

Curriculum and Instruction

Degree: Master of Education
Division: See Specialization
College: Professional Studies
<http://uwf.edu/education/>

Although students earning the M.Ed. in Curriculum Instruction may complete courses in more than one specialization, only one degree will be awarded.

Unless otherwise indicated, all specializations are offered by the Division of Teacher Education. For additional information, email the department at dted@uwf.edu or call (850) 474-3263

Course descriptions are listed alphabetically by prefix in the back of this *Catalog*.

ADMISSION REQUIREMENTS

In addition to meeting the minimum University standards for admission to graduate studies, students seeking admission to a specialization leading to initial Florida Department of Education (DOE) Teacher Certification Programs must comply with the requirements for admission to Teacher Education. These requirements are listed in the graduate programs section of the *Catalog* under Teacher Education. Students are selected for admission on the basis of the undergraduate GPA, graduate course GPA, and GRE scores. A limited number of students not meeting the minimum requirements may be granted conditional admission. When the student does not have an undergraduate major or the equivalent in elementary education, middle school education, secondary education, or special education, prerequisite course work will be required and planned for the candidate by the student's academic advisor. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement work in these areas.

DEGREE REQUIREMENTS

In addition to general University requirements, students seeking the M.Ed. in Curriculum and Instruction must meet the requirements listed below:

- A. Degree specializations must include at least 36 semester hours of approved course work.
- B. At least one-half of the credit hours included in the degree must be taken in the specialization area.
- C. At least one-half of the credit hours included in the degree must be courses numbered 6000 or above.
- D. No more than 6 semester hours of credit in workshop courses may be applied toward the master's degree.
- E. Students in initial certification specializations must complete all tests necessary for initial Florida DOE teacher certification.
- F. All graduate students must complete a portfolio. Students who hold current certification in the State of Florida will complete the graduate portfolio based on the National Board for Professional Teaching Standards. All other students will demonstrate satisfactory completion of Florida's Educator Accomplished Practices.

APPLIED BEHAVIOR ANALYSIS SPECIALIZATION

The NCATE approved Applied Behavior Analysis Specialization is not a Florida Department of Education accredited program. Students completing the eighteen hours of cognate course work will have satisfied the educational requirement to become a Board Certified Behavior Analyst.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	5085	Integrating Curriculum & Instruction	3
EEX	6051	Exceptionalities	3
EEX	6222	Practical Applications & Issues in Assessment Classroom Management: Special Education	3

Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development	3
EEX	6340	Action Research	3
EEX	6945	Research Practicum in Special Education	3

Cognate Courses (18 sh)

EDF	6943	Supervised Experience in Single Case Design	3
EDF	7437	Measurement and Single Case Design	3
EDF	7944	Advanced Single Case Design in Applied Settings	3

Advisor-approved electives in the following areas: 9

Foundations of Applied Behavior
Analysis in Education

Behavioral Assessments, Interventions,
and Outcomes in Education

Positive Behavioral Change and
System Support in Educational Settings

CAREER & TECHNICAL COMPREHENSIVE SPECIALIZATION

The NCATE approved Career and Technical Education Comprehensive Specialization is not a Florida Department of Education accredited program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in career and technical education.

Students in this Master's degree specialization have 21 semester hours of required core courses shown below.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide direction and advisement to the students concerning professional issues, direct the student's Action Research project, and assist the student in the development, evaluation and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course,

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry,

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EDM	6235	Integrated Curriculum and Instruction/Middle Level Education	3
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EDM	6411	Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education	3
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EEX	6051	Exceptionalities	3
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Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies and Empirical Foundations in Learning & Development (a Faculty Mentor must be selected before completing EDG 5021)	3
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EDM	6911	Action Research Course offered 1-6 sh per semester	3
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EDM 6912 Research Practicum 3

Cognate Courses (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate Courses.

