planning, designing, implementing and supporting both small and large scale technology projects within a school or district. Students will learn strategies for involving all stakeholders and communicating with them effectively.

TMA 716 - New Technologies: Selection & Evaluation (3 Cr.) (NGTE)
This course provides students with the skills and knowledge required to evaluate, select and integrate technology learning systems that support curriculum goals and meet diverse student needs. Students will define an educational problem and apply appropriate instructional strategies and technologies based on instructional objectives and research of curricular technologies.

TMA 721 - Distance Education: Systems and Methods (3 Cr.) (NGTE)
This course provides students the opportunity to research current practices in distance learning within the educational environment and the skills and knowledge to assess relevant products. Students will consider the impact of distance education on the educational community and distance learning roles and techniques in the K-12 educational environment.

TSOL 500 - Foundations of Bilingual Education (3 cr.)
This course provides a survey of the history, rationale, and organization of bilingual education in the United States. The course includes the study of various bilingual and multicultural education programs found in the past and today in the United States. This course is required for the M.S. in TESOL degree program.

TSOL 510 - Survey of TESOL for Content Area Teachers (3 cr.)
This course is a survey of TESOL for students and teachers who are not majoring in TESOL and must meet state guidelines. This course is required of all education majors, other than Secondary English, Elementary Education, Varying Exceptionalities, Reading, Early Childhood, and TESOL, seeking certification. It provides a broad conceptual framework for teachers to understand the potentials and hurdles of the LEP in a subject area classroom. It surveys the Office of Multicultural Student Language Education's twenty-five performance standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field.

TSOL 515 - Curriculum Development in TESOL (3 Cr.)
This is a general introduction to curriculum development for ESOL teachers. It includes a general overview of curriculum design, the basics of foreign language curricular needs and how to adapt the content curriculum to English language learners, with emphasis on integrating language and content by means of thematic units. Different types of ESOL programs will be studied. Students will also learn
how to evaluate and adapt materials for LEP students. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 525 - Teaching Reading and Literacy Development in Spanish (3 Cr.)
This course offers students an in-depth analysis of methods and approaches to teach reading in the Spanish Language. Students will analyze various techniques used in the bilingual classroom in order to teach children strategies to foster literacy and writing development in Spanish. The course will engage students in the selection of age-appropriate classroom materials, curricular planning and appropriate field experiences.

TSOL 547 - Testing and Evaluation in BLE and TESOL (3 Cr.)
This course investigates traditional and alternative forms of assessment as they may apply in the ESOL classroom. It emphasizes the use of portfolio assessment to document children's learning experiences, meet standards, and connect assessment to instruction. It looks critically at the role computers may play in testing and evaluation of LEP students. This is requirement for the M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSOL 562 - Cultural and Cross-Cultural Studies (3 Cr.)
This course, cross-cultural studies, examines cultural factors that may influence learning. The course focuses on concepts of cultural issues. It builds a greater awareness of the role culture plays in defining who we are. The course encourages teachers to apply this knowledge to make practical changes in the classroom that will facilitate better learning. This course is required for a M.S in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 567 - Applied Linguistics (3 Cr.)
An introduction to the linguistic principles and terminology that inform ESOL methodology. Students will learn to carry out phonetic, morphologic and syntactic analysis. Emphasis will be on first and second language acquisition. Students will learn to diagnose possible problems encountered by students learning English as a second language. This is a requirement for a M.S. in TESOL and for the Florida add-on ESOL Endorsement.

TSOL 569 - Methodology of Teaching English to speakers of Other Languages (3 Cr.)
A survey of techniques, instructional skills and strategies for teaching English to non-native speakers in grades K-12. Required for a M.S. in TESOL and for the Florida Add-on ESOL Endorsement.

Please contact Vatrice Clorie with additions or corrections.

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