

1999

M.S. and Ed.S. Programs in Education [1999-2001]

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M.S. and Ed.S. Programs in Education

GRADUATE TEACHER EDUCATION PROGRAM

Specializations in:

- Computer Science Education
- Curriculum, Instruction, and Technology*
- Educational Leadership
- Educational Media
- Educational Technology*
- Elementary Education
- English Education
- Management and Administration of Educational Programs
- Mathematics Education
- Prekindergarten/Primary Education
- Reading
- Science Education
- Social Studies Education
- Spanish Language
- Teaching English to Speakers of Other Languages
- Teaching and Learning (International)
- Varying Exceptionalities

*Available online only

SUMMER STUDY ABROAD PROGRAMS

INTERNATIONAL MASTER OF SCIENCE IN EDUCATION DEGREE PROGRAM ATHENS, GREECE

NATIONAL MASTER OF ARTS IN TEACHING AND LEARNING

ASSOCIATE OF ARTS DEGREE PROGRAM

PROGRAMS FOR JEWISH DAY-SCHOOL EDUCATORS

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THE GRADUATE TEACHER EDUCATION PROGRAM

Nova Southeastern University's Graduate Teacher Education Program is licensed in the State of Florida and by the Arizona State Board for Private Postsecondary Education and the Nevada Commission on Postsecondary Education.

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

University office hours of operation in Florida are Monday–Thursday 8:30 a.m.–7:00 p.m., Friday 8:30 a.m.–6:00 p.m., and Saturday 8:30 a.m.–2:00 p.m. In Nevada hours of operation are Monday–Friday 1:00 p.m.–5:00 p.m. and Saturday 8:00–6:00 p.m. during class time. For registration periods, drop/add dates, and term dates, please refer to the student handbook or schedule. For information concerning the student conduct policy including the attendance, please refer to the student handbook.

Mission Statement

The Graduate Teacher Education Program (GTEP) offers the professional educator both a challenging and rewarding educational experience. GTEP's array of specializations in teacher education and school administration provides opportunities for professionals to earn master's and educational specialist degrees. The curriculum is designed to enable teachers to add certification areas and endorsements, renew current certification areas, and increase their levels of expertise within their fields. GTEP also provides opportunities for persons with bachelor's degrees in other fields to enter teaching. The focus in all programs is on growth in professional practice, application of current research and theory to the students' professional work, acquisition and enhancement of leadership capacities, and the achievement of career objectives.

Technological advancement will continue to move us forward and enable our students to obtain their degrees in new and exciting ways, and from virtually any location. We launch this new academic year with the continuation of our existing delivery systems, and with the promise of expanding our program to unserved populations through online educational opportunities.

The Graduate Teacher Education Program offers people with bachelor's or graduate degrees four types of opportunities to meet their educational goals. All four options share a common instructional system and mission, but are designed to meet different needs. The program goal is to prepare educators to meet the challenges of their profession, and to reinforce the importance of their role in rapidly changing political, economic, and social environments. GTEP meets the needs of the professional educator by providing the following educational opportunities:

M.S. and Ed.S. Specializations in Education

Designed for people who already have a bachelor's or graduate degree in education and who wish to obtain a graduate degree, add certification areas, or increase their level of expertise in their current field.

Certification in Educational Leadership

Designed for experienced, certified teachers who wish to obtain a graduate degree and/or gain their initial administrative credential.

M.S. Initial Certification Plan

Designed for people with bachelor's degrees in fields other than education who wish to gain a graduate degree and initial certification in teaching.

Certification/Endorsement/Renewal Options

Designed for people who do not seek a degree but wish to take courses to add a certification area, to renew state certification, or to take individual courses for professional development.

- Courses are regularly offered at times and places convenient to the professional educator
- State-of-the-art technology is part of each person's degree program experience
- Faculty members are a strong mix of local experts and resident program professors
- The program's mission blends educational theory with professional practice

Classes are held at locations and at times that make the program accessible to working professionals. The instructional delivery system is designed so that busy professionals can opt for continuous registration or skip a term if necessary. Instructional teams include practitioners from local school districts who successfully practice what they teach. Students enrolled in the initial teacher certification plan are expected to prepare for a full-time, 12-18-week supervised teaching internship.

For academic and certification advising and for general student services:

Monday–Thursday	8:30 a.m. - 7:00 p.m., EST
Friday	8:30 a.m. - 6:00 p.m.
Saturday	8:30 a.m. - 2:00 p.m.
	800-986-3223, ext. 1559

For information and a schedule of classes:

Local (Broward County, FL)	(954) 262-8600
Miami (Miami-Dade County, FL)	(305) 940-7940, ext. 8600
United States	800-986-3223, ext. 8600
Fax	(954) 262-3910

MASTER'S AND EDUCATIONAL SPECIALIST DEGREE PROGRAMS FOR TEACHERS

Admission Requirements

Master's Degree

Admission to Provisional Status

All persons enrolling in the Graduate Teacher Education Program must meet provisional admission requirements (this includes non-degree-seeking students). Entering degree-seeking students are required to have access to the university's online services through their personal Internet service provider (ISP).

Prior to enrollment and provisional admission, a prospective degree-seeking or non-degree-seeking student must meet the following criteria:

- have an earned baccalaureate or equivalent or graduate degree from a regionally accredited college or university
- provide official transcripts of the highest degree earned, sent directly from the institution
- submit a completed application for admission form accompanied by a \$50 application fee

- provide proof of security clearance for the local school district (for students seeking initial certification)

Failure to complete the provisional admission process will result in the withholding of official grades, transcripts, and financial aid.

Additional Requirements for Educational Leadership

- A bachelor's degree from a regionally accredited college or university and a current teaching certificate in an academic area (a copy of the teaching certificate must be submitted)
- A minimum grade point average of 3.0 in the last 60 hours of the undergraduate program; or
- A minimum combined score of 1000 on the verbal and quantitative scales of the Graduate Record Examination (GRE), or a minimum score of 50 on the Miller Analogies Test (MAT)
- Documentation of two complete years of successful teaching experience in an academic K–12 classroom setting

Educational Specialist Degree and Educational Leadership Certification Only Students

- A master's degree from a regionally accredited college or university, and a current teaching certificate in an academic area (a copy of the teaching certificate must be submitted)
- Official transcripts from all colleges and/or universities attended
- Documentation of two complete years of successful teaching experience in an academic K–12 classroom setting

Persons enrolling at sites outside of Florida are exempted from the GRE/MAT/GPA requirement and from documenting two years of teaching experience.

Admission for International Students

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office by calling 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation. Students who do not speak English as a first language may need to attain a minimum score of 550 on the TOEFL exam. Call 800-986-3223, ext. 1561 or (954) 262-1561 for details.

Admission to Degree Candidacy

Degree-seeking students achieve candidacy after completing a minimum of nine semester hours. Candidacy requirements are:

- A completed admission file
- A 3.0 cumulative grade point average in required courses for the specialization taken at Nova Southeastern University, including a grade of C or higher in either CUR 521, 522, 523, 524, or 525 (M.S. degree candidates) or EDU 721 (Ed.S. degree candidates) and two courses in the student's specialization

Because GTEP does not permit students to apply course work toward more than one degree program at a time, any credits earned during the time frame of one degree program may not be applied toward any subsequent degrees.

Portfolios

All degree-seeking students in GTEP, except Educational Leadership students, must demonstrate 12 accomplished practices and other specified competencies. Learning outcomes that have been identified for each specialization in GTEP are supported by artifacts, collected by students, to be incorporated into a personal portfolio as each course is completed. Students are responsible for maintaining their portfolios and presenting them to their professors or facilitators of

each course for approval. Students must be prepared to present their portfolios upon request at any time. Complete information regarding portfolios is provided by faculty members during classes.

Grading Policy

GTEP students must maintain a minimum 3.0 (B) grade point average for retention in the program. Students are placed on academic probation when their grade point average falls below a 3.0, and are then provided one (1) term (or two [2] consecutive sessions) in which to clear probation. Students who do not raise their grade point average to a 3.0 within one term of their probation will be dismissed from the program. Students previously placed on probation will be dismissed from the program should their grade point average fall below a 3.0 a second time. GTEP limits students to only one probationary period. Notification of dismissal may occur during a succeeding term or registration, whereby students may be withdrawn from courses already in progress.

Grades of incomplete (I) are issued because of unexpected personal or professional emergencies, and must be made up within four (4) months (or sooner) of the final class meeting of the course, as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on an official transcript. Students are permitted to repeat a course only one time in order to improve their grade.

Grade	Quality	Points
A	Excellent achievement	4.0
B	Good achievement	3.0
C	Below expectations for graduate work	2.0
F	Failure	0.0
P	Pass	Credit only
WU	Administrative withdrawal	
I	Incomplete	

No plus or minus grades (e.g., A-, B+) are used in the Graduate Teacher Education Program. Please refer to the Student Handbook for additional information regarding probation, grades of incomplete, and repeated courses.

Grade Reports/Transcripts

All GTEP students are provided with grade reports at the end of every session for which they registered. Through the Office of the University Registrar, students have access to working transcripts that show the current status of earned grades and earned semester credit hours for all courses, completed and/or attempted. Students are encouraged to periodically review grade reports to ensure accuracy.

Appeals Protocol

Students who have questions about a final course grade should consult the professor regarding any perceived discrepancies. If questions persist after consulting the professor, students should then consult their local site administrator. A formal appeal process is available to students who have employed the above measures. Students who wish to file an appeal should contact the program office. Appeals must be filed within one (1) term (two consecutive sessions) from the end date of the course.