EVT 5175 Curriculum and Staff Development for Career and Technical Education Programs 3

EVT 6664 School Involvement & Community Relations 3

____ Advisor Approved Electives 9

ELEMENTARY EDUCATION COMPREHENSIVE

This NCATE approved Comprehensive Specialization in Elementary Education is a non-initial teacher certification program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in elementary education.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide direction and advisement to the students concerning professional issues, direct the student's Action Research project, and assist the student in the development, evaluation and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course,

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry,

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EDE	6206	Integrated Curriculum & Instruction/Elementary Education	3
EDE	6521	Practical Applications and Issues in Assessment and Classroom Management: Elementary Education	3
EEX	6051	Exceptionalities	3

Educational Investigative Sequence (9 sh)

EDE	6482	Research Practicum	3
EDE	6911	Action Research	3
EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development (a Faculty Mentor must be selected before completing EDG 5021)	3

Cognate Course (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

ELEMENTARY/ESOL CERTIFICATION SPECIALIZATION

This is an NCATE/Florida Department of Education approved program in Elementary Education leading to Florida certification in Elementary Education/ESOL. Students in this specialization must successfully complete the course work and requirements to meet Elementary Education/ESOL requirements and all tests necessary for initial Florida teacher certification.

Therefore, students must meet all admission requirements for Teacher Education and maintain good standing. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement in these identified areas.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EDE	6206	Integrated Curriculum & Instruction/Elementary Education	3
EDE	6521	Practical Applications and Issues in Assessment and Classroom Management: Elementary Education	3
EEX	6051	Exceptionalities	3

Educational Investigative Sequence (9 sh)

EDE	6482	Research Practicum	3
EDE	6911	Action Research	3
EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development	3

Cognate Courses (6 sh)

EDE	6268	School Involvement & Community Relations	3
EDG	6344C	Instructional Management & Technology	3

Clinical Field Experience (3 sh)

EDE	6941	Graduate Methods/ESOL/Reading Practicum: Elementary Education	3
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Student Teaching (6 sh)

EDG	5940	Student Teaching Course offered 1-6 sh per semester	6
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Certification Requirements (38 sh)

Additional Course work to Meet Elementary Education/
ESOL Requirements in accordance with State Certification Requirements.

ARE	3313C	Teaching of Art in the Elementary School	2
EDE	4200	Planning & Curriculum I	2
EDE	4201	Planning & Curriculum II	2
EEX	3070	Methods in Inclusion and Collaboration	3
HLP	4722	Health/Physical Education for Elementary School Teachers	3
LAE	3314	Language Skills & Literature in the Elementary School	3
MAE	4310	Teaching Mathematics in the Elementary School	3
MUE	3210	Music for the Elementary School Teacher	2
RED	3310	Teaching Developmental Reading in the Elementary School	3
RED	4542	Teaching Developmental Reading in the Elementary School II	3
SCE	4310	Teaching Science in the Elementary School	3
SSE	4113	Social Studies for Elementary Teachers	3

TSL	4081	Empowering Teachers to Teach English to ESOL Students	3
TSL	5085	ESOL Principles & Practices	3

ESOL ENDORSEMENT COMPREHENSIVE SPECIALIZATION

The NCATE approved Comprehensive English to Speakers of Other Languages (ESOL) Specialization is not a Florida Department of Education accredited program. Students completing the fifteen hours of ESOL course work will have satisfied the educational course requirements for ESOL Endorsement and will have developed the competencies and skills necessary for the instruction of Limited English Proficient (LEP) students in accordance with the requirements set forth in the ESOL Consent Decree for instructional personnel who teach LEP students.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	6051	Exceptionalities	3
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Choose one:

EDE	6206	Integrated Curriculum & Instruction/Elementary Education	3
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EDM	6235	Integrated Curriculum and Instruction/Middle Level Education	3
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EEX	5085	Integrating Curriculum and Instruction	3
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ESE	6217	Integrated Curriculum and Instruction/Secondary Education	3
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Choose one:

EDE	6521	Practical Applications and Issues in Assessment and Classroom Management: Elementary Education	3
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EDM	6411	Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education	3
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EEX	6222	Practical Applications and Issues in Assessment and Classroom Management: Special Education	3
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ESE	6343	Practical Applications and Issues in Assessment and Classroom Management: Secondary Education	3
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Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies and Empirical Foundations in Learning & Development	3
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Choose one:

EDE	6482	Research Practicum	3
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EDM	6912	Research Practicum	3
EEX	6945	Research Practicum in Special Education	3
ESE	6421	Research Practicum	3
<i>Choose one:</i>			
EDE	6911	Action Research	3
EDM	6911	Action Research Course offered 1-6 sh per semester	3
EEX	6340	Action Research	3
ESE	6426	Action Research Course offered 1-6 sh per semester	3

Cognate Courses (15 sh)

EDG	6791	Multicultural Education	3
TSL	5085	ESOL Principles & Practices	3
TSL	6145	ESOL Curriculum and Materials Development	3
TSL	6250	Applied Linguistics	3
TSL	6440	Testing and Evaluation	3

