

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) 474-2893

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 30 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. Students in teacher certification programs will demonstrate satisfactory completion of Florida's Educator Accomplished Practices.

APPLIED BEHAVIOR ANALYSIS SPECIALIZATION

This is an NCATE approved Applied Behavior Analysis Specialization. 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 5366	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 Career and Technical Education Comprehensive Specialization is an NCATE 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 5366. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, and provide direction and advisement to the students concerning professional issues.

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 15 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 an action research project.

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
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 5366	Investigative Strategies and Empirical Foundations in Learning & Development	3
(a Faculty Mentor must be selected before completing EDG 5366)		
EDM 6911	Action Research	3
Course offered 1-6 sh per semester		
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 5366. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, and provide direction and advisement to the students concerning professional issues.

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 15 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 an action research project.

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 5366	Investigative Strategies & Empirical Foundations in Learning & Development	3

(a Faculty Mentor must be selected before completing EDG 5366)

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 5366	Investigative Strategies & Empirical Foundations in Learning & Development	3

Cognate Courses (6 sh)

EDE 6268	School Involvement & Community Relations	3
EME 6316C	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	6
	Course offered 1-6 sh per semester	

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

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 5366	Investigative Strategies and Empirical Foundations in Learning & Development	3
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Choose one:

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

Choose one:

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

ESOL ENDORSEMENT COMPREHENSIVE SPECIALIZATION

The Comprehensive English to Speakers of Other Languages (ESOL) Specialization is an NCATE 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
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

Cognate Courses (15 sh)

EDG 6791	Multicultural Education	3
TSL 5085	ESOL Principles & Practices	3
TSL 5145	ESOL Curriculum and Materials Development	3
TSL 5250	Applied Linguistics	3
TSL 5440	Testing and Evaluation	3

ESE/SUBJECT AREA COMPREHENSIVE

This comprehensive specialization is an NCATE 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. (EEX 6035 may be substituted with permission of the Chairperson, Division of Teacher Education.)

Professional Education (3 sh)

EDG 6007 Foundations of Professional Education3

Exceptional Student Education (3 sh)EEX 6035 Foundations of Exceptional
Student Education.....3**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 or Biology to select 30 hours of graduate coursework in the sciences.

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 Comprehensive Program with Specialization in Gifted Education is an NCATE 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 Understanding3**Divisional Core Courses (9 sh)**

EEX 6051 Exceptionalities3

*Choose one:*EDE 6206 Integrated Curriculum &
Instruction/Elementary Education3EDM 6235 Integrated Curriculum and
Instruction/Middle Level Education3

EEX 5085 Integrating Curriculum and Instruction3

ESE 6217 Integrated Curriculum and
Instruction/Secondary Education3*Choose one:*EDE 6521 Practical Applications and Issues in
Assessment and Classroom
Management: Elementary Education3EDM 6411 Practical Applications and Issues in
Assessment and Classroom
Management: Middle Level Education3EEX 6222 Practical Applications and Issues in
Assessment and Classroom
Management: Special Education3ESE 6343 Practical Applications and Issues
in Assessment and Classroom
Management: Secondary Education.....3**Educational Investigative Sequence (9 sh)**EDG 5366 Investigative Strategies and Empirical
Foundations in Learning &
Development.....3*Choose one:*

EDE 6482 Research Practicum3

EDM 6912 Research Practicum3

EEX 6945 Research Practicum in
Special Education3

ESE 6421 Research Practicum3

Choose one:

EDE 6911 Action Research3

EDM 6911 Action Research3
Course offered 1-6 sh per semester

EEX 6340 Action Research3

ESE 6426 Action Research3
Course offered 1-6 sh per semester**Cognate Courses (15 sh)**

EGI 5051 Nature and Needs of Gifted3

EGI 6231 Educational Procedures and Programs
for Gifted Students3

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 5366. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, and provide directions and advisement to the student concerning professional issues.

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 15 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 an action research project.

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
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 5366	Investigative Strategies & Empirical Foundations in Learning & Development	3
	(a Faculty Mentor must be selected before completing EDG 5366)	
EDM 6911	Action Research	3
	Course offered 1-6 sh per semester	
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 5366	Investigative Strategies & Empirical Foundations in Learning & Development	3
EDM 6911	Action Research	3
EDM 6912	Research Practicum	3

Cognate Courses (6 sh)

EDM 6405	School Involvement & Community Relations	3
EME 6316C	Instructional Management & Technology	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	6
Course offered 1-6 sh per semester		

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 Requirement0-18

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 Requirement0-18

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 Requirement0-18

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 5145	ESOL Curriculum Materials and Development	3
TSL 5250	Applied Linguistics	3
TSL 5440	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 Requirement0-18

PRIMARY EDUCATION COMPREHENSIVE

The comprehensive specialization in Primary Education is an NCATE 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 5366. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, and provide directions and advisement to the student concerning professional issues.

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 15 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 an action research project.

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
EEC 6305	Practical Applications and Issues in Assessment and Classroom Management: Primary Education	3
EEX 6051	Exceptionalities	3

Educational Investigative Sequence (9 sh)

EDG 5366	Investigative Strategies & Empirical Foundations in Learning & Development..... (a Faculty Mentor must be selected before completing EDG 5366)	3
	Advisor approved action research course	3
	Advisor approved research practicum course	3

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 Comprehensive Reading Endorsement Specialization is an NCATE 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
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Choose one:

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 5366	Investigative Strategies and Empirical Foundations in Learning & Development	3
RED 6911	Action Research: Reading	3

Choose one:

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 comprehensive specialization in Secondary Education is an NCATE 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 5366. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, and provide direction and advisement to the students concerning professional issues.

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 15 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 15 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 an action research project.

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 Sequence (9 sh)

EDG 5366	Investigative Strategies & Empirical Foundations in Learning & Development	3
(a Faculty Mentor must be selected before completing EDG 5366)		

ESE 6421	Research Practicum	3
ESE 6426	Action Research	3
Course offered 1-6 sh per semester		

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 5366	Investigative Strategies and Empirical Foundations in Learning & Development	3
ESE 6421	Research Practicum	3
ESE 6426	Action Research	3
Course offered 1-6 sh per semester		

Cognate Courses (6 sh)

EME 6316C	Instructional Management & Technology	3
ESE 6035	School Involvement & Community Relations	3

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	6
	Course offered 1-6 sh per semester	

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 5145	ESOL Curriculum Materials and Development	3
TSL 5250	Applied Linguistics	3
TSL 5440	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