Readmission Policy

Students who are dismissed due to academic reasons, such as failure to clear probation, may reapply to the program under the following conditions:

- Students must wait one (1) year before requesting readmission to the program.
- Readmitted students must begin the degree anew.

- Readmitted students will be subject to the conditions set forth in the program's catalog under which the reapplication is submitted.
- Consistent with the program's transfer of credit guidelines, readmitted students may carry over six (6) semester hours of previously earned credits that are not more than five (5) years old, for which the grade is B or better, and which is consistent with specialization and degree requirements as stated in the current catalog. In addition to any credits previously earned at NSU that are acceptable toward a new degree program, students may transfer six (6) semester hours of appropriate course work from another accredited institution.

Attendance Policy

GTEP students must attend all class sessions and must adhere to the scheduled class hours. Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the professor and may adversely affect the course grade. When class sessions unavoidably coincide with religious holidays, students affected are excused, but must make up work as required by the instructor (see the Student Handbook for details). A student may be administratively withdrawn from class if they do not attend the first day of class.

Tuition, Fees, and Financial Policies

Payment of tuition or fees in cash is not accepted. Unless otherwise indicated, checks or money orders should be payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, VISA, Discover, or American Express accounts. Fees are subject to change without notice.

Application Fee **\$50 (one time only)**

Registration Fee **\$15 per transaction**

This nonrefundable processing fee must be paid each time a transaction form (registration) and tuition are submitted, whether covering one course or covering more than one course.

Drop/Add Fee **\$15 per transaction**

Late Fee **\$100 per course**

Continuing students who register for classes after the registration deadline must pay this additional fee.

Materials Fee **\$10 per course**

Field Supervision Fee **\$100**

**Technology Fee for
online courses** **\$50**

Tuition **\$278 per credit for the 2000–2001
year. This tuition rate may be
subject to change yearly.**

Split Tuition Payment

Students registering for two or more courses in the same term and session, and paying by check, may split their tuition payment. Half of the tuition, plus the registration and application fee, is due at the time of registration. The remaining half is also paid at the time of registration with a check dated 30 days later. Both checks must accompany the registration. Students may not postdate a credit card payment, but may pay half by credit card and half by a postdated check.

Processing Fee **\$75**

Returned Checks and Declined Credit Cards

Registrations will be returned to students when tuition is not paid, in whole or in part, because of a declined credit card, or a check returned because it is incorrectly written, or because there are insufficient funds in the account. Students who make a one-time error may be given a short period of time to correct the problem. A \$75 processing fee will be charged. The registration will not be processed if the student fails to correct the payment problem by the deadline. An official grade will not be recorded and credit will not be given for anyone who attends class as an unregistered student.

Graduation Fee **\$75**

■ All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7226, or (954) 262-7226.

■ An additional fee is charged by the Registrar's Office for commencement announcements and for a cap and gown for students attending the annual June commencement exercises in Fort Lauderdale.

Local Fees

As applicable

The Graduate Teacher Education Program is offered in cooperation with local teacher organizations in Alachua, Brevard, and Miami-Dade Counties in Florida. Students who are eligible but are not members of these organizations at the Gainesville, Melbourne, or Miami GTEP sites must pay a service fee to the appropriate organization. Site administrators at these locations provide complete details regarding local fees for students.

Withdrawal and Tuition Refund Policy

Students who cancel their registration before the first class session are entitled to a full tuition refund. GTEP's fees are not refundable. After the first class, students who inform the program of their intention to withdraw will receive a prorated refund of tuition. The refund for courses and the internships are based on the number of classes attended each session. Students must submit withdrawal requests in writing at the site, by fax, or by mail to the program office to ensure that documentation of their request is on file. Refunds will be based on the date of receipt of the request.

Students may not withdraw from courses on or after the last class meeting, and are considered active participants in all courses for which a registration has been accepted unless a written withdrawal request has been received by the program office.

Refund Amounts

100 percent refund:

Written notice of a change of registration submitted before the start of the first class meeting.

50 percent refund:

Written notice of a change of registration submitted before the start of the second class meeting.

25 percent refund:

Written notice of a change of registration submitted before the start of the fifth class meeting.

No refunds will be made after the end of the fifth class meeting of the session.

Students will receive a full refund of tuition payments:

- for not meeting minimum admissions requirements
- for a cancelled course or workshop
- for an involuntary call to active military duty
- for documented death of the student or a member of his or her immediate family (parent, spouse, child, sibling)
- for severe illness of the student (as approved by the institution and confirmed in writing by a physician) that precludes completion of the term
- for exceptional circumstances approved by the president or his designee

Refunds will be made within 30 days after the effective date of the student's withdrawal. Unless withdrawal procedures have been completed within the stated deadline, students are assumed to be active and are responsible for tuition payments that may apply to their signed registration forms, whether or not an initial payment has been submitted.

Dropping and Adding a Course

Drop/adds are limited to students who are registered prior to the start of classes. Students must submit a drop/add prior to the second class meeting. In order to add a course in place of one being dropped, students must obtain the permission of the site administrator and the professor of the course being added. Courses may not be added unless another course is also dropped.

Transcript Request Policy

Upon completion of a degree program at Nova Southeastern University, students receive one unofficial transcript without charge. Any other transcripts, before or after graduation, must be requested by completing a Request for Transcript Form, available at local sites or by calling the Office of the University Registrar at 800-541-6682, ext. 7225, or (954) 262-7225. This form, and a \$5 check or money order should be mailed to the Office of the University Registrar.

Financial Aid

Nova Southeastern University's Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or 800-522-3243.

Warning to Non-Degree-Seeking Students:

Students whose programs do not culminate in a degree are not eligible for financial aid. Persons taking programs leading to certification, but not a master's or educational specialist degree, are included in this category. Among those who are not eligible for financial aid are students taking course work for the ESOL endorsement, and persons in the Certification Program in Educational Leadership.

Additional Information: General Eligibility Requirements

In order to participate in the financial aid programs, a student generally must satisfy the following requirements:

- Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose, and be able to provide proof of such
- Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University
- Be making satisfactory progress in his/her course of study

- Not be in default of or owe a refund for any financial aid received previously
- Sign a Statement of Educational Certification
- Be registered with Selective Service if required to do so by federal law

Satisfactory Academic Progress

Federal regulations require that institutions develop and apply a consistent and reasonable standard of academic progress. Students must maintain satisfactory academic progress in the course of study they are pursuing according to the standards and practices of Nova Southeastern University to remain eligible for financial aid. The Office of Student Financial Aid has established written policies and procedures for measuring academic progress for students receiving financial aid under student financial aid programs. This policy takes precedence over any and all academic requirements as defined in each academic program's bulletin.

Measures for Satisfactory Academic Progress:

- Achieve a 3.0 cumulative grade point average; maintain the following grade point average after completion of each of the below increments:

Completed Credit Hours Required Grade Point Average

■ 1–12 credits	2.7
■ 13 or more credits	3.0

- Students who attempt 18 or more credit hours during an academic year are required to complete 10 new credits each academic year. Students who attempt less than 18 credit hours during an academic year are required to complete all attempted credit hours.

GTEP students are considered to be full-time when registered for a minimum of six (6) semester hours per term (or three [3] semester hours per session), and part-time if registered for less than six (6) semester hours per term. Students registered for the practicum (6 semester hours) are considered full-time for one (1) academic year from the beginning of the session during which their registration was received, and part-time thereafter. Students registered for the supervised teaching internship (nine [9] semester hours), administrative internship, or Teacher Leadership Institute are considered full-time.

Academic Advising

Certification requirements are complex. Students in degree programs will receive an individualized program outline signed by an academic adviser following receipt of a completed admission application form. However, it is strongly recommended that all persons changing specializations, seeking transfer of credit, or attempting to meet specific renewal or certification requirements call, visit, or send email to an academic adviser before registering for classes.

Transfer of Credits

Up to six semester hours of graduate transfer credits in teacher education may be accepted in the Graduate Teacher Education Program, provided that the following conditions apply:

- The requirements for the student's specialization or certification area allow for transfer of credit
- The credits were earned at a regionally accredited graduate institution within a five-year period preceding the student's request for transfer
- The courses were not used toward a prior degree
- The grades assigned the courses were either A or B
- An official transcript has been received by the Admissions Office of FGSEHS to aid in the evaluation of the courses under consideration for transfer

- A Request for Transfer of Credit Form has been completed by the student (forms are available at all GTEP sites)
- Written approval of transfer of credit has been given by the appropriate academic adviser. No transfer of credit will be allowed for the following courses:
 - Core courses: CUR 521, 522, 523, 524, 525; EDU 721
 - Capstone Options: Administrative Internship, FasTRACK Practicum (online), Practicum Internship, Supervised Teaching Internship, Teacher Leadership Institute, or nine-credit course sequence

Credits transferred in will decrease the overall total credits required for degree programs and will not be computed in the student's grade point average.

Because state requirements for additional certification coverages are increasing, and because passing scores on state certification examinations are required in many cases, it is mandatory that all students pursuing additional coverages consult an academic adviser as to current state policies that may affect transfer of credit.

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

Degree and Program Completion Requirements for Teachers Time Limit

GTEP allows students five (5) years in which to complete all degree or program requirements. The beginning of the five-year time frame for program or degree completion is the first term during which any courses that are applied toward any degree or any certification program were taken, either as a non-degree-seeking student or as a degree-seeking student in another specialization. Students who are unable to complete all degree or program requirements within the established time frame may request a one-time, one-year extension of time to complete the program.

Extensions of Time

Students who are unable to complete all degree or program requirements within the established time frame because of extenuating circumstances may apply for a one time, one-year extension by submitting a written request to the GTEP program office. Requests for extensions are reviewed on a monthly basis, and must be accompanied by supporting documentation (extensions are not granted beyond six [6] years from the date of initial enrollment). Students must be in good academic and financial standing to be eligible for extensions.