EXCEPTIONAL STUDENT EDUCATION COMPREHENSIVE

This NCATE approved comprehensive specialization is not a Florida Department of Education accredited program. It is designed for classroom teachers who need to prepare for the Grades K-12 Exceptional Student Education and Grades 6-12 Florida Teacher Certification Examinations in English, Mathematics, Reading, Science, or Social Science as required by the No Child Left Behind Act. It is also designed for alternatively certified teachers in English, Mathematics, Reading, Science, Social Science or Exceptional Student Education who are seeking the knowledge, skills, and dispositions necessary to be effective classroom teachers in their content areas as well as achieving passing scores on the FTCE. Finally, it is for recent graduates and mid-career professionals with baccalaureate degrees that want to enter the teaching profession in English, Mathematics, Reading, Science, or Social Science, Exceptional Student Education.

Professional Education (3 sh)

EDG	6XXX	Foundations of Professional Education	3
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Exceptional Student Education (3 sh)

EEX	6XXX	Foundations of Exceptional Student Education	3
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Specific Content Area (30 sh)

Mathematics Content

Students will work with their mathematics academic advisor and the Chairperson of Mathematics and Statistics to select 30 hours of graduate coursework to include the following areas: Algebra, Functions, Geometry from a synthetic perspective, Geometry from an algebraic perspective, Trigonometry, Statistics, Probability, Discrete mathematics, Calculus, Number sense and mathematical structure, Mathematics as

communication, Mathematics as reasoning, Mathematical connections, Mathematics instruction, and Mathematics assessment.

English Content

Students will work with their English academic advisor and the Chairperson of English and Foreign Languages to select 30 hours of graduate coursework to include the following areas: English language and methods for effective teaching; writing and methods for effective teaching; the reading process to construct meaning from a wide range of selections; literature and methods for effective teaching; listening, viewing, and speaking as methods for acquiring critical literacy; methods for integration of the language arts; and the ability to write well on a selection from poetry or prose.

Reading Content

Students will work with their reading academic advisor and the Coordinator of the Reading program to select graduate coursework to include the following:

EDF	6460	Foundations of Measurement	3
LAE	5468	Literature for Children and Young Adults	3
LAE	6352	Language Arts Instruction in Elementary School Settings	3
RED	5515	Classroom Reading Assessments	3
RED	6060	Foundations of Middle and Secondary Literacy	3
RED	6116	Foundations of Early Literacy	3
RED	6240	Differentiating Instruction	3
RED	6546	Identifying and Preventing Reading Difficulties	3
RED	6747	Research and Trends in Reading	3
RED	6866	Practicum in the Clinical Teaching of Reading	3

Science Content

Students will work with their science academic advisor and the Chairperson of Chemistry to select 30 hours of graduate coursework to include the following areas: Concepts of matter, Concepts of atomic theory, Concepts of periodicity, Concepts of chemical bonding, Chemical stoichiometry, Chemical kinetics and equilibrium, Acids and bases, Thermochemistry, Electrochemistry, Organic chemistry, Chemistry foundations, Laboratory skills and safety, Societal applications of chemistry, and State curriculum and evaluation mandates.

Social Science Content

Students will work with their interdisciplinary social sciences academic advisor and the Coordinator of Interdisciplinary Social Sciences to select 30 hours of graduate coursework to include the following areas: Geography, Economics, Political Science, World History, American History, Social Science and its methodology.

GIFTED EDUCATION COMPREHENSIVE SPECIALIZATION

The NCATE approved Comprehensive Program with Specialization in Gifted Education is not a Florida Department of Education accredited program. Students completing the fifteen hours of gifted course work will have satisfied the educational course

requirements for the Gifted Endorsement and will have developed the competencies and skills necessary for gifted instruction.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	6051	Exceptionalities	3
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Choose one:

EDE	6206	Integrated Curriculum & Instruction/Elementary Education	3
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EDM	6235	Integrated Curriculum and Instruction/Middle Level Education	3
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EEX	5085	Integrating Curriculum and Instruction	3
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ESE	6217	Integrated Curriculum and Instruction/Secondary Education	3
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Choose one:

