

1990

Nova University Master's Program in Early Childhood Special Education

Nova University

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Master's Program in Early Childhood/Special Education

New Federal Legislation mandates preschool education for all handicapped preschool children by 1990. Preschool special education teachers will be in high demand. Nova University has accepted this challenge. Nova's new program in Early Childhood Special Education is designed to provide appropriate credentials for teachers of preschool handicapped children.

The 36-semester hour program was developed to expand on the existing skills of early childhood, elementary, and special education teachers and may be taken at the

master's or educational specialist degree levels.

You can begin your course work in January, March, June or September. For more information about this program or other graduate education programs

CALL:

Broward County 475-7440
Dade County 940-6647, Ext. 7440
All Other Counties 1-800-541-NOVA
Ext. 7440

Center for the Advancement of Education

The GEM Programs

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.

Course Requirements for GEM Major in Early Childhood/Special Education

Module A: Early Childhood Special Education I (required of all students))

1) EP 5265 Nature and Needs of Handicapped Preschool Children

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.

2) EP 5270 Assessing the Needs of Preschool Handicapped Children

This course provides an overview of basic measurement and evaluation concepts for interpreting formal and informal screening and assessment 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.

3) EP 5275 Prescriptive Intervention and Classroom Behavior Management of Preschool Handicapped Children

This course covers the development and adaptation of curriculum, teaching methods, 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.

Module B: Early Childhood Special Education II (required of all students)

1) EP 5280 Working with the Community and Families of Young Handicapped Children

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/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.

2) EP 5285 Medical Management in Programs for Young Handicapped Children

This course covers the routine care, nutritional needs, and medical emergencies of young handicapped children. Instruction is provided in procedures for maintaining a safe and healthful environment. Techniques and terminology used by other health and education members of the child-care team are reviewed.

3) EP 5290 Meeting the Communicative and Social-Emotional Needs of Young Handicapped Children

This course covers the development of communication skills, including non-speech communication, speech, and language. Problems associated with dialectical and cultural differences, bilingualism, and handicapping conditions are examined, as is the impact of delayed or deviant communication skills on social-emotional development. Instruction is provided in methods of facilitating communication skills, interpersonal skills, and strategies for coping with conflict and frustration.

Module C - Early Childhood Education (not required for students holding Florida certification in Early Childhood)

1) EC 5281 Individualized Instruction in Early Childhood I (Theory)

This course comprises exploration of early childhood model programs for young children and indepth studies of curricula including self-concept development, social studies experiences and activities, mathematics for early childhood programs

2) EC 5282 Individualized Instruction in Early Childhood II (Practice)

This course covers the application of techniques of instruction for the pre-school and kindergarten child and observation and supervised participation in early childhood setting.

3) HB 501 Child Development

This course focuses on growth and development of the child from the prenatal period through the middle child years. All facets of development are considered including physical, social, emotional and creative.

Core Courses

M.S. Core I

1) CU 500 Modern Curriculum Design

This course covers curriculum and materials design based on a pre-determination of the performance required for achieving curriculum objectives. It requires the development of instructional systems for an existing curriculum.

2) CU 530 Measurement and Evaluation of Educational Systems

Criteria for evaluation of instructional systems and techniques for measurement are considered. Topics include analysis of objectives, planning, programming and budgeting systems, performance contracting, and accountability.

M.S. Core II

1) EP 560 Survey of Exceptionalities

This course is an intensive investigation of learning disadvantages in school situations including intellectual exceptionalities, sensory deficits, health or development problems, emotional disturbances and language or cultural differences.

2) AS 516 School Law

This course is designed to raise the legal and ethical awareness of school personnel. Administrative competencies includes acts of compliance with laws and extend beyond to the professional educator's obligation to help shape the laws.

EP 5295 Practicum/Internship (required of all students)

This course provides students with training in the use of interview, observation, recording and reporting skills in a variety of supervised settings which are meeting the needs of young handicapped children and their families. Students participate in the development and implementation of an Individualized Education Program.

Program Outlines for Entering Students -
M.S. Early Childhood Special Education

- 1) For Persons Holding Early Childhood/Primary Certification
 - a) Module A - Early Childhood Special Ed. I 9 cr.
 - b) Module B - Early Childhood Special Ed. II 9 cr.
 - c) Core I 6 cr.
 - d) Core II 6 cr.
 - e) Practicum Internship 6 cr.36 cr.

- 2) For Persons Holding Elementary Certification
 - a) Module A - Early Childhood Special Ed. I 9 cr.
 - b) Module B - Early Childhood Special Ed. II 9 cr.
 - c) Module C - Early Childhood (GEM) 9 cr.
 - d) EP 560 Survey of Exceptionalities from Core II 3 cr.
 - e) Practicum/Internship 6 cr.36 cr.

- 3) For Persons Holding M.R., E.H. or SLD Certificaiton
 - a) Module A - Early Childhood Special Ed. I 9 cr.
 - b) Module B - Early Childhood Special Ed. II 9 cr.
 - c) Module C - Early Childhood (GEM) 9 cr.
 - d) Any one core course other than EP 560 3 cr.
 - e) Practicum/Internship 6 cr.36 cr.