Minimum Degree Requirements

Educational Research (M.S.) or Grantwriting (Ed.S.)	3
Courses in the specialization	15
Electives	12
Capstone option	6
Total hours (minimum)	36

Meeting minimum degree requirements may not meet certification or other professional requirements. Students should consult an academic adviser.

All Florida students seeking certification in educational leadership must complete the Florida Principal Competencies Portfolio and submit it for approval during their final course in the program.

Initial Certification Plan (ICP)

The Initial Certification Plan (ICP) is designed for people with baccalaureate degrees in fields other than education who wish to obtain initial certification in teaching. Professional preparation and introductory methods courses may be waived in lieu of equivalent undergraduate courses from a regionally accredited institution. Undergraduate courses that are used to waive professional preparation and/or introductory methods courses may not be applied toward the minimum of 39 semester hours required toward the degree. Students are required to obtain security clearance to include fingerprinting.

ICP Degree Completion Requirements

ICP students are required to complete the following requirements:

■ CUR 521, 522, 523, 524, or 525, Educational Research for Practitioners	3
■ Satisfaction of professional preparation and introductory methods courses*	0-18
■ Courses in specialization*	15-36
■ EDU 514 Yearly Field Experience	3
■ EDU 688 Supervised Teaching Internship	9
Total credits (depending on specialization)	39-63

*A minimum of 15 credit hours of course work specific to the specialization is required.

Note that:

- Students in the following specializations may need additional courses in the subject matter outside their GTEP master's degree to meet state certification requirements: English education, mathematics education, science education, social studies education. The number of subject matter courses needed, if any, will depend upon courses taken at the undergraduate level and/or other graduate work in the content area of the specialization.
- Some school districts require additional courses beyond the state's minimum certification requirements for placement as a student teacher. Call 800-986-3223, ext. 1560, or (954) 262-1560 for information on the requirements of specific districts.
- It may become necessary for alternative actions to be implemented for the intern. A complete list of actions and policies may be found in the Internship Handbook.
- Students who accept teaching positions prior to participating in the Supervised Teaching Internship are thereafter ineligible for the course. Arrangements for alternative degree completion requirements may be arranged only by consulting an academic adviser.

Areas of Specialization

- Computer Science Education (CSE)
- Curriculum, Instruction, and Technology*
- Educational Leadership (EDL)
- Educational Media (EM)
- Educational Technology *
- Elementary Education (ELE)
- English Education (ENG)
- Management and Administration of Educational Programs
- Mathematics Education (MAT)
- Prekindergarten/Primary Education (EC)

Reading (RED)
Science Education (SCI)
Social Studies Education (SST)
Spanish Language
Teaching English to Speakers of Other Languages (TSL and BLE)
Teaching and Learning (International)
Varying Exceptionalities (EP)

*Available online only.

Online Degree Programs and Courses

Visit www.fcae.nova.edu/gtep/online for the most up-to-date information about online offerings. Course titles may have been abbreviated for space needs.

Capstone Options:

Administrative Internship (EL 698 and elective) or (EL 699)

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader. This internship is for Educational Leadership students only.

Prerequisite: Degree candidacy and completion of 15 credit hours of required courses.

FasTRACK Practicum (OLP 698)

www.nova.edu/gtep/online/fastrackpracticum.htm

The FasTRACK Practicum is an opportunity to complete the practicum capstone experience using an online format. Two annual registration dates are available (online) that are planned for completion within one full term. The format for this mode is done through WebCT, with online advisers (coaches) and peer-support groups. Weekly assignments reduce proposal completion to five weeks or less and implementation to 10 weeks. Students are responsible for having their own Internet service providers (ISP) and an active NSU UNIX account. Applications must be sent online by the application deadlines listed on the Web page. Sessions are available in the fall and spring terms according to the online schedule. All specializations are available online except Educational Leadership.

Practicum Internship

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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product. All specializations except Educational Leadership are available.

The format is an independent study with a personal practicum adviser to guide document completion and give approval for implementation to begin. Students may register during any term by filling out a transaction form at their local site.

Supervised Teaching Internship (EDU 686)

The Initial Certification Plan is designed for persons with baccalaureate degrees in fields other than education who wish to obtain initial certification in teaching. After taking the required course work, which is dependent on education background and career goals, the Florida Department of Education requirements specifically mandate participation in a student teaching program of supervised internship. Two (2) years of full-time teaching experience will also satisfy this requirement, as specified in Rule 6A-4002(5)(a), FAC. (Nevada requires all students to fulfill the Internship requirement).

Undergraduate courses used to waive professional preparation and/or introductory methods courses may not be applied toward the minimum of 39 semester hours required for the master's degree. A security clearance, which includes fingerprinting, is required of all students at the beginning of the Initial Certification Plan.

The supervised student-teaching internship is a full-time 12-week minimum (Florida) or 18-week minimum (Nevada) experience in an approved K-12 classroom. Application deadlines for fall term and winter term internships apply. Applications can be obtained by calling 800-986-3223, ext. 8603. A seminar accompanies the student-teaching internship. Persons who are already teaching full-time should consult an academic adviser to discuss alternatives to the student-teaching internship.

To be eligible for student teaching, a student must have:

- A 3.0 grade point average
- Completed all required ICP course work with GTEP
- Completed all state certification requirements except the internship
- Submitted an application six months in advance
- A completed admission file
- Completed fingerprinting and security clearance

The Initial Certification Plan provides students with the basic course requirements prescribed by the State of Florida. However, beginning July 1, 2000, an applicant must have a bachelor's degree, the required education courses, and must have passed all parts of the CLAST (English Language Skills, Mathematics, Reading, Essay) in order to obtain an initial certificate in Florida. In addition, students must successfully complete the certification exam. Both the CLAST and the certification examination are state of Florida Exams and administered by the state of Florida.

Teacher Leadership Institute (EDU 699)

The Teacher Leadership Institute is designed to provide selected participants with opportunities for professional development, which will enhance their leadership skills. The course is highly interactive and encourages 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 reenergize 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. The participants 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, a process of describing an educational experience in which leadership developed an innovational change. The change was accomplished by implementing an idea or recommendation as part of a project that impacted your school, zone, or community. Artifacts can be anecdotal journals, videotapes, photographs, audiotapes, awards, multimedia projects, in-service records, or any creative or original piece of information. All specializations are available, except Reading.

Nine-Credit Course Sequence

Students should take courses in this sequential order, starting at the beginning of their program. This option increases the number of required credits from 36 to 39.

Option 1

Course	Credit
EDU 601	1
EDU 591	3
Choice of: CAE 502, 503, 504 or EDL 545	3
EDU 602	$\frac{2}{9}$

Option 2

Course	Credit
EDL 698	3
CUR 591	3
EDL 699	$\frac{3}{9}$

Professional Development Institute

Consistent with our commitment to foster timely self-development, a professional development institute has been created so that faculty members, adjunct faculty members, site administrators, and all related ancillary service personnel will be provided with the latest methodologies, technologies, and training. The institute also provides training services to educational entities and governmental agencies. For more information contact: 800-986-3223, ext. 8545 or (954) 262-8545.

- Focused forum
- Advanced strategies
- Emerging initiatives
- Intensive seminars

Seminars and Endorsement Courses

Seminars are offered to meet specific interests and needs not satisfied by regular courses within GTEP specializations. Seminars will vary by location. Minimum and maximum enrollment limits are applied to seminars.

Seminars are announced in advance to the specific local or professional group for which they are intended.

ADDITIONAL PROGRAM OFFERINGS

SUMMER STUDY ABROAD PROGRAMS

The Graduate Teacher Education Program (GTEP) offers students an opportunity to study abroad at select locations in Europe during summer sessions. All courses are offered in English in an intensive/accelerated format at NSU's international partner institutions abroad. Students may earn up to six credits.

Students are subject to all admission and program requirements in effect at all GTEP sites in the United States and abroad. International students enrolling in GTEP summer abroad courses must meet all NSU-GTEP admission requirements, and demonstrate proficiency in English as evidenced by attaining a minimum score of 550 on the TOEFL examination, or an equivalent score on a comparable English language proficiency examination. In addition, international students must also submit two letters of recommendation that attest to their ability to complete graduate study.

Students enrolling in summer abroad courses are responsible for securing their own transportation and living arrangements as well as the proper documentation for travel abroad. Courses are offered based on sufficient enrollment and may be cancelled 30 days prior to the start date.

For further information contact us at:

Phone: (954) 262-8762
Fax: (954) 262-3912
Email: denapoli@nova.edu

INTERNATIONAL MASTER OF SCIENCE IN EDUCATION DEGREE PROGRAM ATHENS, GREECE

Program of Study

The Athens, Greece cluster program is designed to be completed in 36 credit hours of study (10 courses plus the practicum/capstone project) with classes on weekends and weekday evenings at the CAMPUS Arts and Sciences facility in Kifissia (Athens), Greece. Nova Southeastern University faculty personally lead on-site instruction and manage grading, research guidance, and individualized direction. A dedicated Athens cluster site administrator and support staff housed at the CAMPUS Arts and Sciences facility provide additional on-site support for all students.

Student cohorts of 20 or more move through the program together to completion, which enhances the consistency, interaction, and collaboration. The 10 core courses are followed by a practicum/capstone project that applies elements of the curriculum to a significant research project.

The curriculum and materials are delivered in English, and students have full access to Nova Southeastern University's

unique Electronic Library and considerable education journal holdings as well as CAMPUS Arts and Sciences and other local library holdings.