EDE	6521	Practical Applications and Issues in Assessment and Classroom Management: Elementary Education	3
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EDM	6411	Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education	3
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EEX	6222	Practical Applications and Issues in Assessment and Classroom Management: Special Education	3
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ESE	6343	Practical Applications and Issues in Assessment and Classroom Management: Secondary Education	3
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Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies and Empirical Foundations in Learning & Development	3
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Choose one:

EDE	6482	Research Practicum	3
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EDM	6912	Research Practicum	3
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EEX	6945	Research Practicum in Special Education	3
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ESE	6421	Research Practicum	3
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Choose one:

EDE	6911	Action Research	3
EDM	6911	Action Research Course offered 1-6 sh per semester	3
EEX	6340	Action Research	3
ESE	6426	Action Research Course offered 1-6 sh per semester	3

Cognate Courses (15 sh)

EGI	5051	Nature and Needs of Gifted	3
EGI	6231	Educational Procedures and Programs for Gifted Students	3
EGI	6246	Education of Special Populations of Gifted Students	3
EGI	6305	Theory and Development of Creativity	3
EGI	6415	Guidance of Learning and Counseling of Gifted Students	3

GUIDANCE & COUNSELING

The Guidance and Counseling Specialization is designed for students who want to receive guidance and counseling certification while completing the Master of Education degree. This specialization complies with the State of Florida Guidance and Counseling requirements for receiving certification at the PK-12 grade levels. The courses in the program are also aligned with the national and state guidance and counseling standards. In addition to meeting the minimum University standards for graduate students, applicants must provide a letter of intent, including the name, address, and telephone number of three professional references.

This specialization is offered by the Division of Graduate Studies. For additional information email copsgrad@uwf.edu or call (850) 474-2770.

CYP	6538	The Consultation Process	3
EDF	6218	Psychological Foundations for Education: Learning & Instruction	3
EDF	6404	Educational Statistics I	3
EDF	6460	Foundations of Measurement	3
EDF	6481	Educational Research	3
EDF	6602	Trends and Issues in Education: Social, Multicultural, Historical, and Philosophical Analysis	3
MHS	6800	Guidance and Counseling Practicum	3
PCO	6206C	Ethical and Professional Issues in Counseling	3
PCO	6216	Theories of Individual Counseling	3
PCO	6246	Theories of Group Counseling	3

SDS	6345	Educational & Vocational Guidance	3
SDS	6425	PK-12 Guidance & Counseling for Diverse Populations	3
SDS	6620	Administration, Curriculum and Instruction for Guidance Counselors	3

MIDDLE LEVEL COMPREHENSIVE

The NCATE approved Comprehensive Specialization in Middle Level Education is a non-initial teacher certification program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in Middle Level education.

Students in this Master's degree specialization have 21 semester hours of required core courses as shown below.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide directions and advisement to the student concerning professional issues, direct the student's Action Research project, and assist the student in the development, evaluation, and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Pscho-Social Understanding	3
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Divisional Core Courses (9 sh)

EDM	6235	Integrated Curriculum and Instruction/Middle Level Education	3
EDM	6411	Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education	3
EEX	6051	Exceptionalities	3

Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development (a Faculty Mentor must be selected before completing EDG 5021)	3
EDM	6911	Action Research Course offered 1-6 sh per semester	3
EDM	6912	Research Practicum	3

Cognate Courses (15 sh)

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

MIDDLE LEVEL CERTIFICATION SPECIALIZATION

This is an NACTE/Florida Department of Education approved program in Middle Level Education leading to Florida certification in Middle Level Education. Students in this specialization must successfully complete the course work and requirements to meet Middle Level Education requirements and all tests necessary for initial Florida teacher certification.

Therefore, students must meet all admission requirements for Teacher Education and maintain good standing. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement in these identified areas.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EDM	6235	Integrated Curriculum & Instruction/ Middle Level Education	3
EDM	6411	Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education	3
EEX	6051	Exceptionalities	3

Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development	3
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EDM	6911	Action Research	3
EDM	6912	Research Practicum	3

Cognate Courses (6 sh)

EDG	6344C	Instructional Management & Technology	3
EDM	6405	School Involvement & Community Relations	3

Clinical Field Experience (3 sh)

EDM	6944	Graduate Methods/ESOL/Reading Practicum: Middle Level	3
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Student Teaching (6 sh)

EDG	5940	Student Teaching Course offered 1-6 sh per semester	6
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Content Area Requirements (12-42 sh)

Mathematics Education Content Certification Requirements (15-33 sh)

EDM	6245	Curriculum, Instruction, & Organization: Middle Level Education	3
MAE	5658	Mathematics for the 21st Century	3
MAE	6361	Teaching Mathematics in Middle Level & Secondary Education	3
RED	6161	Reading Across the Curriculum	3
TSL	5085	ESOL Principles & Practices	3

Additional course work in Calculus, Geometry, and Probability or Statistics to meet the 18 hour Middle School Certification Requirement 0-18

General Science Education Content Certification Requirements (12-30 sh)

EDM	6245	Curriculum, Instruction, & Organization: Middle Level Education	3
RED	6161	Reading Across the Curriculum	3
SCE	6625	Science Instruction in the Middle and Secondary School	3
TSL	5085	ESOL Principles & Practices	3

Additional course work in Biology, Earth/Space Science, and Physical Science to meet the 18 hour Middle School Certification Requirement 0-18

Social Science Education Content Certification Requirements (12-30 sh)

EDM	6245	Curriculum, Instruction, & Organization: Middle Level Education	3
RED	6161	Reading Across the Curriculum	3
SSE	6326	Teaching Social Studies in Middle and Secondary Level Education	3

TSL 5085 ESOL Principles & Practices 3

Additional course work in Economics, United States Government, Geography, Western Civilization/European, Asian, African, Latin America or Middle Eastern History, and United States History to meet the 18 hour Middle School Certification Requirement
0-18

English Education Content Certification Requirements (24-42 sh)

EDG 6791 Multicultural Education 3

EDM 6245 Curriculum, Instruction, &
Organization: Middle Level Education 3

RED 6060 Foundations of Middle and
Secondary Literacy 3

RED 6161 Reading Across the Curriculum 3

TSL 5085 ESOL Principles & Practices 3

TSL 6145 ESOL Curriculum Materials
and Development 3

TSL 6250 Applied Linguistics 3

TSL 6440 Testing and Evaluation 3

Additional course work may be required in Literature,
Grammar/Composition, and Speech or Oral Interpretation
to meet the 18 hour Middle School Certification
Requirement 0-18

PRIMARY EDUCATION COMPREHENSIVE

The NCATE approved comprehensive specialization in Primary Education is not a Florida Department of Education accredited program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in primary education.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide directions and advisement to the student concerning professional issues, direct the student's Action Research project, and assist the student in the development, evaluation, and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEC	6263	Integrated Curriculum Development & Instruction/Early Childhood Education	3
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EEC	6305	Practical Applications and Issues in Assessment and Classroom Management: Primary Education	3
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EEX	6051	Exceptionalities	3
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Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development (a Faculty Mentor must be selected before completing EDG 5021)	3
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		Advisor approved action research course	3
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		Advisor approved research practicum course	3
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Cognate Courses (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

READING ENDORSEMENT COMPREHENSIVE SPECIALIZATION

The NCATE approved Comprehensive Reading Endorsement Specialization is not a Florida Department of Education accredited program. Students completing the fifteen hours of Reading course work will have satisfied the educational course requirements for Reading Endorsement and will have developed the competencies and skills necessary for instruction in this field.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	6051	Exceptionalities	3
<i>Choose one:</i>			
EDE	6206	Integrated Curriculum & Instruction/Elementary Education	3
EDM	6235	Integrated Curriculum and Instruction/Middle Level Education	3
EEX	5085	Integrating Curriculum and Instruction	3
ESE	6217	Integrated Curriculum and Instruction/Secondary Education	3

Choose one:

EDE	6521	Practical Applications and Issues in Assessment and Classroom Management: Elementary Education	3
EDM	6411	Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education	3
EEX	6222	Practical Applications and Issues in Assessment and Classroom Management: Special Education	3
ESE	6343	Practical Applications and Issues in Assessment and Classroom Management: Secondary Education	3

Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies and Empirical Foundations in Learning & Development	3
RED	6911	Action Research: Reading	3
<i>Choose one:</i>			
EDE	6482	Research Practicum	3
EDM	6912	Research Practicum	3
EEX	6945	Research Practicum in Special Education	3
ESE	6421	Research Practicum	3

Cognate Courses (15 sh)

RED	5047	Florida Online Reading Professional Development	3
RED	5515	Classroom Reading Assessments	3
RED	6240	Differentiating Instruction	3
RED	6940	Reading Practicum	3
RED	_____	Reading Elective	3