Admission to the program is admission to Nova Southeastern University's Graduate Teacher Education Program (GTEP), and requires official transcripts and additional admissions criteria as outlined below. Participants also have full access to all learning and technology resources at the CAMPUS Arts and Sciences facility in Kifissia (Athens), Greece.

Admission Requirements

Students admitted to the Graduate Teacher Education Program in Kifissia (Athens), Greece must meet the following admissions requirements:

- Possess an earned baccalaureate or graduate degree from a regionally accredited college or university in the United States or Greece, or possess comparable credentials for students in Greece
- Provide official transcripts and diplomas from all colleges and universities attended
- Attain a minimum score of 550 on the TOEFL examination, or an equivalent score on a comparable English language proficiency examination
- Submit two letters of recommendation that attest to the applicant's ability to handle graduate study
- Submit a completed application form accompanied by a \$50 USD nonrefundable application fee
- Schedule an interview with the program dean or local site administrator

Courses

- ETEC 602 Technology and the School Curriculum (3 cr.)
- CUR 522, 523, 524 Education Research for Practitioners (3 cr.)
- EDU 502, 503, 504 Curriculum and Instruction (3 cr.)
- EDU 501 School and Society-Issues in Education (3 cr.)
- EDU 503 Classroom Management and Organization (3 cr.)
- EDU 502 Human Growth and Development (3 cr.)
- CUR 591 Workshop on Student Evaluation (3 cr.)
- EDL 510 School Leadership (3 cr.)
- EDU 580 Educational Measurement (3 cr.)
- EP 5264 Instructional Strategies for Learning Disabled Students (3 cr.)
- EDR 688 Educational Research Practicum (6 cr.)

For further information contact us at:

In the United States:
 Phone: (954) 262-8733
 Fax: (954) 262-3912
 Email: denapoli@nova.edu
 Web site: www.fgse.nova.edu/campus

In Greece:
 Phone: 8018.274
 Fax: 8087.968
 Email: dtheofanopoulou@email.com
 Web site: <http://forthnet.gr/campus>

NATIONAL MASTER OF ARTS IN TEACHING AND LEARNING

The Master of Arts degree in Teaching and Learning (M.A.T.L.) program has been designed by the Fischler Graduate School of Education and Human Services (FGSEHS) of Nova Southeastern University (NSU) and Skylight Professional Development to meet the needs of classroom practitioners by linking theory to best practices in the classroom. As you learn from today's leading educational theorists, master teachers will model and reflect on best practice strategies that you can begin to implement and develop as part of your daily classroom repertoire. NSU has designed the M.A.T.L. degree utilizing comprehensive distance learning methodologies. The program is structured within the context of three construct areas impacting today's classroom teacher: instruction, curriculum, and professional development. Through interaction with a graduate education faculty member committed to the collaborative and integrative investigation of problems in practice, you will experience a comprehensive study of current educational research and critical analysis of classroom practices.

Program of Study

The M.A.T.L. program is a 30-credit hour sequential curriculum, which can be completed in as few as five terms. There are four 10-week terms and one 8-week term; courses are configured in terms of six semester hours each. Enrollment is open with new semester terms beginning in October, January, March, and June of each academic year. The program is developed around study, analysis, reflection, and application of current education theory and issues, and is designed to encourage professionalism and through implementation of three interwoven elements to create a meaningful experience for the classroom teacher: Action Research, Professional Portfolios, and Educational Technology.

Courses	Academic Blocks and Strands
EDUC 610	Classroom and Instructional Management (6 cr.) ■ Active Learning: Practice into Theory ■ Classroom Management
EDUC 620	Instruction and Assessment for Diverse Classrooms (6 cr.) ■ Instructional Strategies for the Inclusive Classroom ■ Integrated Assessment for Standards-Based Curricula
EDUC 630	Action Research in Practice (6 cr.) ■ Professional Inquiry: Teacher as Researcher ■ Reflective Practice through the Portfolio Process
EDUC 640	Cognitive Curriculum (6 cr.) ■ Modes of Inquiry: Models for Learning ■ Cognitive Curriculum: Teaching for Intelligence
EDUC 650	Instructional Modes and Technology (6 cr.) ■ Models of Teaching ■ Classroom Technology: A Cyber Project Approach

Admission Requirements

Students admitted to the Master of Arts in Teaching and Learning (M.A.T.L.) must meet the admissions requirements for the Graduate Teacher Education Program.

- Possess a bachelor's degree from a regionally accredited institution
- Provide copies of official transcripts from all colleges and universities attended
- Submit a completed NSU application form accompanied by a \$50 nonrefundable application fee
- Have an undergraduate GPA of at least 2.75 on a 4.0 scale (probationary status may be granted to applicants with an undergraduate GPA of less than 2.75)
- Be a current practicing teacher

For further information contact us at:

Phone 800-348-4474

Web site: www.fgse.nova.edu

www.skylightedu.com

ASSOCIATE OF ARTS DEGREE PROGRAM WITH A SPECIALIZATION IN EARLY CHILDHOOD EDUCATION

Program Description

The Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE) is a professional training program designed for individuals affiliated with Head Start grantees, centers, or programs. The degree program represents a collaborative effort of the many schools, centers, and departments of Nova Southeastern University.

The central goal of the program is to prepare competent early childhood educators. The Associate of Arts Degree Program with a Specialization in Early Childhood Education is designed to meet the following needs:

- Offer entry level college training for students in early childhood education
- Provide opportunities for students to build knowledge and skills required to work with children, families, and communities
- Provide effective professional development content linking theory and practice
- Facilitate distance learning college level experiences for individuals working in the field
- Provide accessible professional development opportunities and support for students moving through the early childhood education career ladder

The AA-ECE degree program is structured according to the national and state requirements for associate degree programs in early childhood education. The program is based on the competencies and guidelines established by the following national organizations:

- National Association for the Education of Young Children (NAEYC)
- American Associate Degree Early Childhood Educators (ACCESS)
- National Council for Accreditation of Teacher Education (NCATE)

- Association for Childhood Education International (ACEI)
- National Board for Professional Teaching Standards (NBPTS)

The program of study is designed to meet the national guidelines and competencies recommended by NAEYC, ACCESS, and NCATE for the initial preparation of early childhood educators. Professional courses are intended to develop knowledge and competence in six key areas: child development; curriculum, family and community, assessment, special needs, professionalism, and field experiences.

For more information on the AA-ECE degree program, please contact:

Phone: 800-986-3223, ext. 8756, (954) 262-8756

Web site: www.nova.edu/ece

Admission Requirements

- Proof of high school graduation is required. Potential students must submit official high school or college transcripts and/or GED scores
- Potential students must submit a completed application form accompanied by a \$50.00 nonrefundable application fee
- Potential students must be affiliated with a Head Start grantee, center, or program

Students currently enrolled in the Nova Southeastern University Farquhar Center for Undergraduate Studies are not eligible for admission to the Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE).

Grades

Students must maintain a minimum 2.0 grade point average for retention in the program. Students are placed on academic probation when their grade point average falls below a 2.0, and are then provided two (2) terms in which to clear probation. Students who do not raise their grade point average to a 2.0 within the two terms on probation will be dismissed from the program

Grades of incomplete (I) are issued because of unexpected personal or professional emergencies, and must be made up within four (4) months (or sooner) of the final class meeting of the course, as stipulated by the instructor. Grades of incomplete that are not made up within the allotted time are administratively changed to a grade of F and will appear on the official transcript.

Students are permitted to repeat a course only one time in order to improve their grade.

Grade		Quality Points
A	Excellent achievement	4.0
B	Good achievement	3.0
C	Satisfactory	2.0
D	Marginal	1.0
F	Failure	0.0
WU	Administrative withdrawal	
NG	No grade submitted by instructor	
I	Incomplete	

No plus (+) or minus (-) grades (e.g., A-, B+) are used in the program.

Transfer of Credit

Up to 15 credit hours of transfer credits in general education may be accepted in the Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE), provided the following apply:

- The credits were earned at a regionally accredited institution in the United States within a 5-year period preceding the students' request for transfer
- The courses were not used toward a prior degree
- The grades assigned the courses were either A or B
- An official transcript has been received by the Admissions Office of FGSEHS to aid in the evaluation of the courses under consideration for transfer
- A request for Transfer of Credit form has been completed by the student
- Written approval of transfer of credit has been given by the appropriate academic adviser and program director.

Credits transferred will decrease the overall total credits required for degree, and will not be computed in the students' grade point average.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school, department, or program. Students who wish to transfer credit should contact the admissions office of the receiving school, department, or program for information.

Nine CDA credits may be transferred into the program.

Grade Reports

All AA-ECE degree program students are provided with grade reports at the end of every session for which they are registered. The Graduate Teacher Education Program (GTEP), administrative unit for the AA-ECE degree program, maintains up-to-date progress records on each student. Through academic advisers, students have access to working transcripts that show current status of earned grades and earned semester credit hours for all courses, completed and/or attempted.

Student Records

Individual student records are maintained in the GTEP program office on-campus. The student's file contains a record of all academic work, a completed application, records of all registrations, and any correspondence with the student. A student may request his/her academic file at anytime. The request must be made in writing. In accordance with the rules for privacy and confidentiality of files, the file will not be released to any other individual or agency without explicit permission of the student.

Student Orientation

Once a cluster of students (course section) has been formed, the program director in collaboration with the instructor will conduct a program orientation meeting prior to the start of the first instructional session.

Delivery Systems

Students will complete 69 (track one) or 64 (track two) credit hours via a delivery system that will combine Web-based instruction, audio-bridge contacts, and on-site instruction when needed. The program provides students with learning experiences through which they develop the knowledge and skills required for working with children, families, and communities. The program is structured around the competencies and guidelines proposed by the National Association for the Education of Young Children (NAEYC) and the National Board for Professional Teaching Standards.

Each course is offered over an eight-week period. Students may access course content from the Internet. The online platform uses advanced technology to bring quality education to the students' homes and work sites. The online platform offers varying avenues for learning: electronic bulletin boards, world wide web, chatrooms, email, web-based resources, electronic library and scheduled discussions.

Participation in the Associate of Arts Degree Program with a Specialization in Early Childhood Education (AA-ECE) requires that students have Internet and World Wide Web access through an Internet service provider (ISP). To assist students with online education formats, "Introduction to Computers and the Internet" course will be among the first courses provided during the program.

Technology Requirements

The minimum equipment is required to run the online learning software:

- Computer (IBM compatible 486/33 (Pentium preferred) with Windows 3.1 operating system or higher (Windows 95 or 98 preferred) or
- Macintosh 7.1 operating system or higher
- 16+ MB of RAM, 50+ MB of free hard drive space (higher preferred)
- Disk drive - one 3.5"
- Modem - 14.4 BPS (28.8 BPS or above preferred)
- A web browser that handles frames, tables, and JavaScript (i.e., Netscape 2.0 or higher, Internet Explorer 4.0 or higher, AOL 4.0 or higher)
- Internet and World Wide Web access through an Internet Service Provider*

* Nova Southeastern University is not responsible for providing equipment, software or ISP services.

Curriculum

Track 1: Sample Student Program (69 Hours)

Summary of Required Courses

General Education (36 hours)

Required

ART 1110: Creativity and Imagination
CIS 110: Introduction to Computers
ENC 110: English Composition 1
ENC 210: English Composition 2
SPC 210: Speech
LIT 2330: Children's Literature
BSC 210C: General Biology
BSC 1110: Environmental Science
MAT 110: College Algebra
MAT 1110: Intermediate Algebra
DEP 2100: Child Growth and Development
SYG 210: Sociology

Specialization (33)

ECE 101: Introduction to Early Childhood Education
ECE 118: Child Observation, Record Keeping, and Assessment
ECE 114: Introduction to Early Childhood Education: Families, Schools and Communities
ECE 112: Introduction to Early Childhood Education: Language, Social and Emotional Development
ECE 103: Foundations of Early Care and Education
ECE 141: Child Guidance
ECE 105: Children with Special Needs (Birth through Age 8)
ECE 127: Developmental Curriculum: Language, Literacy, and Social Studies
ECE 128: Developmental Curriculum: Math and Science
ECE 201: Professional and Ethical Behavior in Early Childhood Education
ECE 210: Field Experiences in Early Childhood Education: Portfolio Review Lab I
ECE 211: Field Experience in Early Childhood Education: Portfolio Review Lab II
ECE 212: Field Experiences in Early Childhood Education: Portfolio Review Lab III
Electives (2 hours): ECE 205/206

Track 2: Students Transferring CDA Credits

Sample Student Program (63 Hours)

Summary of Required Courses

General Education (36 hours)

Required

ART 1110: Creativity and Imagination
CIS 110: Introduction to Computers
ENC 110: English Composition 1
ENC 210: English Composition 2
SPC 210: Speech
LIT 2330: Children's Literature
BSC 210C: General Biology
BSC 1110: Environmental Science
MAT 110: College Algebra
MAT 1110: Intermediate Algebra
DEP 2100: Child Growth and Development
SYG 210: Sociology

Specialization (27)

ECE 115: Creative Activities for Young Children
ECE 118: Child Observation, Record Keeping, and Assessment
ECE 105: Children with Special Needs (Birth through Age 8)
ECE 103: Foundations of Early Care and Education
ECE 127: Developmental Curriculum: Language, Literacy, and Social Studies
ECE 128: Developmental Curriculum: Math and Science
ECE 141: Child Guidance
ECE 201: Professional and Ethical Behavior in Early Childhood Education
ECE 210: Field Experiences in Early Childhood Education: Portfolio Review Lab I
ECE 211: Field Experiences in Early Childhood Education: Portfolio Review Lab II
ECE 212: Field Experiences in Early Childhood Education: Portfolio Review Lab III
Electives (2 hours): ECE 205/206

Course Descriptions

Early Childhood Education

ECE 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)**

ECE 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.

ECE 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 of 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.

ECE 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)**

ECE 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)**

ECE 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.

ECE 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.

ECE 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 of providing children with developmentally appropriate activities that foster concept and increase and promote social and scientific awareness. Appropriate field experiences are integrated and required.

ECE 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.

ECE 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.

ECE 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.

ECE 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.

ECE 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.

ECE 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.

Electives

ECE 205 Management of Programs for Young Children (2 cr.)

Students will examine key components of effective management of early childhood programs. Budgeting practices, supervisory tasks, legal issues and resource development will be discussed. Appropriate field experiences are integrated and required.

ECE 206 Leadership in Early Care and Education (2 cr.)

Students will examine leadership theory in the context of early care and education. The impact on leadership development of program settings, funding sources and evaluation measures will be analyzed. Appropriate field experiences are integrated and required.

General Education

ART 1110 Creativity and Imagination (3 cr.)

Students will explore the nature of creativity in young children. Art, music, movement, and play will be related to principles of child development. Students will learn ways to provide children with materials and experiences that encourage creative expression and foster imaginative play.

BSC 210C General Biology (3 cr.)

This course is an introduction to elementary cell chemistry, structure, metabolism and reproduction. It includes the study of energy capture and transfer by cells, DNA structure, replication and function, the nature of heredity and the genetic basis of speculation, and theories of the origin of life and evolution.

BSC 1110 Environmental Science (3 cr.)

A study of the interplay between human populations and the 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 courses of action which have been proposed to deal with them.

CIS 110 Introduction to Computers (3 cr.)

An introduction to the fundamentals of operating personal computer equipment including the basics of word processing, database management, electronic spreadsheets, and presentation graphics. Experience with computers and selected software is stressed.

DEP 2100 Child Growth and Development (3 cr.)

This course will focus on key characteristics of the process of development during the prenatal, infancy, toddler, preschool, and school age periods (through age eight). Students will examine typical and atypical developmental characteristics of children across the physical, cognitive, language, and social domains.

ENC 110 English Composition 1 (3 cr.)

This course is designed to develop students' writing skills to achieve career goals. The skills include writing clear, well-developed paragraphs, essays, and research papers. This course teaches the principles of pre-writing, organizing, drafting, revising, and editing paragraphs and essays. It includes basic research and documentation methods.

ENC 210 English Composition 2 (3 cr.)

This course teaches the principles of the writing process, emphasizing academic and business report writing. It includes basic research and documentation methods.

LIT 2330 Children's Literature (3 cr.)

This course will familiarize students with major works in children's literature including the principal categories, such as picture books, poetry, fantasy, fiction, and non-fiction. It will also analyze the role that literature has played and/or should play in the teaching of reading in primary school. Practical activities for using children's books will also be explored.

MAT 110 College Algebra (3 cr.)

This course prepares the student for disciplines involving quantitative calculations. Covered topics include set theory, operations with algebraic expressions, radicals, exponents, linear and quadratic equations with applications, graphing, and inequalities.

MAT 1110 Intermediate Algebra (3 cr.)

This course covers topics such as factoring; operations with rational expressions, absolute value; exponents, radicals and roots; linear and quadratic equations and linear inequalities and graphs, all with applications.

SPC 210 Speech (3 cr.)

The student will be instructed on preparation and delivery of different types of speeches, as well as learn techniques to improve interpersonal communication skills, with emphasis on job interviewing and working in teams.

SYG 210 Sociology (3 cr.)

This course is a study of human society with emphasis on customs, groups, organizations, institutions, classes, and social processes. The course is also designed as an introduction to the discipline and methods of sociology.

M.S. AND Ed.D. PROGRAMS FOR JEWISH DAY-SCHOOL EDUCATORS

The Fischler Graduate School of Education and Human Services offers master of science in education and doctor of education degrees customized to meet the needs of Jewish day school and preschool educators. Content-rich, pedagogical courses are delivered in a variety of venues within a time frame sensitive to the Jewish calendar.

Mission Statement

To provide practicing teachers and administrators the opportunity to acquire knowledge, enhance pedagogical skills, and develop effective leadership to foster innovative and productive learning environments.

Specific Goals

- To improve Jewish day schools and preschools by enhancing the pedagogical skills of teachers and developing the visionary leadership capabilities of administrators
- To assist in the creation and implementation of individual leadership development plans
- To identify and address contemporary and future educational issues for Jewish day schools and pre-schools in our changing world
- To promote professional networking
- To foster educational improvement using informed-action research, effective application to change theory, collaborative decision-making and strategic planning, appropriate evaluation

Master of Science (M.S.) in Education for Jewish Day-School Educators

Courses:

ETEC 502	Technology and the School Curriculum	(3 cr.)
CUR 522/524	Educational Research for Practitioners	(3 cr.)
CUR 502/504	Curriculum and Instruction	(3 cr.)
EDU 501	School and Society	(3 cr.)
EDU 503	Classroom Management and Organization	(3 cr.)
EDU 502	Human Growth and Development	(3 cr.)
CUR 591	Workshop on Student Evaluation	(3 cr.)
EDL 510	School Leadership	(3 cr.)
EDU 580	Educational Measurement	(3 cr.)
EP 5266	Curriculum Instruction for Exceptional Students	(3 cr.)
EDR 688	Educational Research Practicum: Action-Based Research	(6 cr.)