SECONDARY EDUCATION COMPREHENSIVE

The NCATE approved comprehensive specialization in Secondary Education is not a Florida Department of Education accredited program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in Secondary Education.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide direction and advisement to the students concerning professional issues, direct the student's Action Research project, and assist the student in the development, evaluation, and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An Action Research in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	6051	Exceptionalities	3
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ESE	6217	Integrated Curriculum and Instruction/Secondary Education	3
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ESE	6343	Practical Applications and Issues in Assessment and Classroom Management: Secondary Education	3
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Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies & Empirical Foundations in Learning	
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		& Development (a Faculty Mentor must be selected before completing EDG 5021)	3
ESE	6421	Research Practicum	3
ESE	6426	Action Research Course offered 1-6 sh per semester	3

Cognate Courses (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chair before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

SECONDARY EDUCATION CERTIFICATION SPECIALIZATION

This is an NCATE/Florida Department of Education approved program in Secondary Education leading to Florida certification in Secondary Education. Students in this specialization must complete the course work and requirements to meet Secondary Education requirements and all tests necessary for initial Florida teacher certification.

Therefore, students must meet all admission requirements for Teacher Education and maintain good standing. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement in these identified areas.

When the student does not have an undergraduate major or the equivalent in the teaching area, prerequisite course work will be required and planned for the candidate by the student's academic advisor.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	6051	Exceptionalities	3
ESE	6217	Integrated Curriculum and Instruction/Secondary Education	3
ESE	6343	Practical Applications and Issues in Assessment and Classroom Management: Secondary Education	3

Educational Investigative and Foundational Sequence (9 sh)

EDG	5021	Investigative Strategies and Empirical Foundations in Learning & Development	3
ESE	6421	Research Practicum	3
ESE	6426	Action Research Course offered 1-6 sh per semester	3

Cognate Courses (6 sh)

EDG	6344C	Instructional Management & Technology	3
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ESE	6035	School Involvement & Community Relations	3
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Clinical Field Experience (3 sh)

ESE	6944	Graduate Methods/ESOL/Reading Practicum: Secondary Education	3
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Student Teaching (6 sh)

EDG	5940	Student Teaching Course offered 1-6 sh per semester	6
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Content Area Requirements (12-57 sh)

Mathematics Education Content Certification Requirements (15-45 sh)

ESE	6215	Curriculum, Instruction, Methods: Secondary Education	3
MAE	5658	Mathematics for the 21st Century	3
MAE	6361	Teaching Mathematics in Middle Level and Secondary Education	3
RED	6161	Reading Across the Curriculum	3
TSL	5085	ESOL Principles & Practices	3

Additional course work in Calculus, Geometry and Probability/ Statistics, and Abstract/Linear Algebra to meet the 30 sh Secondary School Certification Requirement. 0-30

General Science Education Content Certification Requirements (12-42 sh)

ESE	6215	Curriculum, Instruction, Methods: Secondary Education	3
RED	6161	Reading Across the Curriculum	3
SCE	6625	Science Instruction in the Middle and Secondary School	3
TSL	5085	ESOL Principles & Practices	3

Additional course work in Biology, Earth/Space Science, and Physical Science to meet the 30 sh Secondary School Certification Requirement 0-30

Social Science Education Content Certification Requirements (12-42 sh)

ESE	6215	Curriculum, Instruction, Methods: Secondary Education	3
RED	6161	Reading Across the Curriculum	3
SSE	6326	Teaching Social Studies in Middle and Secondary Level Education	3
TSL	5085	ESOL Principles & Practices	3

Additional course work in Economics, Geography, United States Federal Government, Western Civilization or European

History, Asian, African, Latin American, or Middle Eastern
History, and Sociology or Psychology to meet the 30 sh
Secondary School Certification Requirement 0-30

English Education Content Certification Requirements (27-57)

EDG	6791	Multicultural Education	3
ESE	6215	Curriculum, Instruction, Methods: Secondary Education	3
LAE	6325	Language Arts Instruction in Middle and Secondary School Settings	3
RED	6060	Foundations of Middle and Secondary Literacy	3
RED	6161	Reading Across the Curriculum	3
TSL	5085	ESOL Principles & Practices	3
TSL	6145	ESOL Curriculum Materials and Development	3
TSL	6250	Applied Linguistics	3
TSL	6440	Testing and Evaluation	3

Additional course work in Literature, Grammar/Composition,
and Speech and Oral Interpretation to meet the 30 sh
Secondary School Certification Requirement 0-30