Total Credits: 36

M.S. Admission Requirements

- Earned baccalaureate from a regionally accredited college or university or equivalent as determined by the Jewish Day-School Educators Master's Degree Acceptance Board. Portfolio assessment required*
- Submit a graduate admission application form and application fee
- Provide official transcripts from all colleges and/or universities attended

* Equivalency procedures and portfolio information available upon request.

Doctor of Education (Ed.D.) for Jewish Day-School Educators

This program is designed for educators who have an earned a master's or higher degree and are seeking specialized doctoral-level instruction in a distance education format. The program incorporates cluster-based and individual study, an applied dissertation that focuses on a problem of significance to the student's own environment, and attendance at two weeklong Summer Institutes. All elements of the doctoral program are offered on a schedule sensitive to the Jewish calendar.

A total of 66 credits are offered in the program, around five study themes:

- Leadership
- Developmental Issues
- Research and Evaluation
- Political Processes and Social Issues
- Technology

Ed.D. Admission Requirements

- Have an earned master's degree from a regionally accredited (U.S.) institution
- Complete an admission packet
- Score a minimum of 550 on the Test of English as a Foreign Language (TOEFL) or completion of a graduate degree in residence at a regionally accredited college or university
- Occupy a position that requires or allows them to work independently and to have direct or indirect impact on Jewish day-school students
- Have three years or more of work experience in a Jewish day-school environment
- Have access to a computer and modem, be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider

For more information, call:

Phone: 800-986-3223, ext. 8625
(954) 262-8625

Email: jdsinfo@nova.edu

Web site: www.fgse.nova.edu/jds

GRADUATE EDUCATION COURSE DESCRIPTIONS

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.

AS 701 Administrative Internship: Supervisory (1-6 cr.)

This course may be used to meet Arizona certification requirements and is open only to students approved by an academic adviser.

AS 702 Administrative Internship: Principalship (1-6 cr.)

This course may be used to meet Arizona certification requirements and is open only to students approved by an academic adviser.

AS 703 Administrative Internship: Superintendency (1-6 cr.)

This course may be used to meet Arizona certification requirements and is open only to students approved by an academic adviser.

BLE 500 Foundations of Bilingual Education (3 cr.)

A survey of the history, rationale, and organization of bilingual education in the United States. The course includes a study of various bilingual-bicultural education programs already in existence.

BLE 547 Testing and Evaluation in BLE/TESOL (3 cr.)

This course looks at traditional and standardized tests and their role in the ESOL classroom. It emphasizes the use of alternative and portfolio assessment to document children's learning experiences, meet standards, and connect assessment to instruction. This is a requirement for an M.S. in TESOL and for the Florida add-on ESOL endorsement.

BLE 567 Applied Linguistics (3 cr.)

An introduction to linguistic principles, methods, and terminology needed to diagnose possible problems encountered by students learning English as a second language. This is a requirement for an M.S. in TESOL and for the Florida add-on ESOL endorsement.

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, and forms of Internet communication and retrieval including email, listserv, 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.

CAE 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.

CAE 504: Web Authoring I: Introduction to Web Page Development (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.

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

CAE 505: Web Authoring II: Beyond Basic WWW Page Development (3 cr.)

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: CAE 504 Web Authoring I

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 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 (email, 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. *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 as "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.

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 Curriculum and Instruction (3 cr.)

This course is intended to provide skills to the participants to develop, design, plan and assess the curriculum. Major topics that include theories and foundations of the curriculum are balanced with practical applications of developing curriculum materials appropriate for the participant's setting. Current topics including multicultural curriculum, program evaluation, integrated curriculum, thematic units, technology-based learning, and assessment of student learning outcomes are examined.

CIT 502 Educational Research for Practitioners (3 cr.)

This course emphasizes theoretical and practical research skills utilized by education practitioners. Electronic data bases, 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 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 609 Special Topics in Curriculum Design 1 (3 cr.)

This course is an independent study of special topics and issues in curriculum planning, organization, and design.

Programs in elementary and secondary schools; courses of study; teaching and resources; evaluation of curriculum; and curriculum design and delivery will be among topics included in this survey course.

CIT 698 Practicum Internship (6 cr.)

The Practicum Internship is the culminating or capstone experience in the M.S./Ed.S. program of study. A range of practicum options are available, such as applied projects, practical and/or research-based activities, or advanced professional development and study. Therefore, the practicum design is determined through negotiation with the practicum adviser and is based on individual needs, career objectives, and goals. The practicum is explained further in the Practicum Internship Handbook. Students may register for the practicum any time after achieving candidacy.

(Admission to degree candidacy required)

COM 600 Enhancing Oral Communication Skills (6 cr.)

This course addresses all aspects of oral communication skills, including alleviating apprehension, promoting oral participation, using collaborative learning, refining questioning strategies, teaching active listening, using nonverbal communication, dealing with gender and cultural issues, and actually instructing others in the development and delivery of oral presentations.

CSE 500 Computer Literacy for Teachers and Administrators (3 cr.)

This course constitutes an introduction to the electronic tools of the Information Age, with an emphasis on the use of new technologies to facilitate the accomplishment of instructional and administrative tasks. Computer-assisted instruction and telecommunications are also introduced.

CSE 501 Managing Computer Resources for Teachers and Administrators (3 cr.)

This computer literacy course is designed for students specializing in computer science education or people 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. Those able to document computer literacy may demonstrate competency 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 500, CSE 501, or the equivalent are prerequisites for all other CSE courses.

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 wordprocessor, 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, and access to a computer with a modem; 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; CUR 504 (ICP students only)

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 710 Programming in Pascal (3 cr.)

This course is designed to acquaint students with the fundamental concepts of a block-structured language, Pascal. Included are all Pascal statements and basic data structures.

Prerequisites: CSE 700 or equivalent, and access to a computer with a modem.

Credit by Waiver: CSE 710 is a Florida certification requirement. Persons able to document previous background in Pascal may demonstrate competence in CSE 710 by passing CSE 712 with a grade of B or above. A "pass" will then be recorded for CSE 710. If a grade lower than B is received for CSE 712, the student must enroll in CSE 710. 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 712 Advanced Programming in Pascal (3 cr.)

In this course, students will build on the basic concepts of Pascal programming acquired in the introductory course. Emphasis will be on the concepts of multidimensional array processing, sorting and searching algorithms, character string processing, records, sequential file manipulation, and an introduction to data structures (pointers).

Prerequisites: CSE 710 or equivalent, and access to a computer with a modem

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.

Prerequisites: CSE 710 and CSE 712 or equivalent, and access to a computer with a modem

CSE 698 (M.S.) CSE 798 (Ed.S.) Practicum Internship in Computer Science Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

CUR 501 Curriculum and Instruction: Early Childhood/Primary Education (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 early childhood and primary years.

CUR 502 Curriculum and Instruction: Elementary Education (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 elementary-school years.

CUR 503 Curriculum and Instruction: Middle School Education (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 middle-school years.

CUR 504 Curriculum and Instruction: Secondary School Education (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 high-school years.

CUR 505 Curriculum and Instruction: Exceptional Student Education (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 exceptional-student settings.

CUR 521 Educational Research for Practitioners in Early Childhood/Primary Education (3 cr.)

This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, 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 early childhood/primary education.

CUR 522 Educational Research for Practitioners in Elementary Education (3 cr.)

This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, 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 elementary-school education.

CUR 523 Educational Research for Practitioners in Middle-School Education (3 cr.)

This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, 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 middle school education.

CUR 524 Educational Research for Practitioners in Secondary-School Education (3 cr.)

This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, 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 secondary-school education.

CUR 525 Educational Research for Practitioners in Exceptional-Student Education (3 cr.)

This course emphasizes the skills needed by school-based practitioners in accessing, reviewing, and utilizing research. These skills include the use of bibliographic databases, interpreting published research for application in the classroom, 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 exceptional-student education.

CUR 591 Workshop on Student Evaluation (3 cr.)

This workshop emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.

EC 500 Child Growth and Development Birth Through Age Eight (3 cr.)

Students will explore the growth and development of children from birth through age eight. 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, EC 601 or EC 602 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 three through eight. Included are techniques for direct observation of

children, interviews, formal and informal screening methods, developmental assessment, and standardized and criterion-referenced testing.

EC 505 Supervised Field Experience with Children (Birth Through Age Five) (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 Eight (3 cr.)

This course covers the historical, philosophical, and sociological foundations of early childhood education as background for study of methods of planning, implementing, and evaluating developmentally appropriate programs for young children. Emphasis is given to a review of current curriculum and service delivery models.

EC 509 Developmentally Appropriate Language and Literacy Experiences for Children Ages Three Through Eight (3 cr.)

In this course, background in the linguistic characteristics and needs of young children and theories of early childhood education serve as the base for instruction in planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the area of emergent and developing language and reading and writing skills. Students will participate in appropriate field experiences.

EC 511 Developmentally Appropriate Curriculum for Children Ages Three Through Eight: 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 Three Through Eight: 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 Three Through Eight (3 cr.)

This course focuses on the design and implementation of developmentally appropriate physical and socioemotional 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 on exploring and discussing the different family configurations found in today's society. Current national and local issues affecting the family and the child such as diversity, the economy, homelessness, changing societal values, and others will be discussed.

EC 518 Developmentally Appropriate Curricular Practices in Multicultural Settings (Birth Through Age Eight) (3 cr.)

This course examines how to develop a developmentally appropriate curriculum for children in multicultural settings. Discussion of what constitutes a developmentally and culturally appropriate curriculum for linguistically (ESOL) and culturally different children is emphasized 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 Eight) (3 cr.)

This course is aimed to offer students with an overview of current issues related to the health and safety of the young child. Students will examine and discuss common social and health indicators such as child abuse, substance abuse, malnutrition and illnesses affecting children. Legal responsibilities of educators as well as recommended services and practices to promote a healthy and safe classroom environment will be examined.

EC 521 Developmentally Appropriate Literature-Based Curriculum for Young Children (Birth Through Age Eight) (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 Young Children (Birth Through Age Eight) (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 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.

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 socioemotional 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 birth through age five from the perspective of multicultures. 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 698 (M.S.) EC 798 (Ed.S.) Practicum Internship in Prekindergarten/Primary Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

ED 698 (M.S.) ED 798 (Ed.S.) Practicum Internship in Management and Administration of Educational Programs (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

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. Because effective educational leaders work with and through others, the interactional effects of their communications behaviors and the ability to diagnose the behaviors of others will be important elements of this course.

EDL 505 Educational Budgeting and Finance (3 cr.)

Using acquired knowledge of historical and current school finance concepts and applicable state funding procedures for computation, accounting, auditing, and reporting, students will analyze the planning, development, implementation, and evaluation of a school budget.

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.

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 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.

EDL 525 Personnel Selection and Development (3 cr.)

Theory and techniques for effective selection, orientation, training, supervision, and evaluation of teachers and noninstructional 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.

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

EDL 550 Electronic Tools for Educational Leaders (3 cr.)

This course constitutes an overview of the technological 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.

EDL 698 School Leadership in Student Activity Advising (3 cr.)

Program designed to provide the participant with the fundamentals of student activity advisement, leadership and specific skills, knowledge and practices development associated with activity advising. The course focuses on five accomplished practices: professional ethics and values, organization management and leadership, resources management and utilization, professional planning, and interpersonal skills.

EDL 699 Student Activities and the Professional Adviser (3 cr.)

This three-semester-hour course is designed to further expand and refine the skills and practices in the six accomplished practices of student activity advising: professional planning, ethics, organization management, interpersonal skills, resource management, and leadership. The course is structured around the implementation and evaluation of the student activity project planned in EDL 698, and an enhanced portfolio based on the accomplished practices.

EDR 688 (M.S.) EDR 788 (Ed.S.) Educational Research Practicum (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

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.)

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 middle- and high-school 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 middle- and high-school 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 middle- and high-school 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 middle- and high-school social studies.

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 a balance between cognitive and affective areas may be achieved by the gifted child.

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 Accomplished Competencies for Teachers I (1 cr.)

This course is designed to assist the students in understanding the portfolio process, which 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, Preprofessional Competencies for Teachers for the Twenty First Century. Instruction will emphasize the procedures for creating, assessing and recording of portfolio evidence.

EDU 602 Accomplished Competencies for Teachers II (2 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 students' professional settings.

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: Degree candidacy, completion of all required course work and certification requirements. Complete fingerprinting and security clearance required. Register for nine credits and a minimum 12-week internship (Nevada minimum 18 weeks). (Field supervision fee applies).**

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 reenergize 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 policy-making 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 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 6505 Special Topics in Education I (3 cr.)

Special Topics in Education I involves the qualitative analysis of emerging issues in trends in education. Topics are identified and determined via an individualized process of negotiation with the 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 II (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 an advanced level of inquiry and problem-solving related to the student's 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 and study behaviors in interactive, inquiry-based learning environments. Emphasis will be placed on the methodologies needed to design instructional programs that meet the academic and social needs of students; increase student achievement and motivation; create nurturing, cooperative classrooms; and enhance overall teaching effectiveness.

EDUC 620 Instruction and Assessment for Diverse Classrooms (6 cr.)

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

EDUC 630 Action Research in Practice (6 cr.)

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 the 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.

EDUC 640 Cognitive Curricula (6 cr.)

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

EDUC 650 Instructional Modes and Technology (6 cr.)

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

EH 688 (M.S.) EH 788 (Ed.S.) Practicum Internship in Emotionally Handicapped Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

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 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.

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 completion of 24 hours of EL courses if taken concurrently with another Educational Leadership course.

EL 688 (M.S.) EL 788 (Ed.S.) Practicum Internship in Educational Leadership (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

EL 698 Administrative Internship: Educational Leadership (3 cr.)

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 150 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.

Prerequisite: Acceptance into the GTEP master's or educational specialist Educational Leadership degree program and completion of 18 semester hours of educational leadership course work (field supervision fee applies).

EL 699 Administrative Internship: Educational Leadership (6 cr.)

This course provides an opportunity to observe, interview, work with, and perform the duties of administrators in the actual work setting. Course requirements include a minimum of 300 contact hours, completion of a leadership portfolio, and seminars related to the role and responsibilities of the educational leader.

Prerequisite: Acceptance into the GTEP master's or educational specialist Educational Leadership degree program and completion of 18 semester hours of educational leadership course work (field supervision fee applies).

ELE 501 Methods of Teaching Reading in the Elementary School (3 cr.)

Methods, materials and approaches for teaching basic readings, including diagnosis, remediation and teaching diverse learners. Emphasis on curricular integration and reading program management.

Prerequisite: ELE 730

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 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.

ELE 730 Reading in the Elementary Classroom (3 cr.)

Participants develop an understanding of the subjects that constitute the elementary curriculum to help their pupils learn to read and to identify areas where special assistance is required. Participants learn to incorporate within their classes such topics as various programs and approaches to reading; using readability formulas; developing reading skills; diagnosing reading difficulties; teaching decoding; grouping for instruction; assessing reading performance; and evaluating materials, equipment, and methodologies.

Prerequisite: ELE 501

ELE 688 (M.S.) ELE 788 (Ed.S.) Practicum Internship in Elementary Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

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 wordprocessing 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 545 Production of Instructional Video Programs (3 cr.)

This course provides laboratory experience in the production and utilization of video programs for instructional purposes and methods of teaching video production.

EM 698 (M.S.) EM 798 (Ed.S.) Practicum Internship in Educational Media (3 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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

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

ENG 645 Recent Directions in the Analysis of Literature (3 cr.)

Students will explore recent directions in the analysis and criticism of literature. The focus will be on the development of discussion, critical thinking, and writing skills through literature studies.

ENG 650 Many Voices in 20th Century American Literature (3 cr.)

Students will read widely from several genres in 20th century, multi-cultural American literature. They will critically analyze literary selections and their readings of them in oral and written forms including response journals and more formal, interpretive papers.

ENG 665 Many Voices in 20th Century World Literature (3 cr.)

Students will read widely from several genres in 20th century, multi-cultural world literature. They will critically analyze literacy selections and their readings of them in oral and written forms, including response pieces and more formal, interpretive papers.

ENG 688 (M.S.) ENG 788 (Ed.S.) Practicum Internship in English Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

EP 500, EP 564 and EP 566, or certification in any area of Exceptional Student Education, are prerequisites for all other courses in Exceptional Student Education. Pre-K/Primary specializations may take EP 5265 after taking EP 500.

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 treatment 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.

Prerequisite: EP 500

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.

Prerequisite: EP 500 and EP 505 or EP 570

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.

Prerequisite: EP 500 and/or EP 505

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 5260 Nature and Needs of Learning Disabled Students (3 cr.)

This course provides a broad, comprehensive coverage of the field of learning disabilities and outlines both past and present theories and practices in the field. It provides teachers with the basic information and foundational skills for understanding and working with learning disabled students. Emphasis is on what the concept of learning disabilities involves, how learning problems can be recognized, and how to address these problems.

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.

Prerequisite: EP 500

EP 5266 Curriculum and Instructional Materials for Learning Disabled Students (3 cr.)

This course introduces students to the various curricula and instructional materials used with learning disabled students. It provides specific suggestions for selecting and modifying the curriculum and for developing appropriate materials to use in the classroom.

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.

Prerequisite: EP 5265

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.

Prerequisite: EP 5265 and EP 5270

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 student characteristics and appropriate programmatic adaptations.

EP 5283 Designing Curriculum for Atypical Gifted Students (3 cr.)

Provides a hands-on approach to designing curriculum for gifted students from kindergarten to grade 12. Emphasis placed on modifying curriculum for the gifted from special populations, specifically, culturally diverse and linguistically different students.

EP 5401 Nature and Needs of Emotionally Handicapped Students (3 cr.)

This course integrates theory, research, and practice in the field of emotional handicaps. Emphasis is on the nature and etiology of disordered behavior, the identification, assessment and classification of these disorders, the initial planning and organization of the classroom environment, and the establishment of positive management programs and scheduling.

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 5410 Curriculum and Instructional Materials for Emotionally Handicapped Students (3 cr.)

This course is designed to enhance the professional development of preservice and inservice teachers who plan to work with emotionally handicapped students. Emphasis is on planning and organizing the classroom environment, assessing students' weaknesses and strengths, designing strategies for treating behavior patterns, and selecting and modifying curriculum materials to promote learning.

EP 5415 Instructional Strategies for Emotionally Handicapped Students (3 cr.)

This course introduces preservice and inservice 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: CSE 501 or equivalent

ETEC 601 Instructional Design (3 cr.)

This course addresses application of the theory of instructional design and the design process as it applies in the development of educational media and software. Goal analysis, objectives, instructional strategy development, and evaluation in the design process are utilized in the production of an educational product.

ETEC 602 Technology and 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.

Prerequisite: CSE 501, EM 505, or equivalent

ETEC 688 (M.S.) ETEC 788 (Ed.S.) Practicum Internship in Educational Technology (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

INED 500 School and Society: Comparative Education Systems (3 cr.)

This course examines 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 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.

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

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

LANG 531 Spanish Grammar and Composition II (3 cr.)

This course is designed to provide intensive written practice of correct contemporary Spanish. Students will write grammatically correct compositions based on readings covering general topics.

LANG 535 Teaching Reading in Spanish (3 cr.)

This course will be taken at the Universidad de Laguna, Canarias, during the summer.

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.

LANG 551 Teaching Spanish to Native Students (3 cr.)

This course will examine how to teach native Spanish speakers who have vocabulary, morphological, and syntactic deficits in their first language.

LANG 552 Advanced Spanish Grammar (3 cr.)

A detailed study of important problems in Spanish grammar, with practice to overcome possible deficiencies in teachers born and educated in the United States.

LANG 555 Spanish Civilization (3 cr.)

Multicultural influences of the Iberian Peninsula will be studied through art, architecture, and music. Students will be engaged in the examination and discussion of the educational implications of key Spanish cultural aspects.

LANG 556 Educational Implications of the Cultural Mosaic of the Americas (3 cr.)

Students will review and analyze the key characteristics of Latin American culture. Discussion of Latin American cultural influences in education will engage students in examining their own school community. Selection of material and classroom resources will be included throughout the course.

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.

LANG 561 Representative Spanish Authors II (3 cr.)

Readings from selected masterpieces of Spanish literature (17th to 20th centuries) and teaching strategies for their presentation in the classroom. Criteria for selection of materials and resources will be discussed.

LANG 575 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.

LANG 580 Foreign Language Methodology (3 cr.)

This course will examine current foreign language methodology. Emphasis will be on the communicative approach for teaching nonnative speakers.

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.

MAT 505 Geometry for Mathematics Teachers (3 cr.)

This course is designed to offer a wide perspective on geometry for graduate students planning to teach secondary mathematics. The course covers both Euclidean and non-Euclidean geometry.

MAT 591 Calculus for Teachers I (3 cr.)

This course is a proof-based "epsilon-delta" calculus, ranging from limits and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. Students in this course should have completed college algebra and trigonometry, or equivalent courses.

MAT 592 Calculus for Teachers II (3 cr.)

This course is a proof-based "epsilon-delta" calculus, ranging from integral calculus to sequences and series, and cluster points to differentiation. Students will solve standard calculus problems computationally and theoretically. Students in this course should have completed Calculus I or an equivalent course.

Prerequisite: College algebra

MAT 662 The History and Philosophy of Mathematics (3 cr.)

This course traces the development from ancient to modern times of several branches of mathematics, including logic, algebra, and analysis of functions. The contributions of eminent mathematicians will be highlighted. Philosophical issues will be discussed.

MAT 681 Linear and Abstract Algebra for Teachers (3 cr.)

This course provides theory and computational practice with linear algebra, as well as a theoretical foundation for abstract algebra structures such as rings, fields, and groups. Students will create two portfolios of notes, activities, and exercises: one for Abstract Algebra, and one for Linear Algebra.

Prerequisite: College algebra

MAT 682 The K-12 Mathematics Curriculum (3 cr.)

The objective of this course is to compare the entire mathematics curriculum to NCTM Standards and the HSCT. Alternative assessment strategies, such as the use of rubrics and portfolios, will be studied, using the soon-to-be-published NCTM Standards for Assessment.

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 analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses.

Prerequisite: College algebra

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 analyzed. Students will develop and present advanced teaching methods for particular events in teaching these courses.

Prerequisite: Previous course in geometry

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 increasing use of manipulative and kinesthetic learning will also be addressed. This course is designed to include significant number theory preparation for students wishing to earn initial certification.

Prerequisite: College algebra

MAT 686 Survey of Computers and Calculators in Mathematics (3 cr.)

This course will provide a breadth and depth of knowledge in the area of technology in mathematics. Students will analyze at least one computer software program and one handheld calculator.

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.

MAT 689 Probability and Statistics in Mathematics Education (3 cr.)

This course offers preparation in probability and statistics for the secondary mathematics teacher, as well as for teachers pursuing their initial teacher certification. Also, students will gather and analyze statistics in educational research.

MAT 688 (M.S.) MAT 788 (Ed.S.) Practicum Internship in Mathematics Education (6 cr.)

The practicum is a job-related, problem-solving project designed by the student for improving an unsatisfactory educational situation. This systematic process includes the submission of a formal proposal (including problem documentation, operational objectives, and review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process.

Prerequisite: Degree candidacy

MAT 691 Manipulatives in K - 8 Mathematics (3 cr.)

This course provides hands-on training in the use of tangible models (manipulatives), from base ten blocks to algebra tiles and geoboards. A detailed model of abstract and concrete learning will also be presented. Students will develop presentation skills for the use of manipulatives. The supplies for the course will include samples for each tangible model used in the course.

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, adviser-advisee programs, guidance in the middle school, active learning strategies, and student assessment.

MH 688 (M.S.) MH 788 (Ed.S.) Practicum Internship in Mentally Handicapped (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

OCI 500 Introduction to Online Teaching Concepts (3 cr.)

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 six-week course period.

OCI 501 Online Teaching Models and Curriculum Planning (3 cr.)

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.

OCI 502 Design and Development of Online Curriculum (3 cr.)

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.

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.

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.

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 on 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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

RED 780 Teaching Language Arts in the Secondary School (3 cr.)

The focus in this course will be on 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 specializations 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."

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.

SCI 688 (M.S.) SCI 788 (Ed.S.) Practicum Internship in Science Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product. **Prerequisite: Degree candidacy**

SLD 688 (M.S.) SLD 788 (Ed.S.) Practicum Internship in Specific Learning Disabilities (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product. **Prerequisite: Degree Candidacy**

SST 612 Economics in the Secondary Curriculum (3 cr.)

This course reviews major principles of economics and methods for integrating economics into the secondary school curriculum. Current curriculum materials and exemplary practices will be reviewed.

SST 614 Geography in the Secondary School Curriculum (3 cr.)

This course provides an overview of the broad field of geography and current curriculum materials and practices for integrating instruction in geography into the secondary-school curriculum.

SST 616 The Historical Roots of Our Multicultural Society (3 cr.)

Past and recent history in Africa, Asia, and Latin America are reviewed during this course to provide teachers with a background on the roots of major non-European cultural groups

in the United States. An emphasis will be placed on cultural and historical trends that caused persons to come to the United States from these areas and the cultural heritage that they brought with them.

SST 618 The American Political Process in the School Curriculum (3 cr.)

This course provides an overview of the American political process, introduces teachers to a sample of classroom activities that can be used as part of the instructional process, and introduces them to several sets of national standards for history, for civics and government, and the NCSS strands.

SST 622 Consent of the Governed: American Government in the Curriculum (3 cr.)

A study of the philosophical foundations and structure of state and federal government. Emphasis is given to instructional techniques that can be used by middle grades and high-school teachers to introduce government in daily life, and to ways that students can become directly involved in the process of "participatory citizenship."

SST 623 American History I in the Secondary School Curriculum (3 cr.)

This course includes American history from pre-Colonial times through Reconstruction. Studied through the lenses of the five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrating the latest curricular practices and teaching strategies using Florida Sunshine State standards.

SST 624 Social Thought and Analysis in the Secondary Social Studies Curriculum (3 cr.)

An investigation of contemporary conflicts, events, issues, and problems confronting American society on the eve of the 21st century, and ways by which this sociological study and analysis process can be incorporated into the middle grades and high-school social studies curricula.

SST 625 American History Part II in the Secondary Education Curriculum (3 cr.)

This course covers American history from the Reconstruction through the present. Studied through the lenses of five themes of the social studies curriculum (interdependence, change, culture, scarcity, and conflict) emphasis will be placed on integrating the latest curricular practices and teaching strategies using the Florida Sunshine State standards.

SST 626 The Community of Man: Cultural Anthropology in the Social Studies Curriculum (3 cr.)

A systematic study of the traits of diverse social groups, past and present, as well as man's historical relationship(s) with natural surroundings. An emphasis is placed on teaching strategies and instructional materials as well as ways of introducing students to cultural diversity that exists nearby and close to home and, at a distance far removed.

SST 628 Justice in American Society (3 cr.)

A study of the origins and character of the American legal system, civil justice and criminal justice, and ways that law-related education can be infused into existing social studies curricula.

SST 688 (M.S.) SST 788 (Ed.S.) Practicum Internship in Social Studies Education (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

TSL 515 Curriculum Development in TESOL (3 cr.)

This is an 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.

TSL 559 Overview of Current Strategies of ESOL Instruction (3 cr.)

This course provides a generic overview of practices in English as a Second Language instruction. The student will examine current strategies and pertinent theory in ESOL testing/evaluation, curriculum and materials development, methods of teaching, and cross-cultural communication.

TSL 562 Cultural and Cross-Cultural Studies (3 cr.)

This course examines cultural factors that influence the acquisition of learning of native and target languages. The course will focus on how an awareness of native and target cultures contributes to the effective teaching of the respective languages. This course is required for a M.S. in TESOL and for the Florida add-on ESOL endorsement.

TSL 569 Methodology of Teaching English to Speakers of Other Languages (3 cr.)

A survey of techniques used in teaching ESOL including a review of audio-lingual, cognitive-code, and functional/notional approaches. This course examines curriculum and methods used in teaching and testing the skills of speaking, listening/understanding, reading, and writing.

TSL 688 (M.S.) TSL 788 (Ed.S.) Practicum Internship in Teaching English to Speakers of Other Languages (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

VE 688 (M.S.) VE 788 (Ed.S.) Practicum Internship in Varying Exceptionalities (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: (1) submission of a formal practicum proposal; (2) active participation, implementation, and/or research; (3) evaluation of the practicum activities; and (4) submission of a final practicum product.

Prerequisite: Degree candidacy

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