



JAMAICA

GRADUATE TEACHER EDUCATION PROGRAM

Specializations in:

Teaching and Learning
Exceptional Student Education

ADMISSIONS PACKET



NOVA SOUTHEASTERN UNIVERSITY
Graduate Teacher Education Program (GTEP)
Fischler School of Education and Human Services

Dear Prospective NSU Student:

Thank you for your interest in the Graduate Teacher Education Program (GTEP) offered in Jamaica by the Fischler School of Education and Human Services (FSEHS). We have attached some information that is pertinent to the GTEP master's programs to assist you through your inquiry, application and admission process. To learn more about the GTEP program in Jamaica, please visit our website at <http://www.schoolofed.nova.edu/jam/> (or e-mail Ms. Pat Hill at marshhil@nsu.nova.edu).

Additionally, FSEHS offers a bachelor's program in education in Jamaica. The bachelor's program is in Applied Professional Studies (APS) with a specialization in teaching and learning. If you are interested in the APS program please contact Ms. Michelle Gibson at gibsonmi@nsu.nova.edu or call 976-978-3311. The APS program can also be viewed at <http://www.schoolofed.nova.edu/undergraduate/aps/jamaica/index.html>

We look forward to having you as a part of the NSU family and are prepared to help you meet your educational goals.

Sincerely,

Liezette Abel-Ruffin

Dr. Liezette Abel-Ruffin
Regional Liaison for the Caribbean and Program Professor



GRADUATE TEACHER EDUCATION PROGRAM
MASTER'S PROGRAMS IN JAMAICA

Teaching & Learning and Exceptional Student Education

1. Duration: Eighteen to twenty-four months from the beginning of the program.

Classes begin when there are enough participants (students) to begin a new cohort (group). New cohorts (groups) begin at various times in the fall and winter term depending on student demand.
2. Class Structure: Each course is approximately eight weeks in duration with three alternative weekends of on-site instructions. Friday evening and Saturday class times are as follows:
 - Fridays - 5 p.m. to 9 p.m.
 - Saturdays - 9 a.m. to 5:00p.m.

Current Locations:

Teaching and Learning - Kingston, Montego Bay, Mandeville, and Brown's Town

Exceptional Student Education – Kingston and Mandeville
3. Instructors: Instructions are provided by lecturers from the Main Campus.
Local lecturers are used as appropriate.
4. Course Structure: Students usually register and take one course at a time which may lead to two (2) or three classes per semester. Each instructor may vary in their form of evaluation. However, students receiving TERI or Ministry of Education/JTA loans must register for the entire semester at one time in order to be eligible for loan funds. Registration takes place during the registration period in the preceding semester.

The program consists of 36 credit hours (ten 3-credit courses and a 6-credit practicum).
Course descriptions attached.
5. Books/Materials: Textbooks and selected materials required for the course are provided by the University and are included in your fee structure.
6. Practicum: The practicum (INED 691 & INED 692) is done in conjunction with your coursework. In order to register for your practicum, you must obtain a "B" or better in the educational research class and you must be in good academic standing. The entire practicum process must be completed in the same academic year. This includes a proposal and report which is further explained when you begin the program and in the course descriptions attached. The entire practicum is 6 credits which are divided into two parts.
7. Tuition and Fees:
 - **Application Fee**
The non-refundable application fee of US\$50.00 must accompany the application. Please note that this fee must be paid by US\$ draft or US\$ check. All checks and drafts must be made payable to Nova Southeastern University.
 - **Tuition**
The proposed tuition rate for 2006/2007 academic year is US \$315 per credit. A payment/course schedule is provided prior to the beginning of each semester. **To**

avoid any late fees or service charges, payment is due upon registration of each course.

- **Book fees**
Each course carries a US\$85 book fee and is due at the time of registration. Tuition and fees must be paid up to date in order to receive books for the following course.
- **University fees**
Each semester includes a US\$15 registration fee and US\$250 student services fee.
- **Graduation Fee**
A US\$75 fee is required at the end of the program to complete the degree conferral process.

Tuition/Fees are payable in US\$ or JA\$ at First Caribbean Bank in Jamaica. Due dates for fees are outlined in the course schedule given at the beginning of the program. Credit card paying students are required to pay in US\$ only. All checks and drafts must be made payable to Nova Southeastern University.

TUITION/FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

8. Qualification: Students admitted to the Graduate Teacher Education Program (GTEP) in Jamaica must meet the following admissions requirements:
- possess an earned baccalaureate or graduate degree from a regionally accredited college or university in the United States or must have a baccalaureate degree evaluated as being equivalent to the US degree from a regionally accredited college or university. **See alternative admissions criteria below.**
 - provide official transcripts from all colleges and universities attended
 - a minimum cumulative grade point average (CGPA) of 2.5 (on a 4.0 scale) is required for all students. **See CGPA clarification and explanation below.**
 - submit two letters of recommendation (from two different people) that attest to the applicant's ability to handle graduate study (forms attached)
 - submit a completed application form accompanied by a US \$50.00 non-refundable application fee
9. Contact : NSU Kingston office (978-3311) or e-mail Ms. Pat Hill (marshhil@nsu.nova.edu)
- Applications and other information pertinent to the Graduate Teacher Education Program offered in Jamaica are available from the Nova office in Kingston located at 1 Argyle Road, Kingston 5, Jamaica WI. Tele: 978-3311
- Website: <http://www.schoolofed.nova.edu/jam/>



Nova Southeastern University

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

Graduate Teacher Education Program

Jamaica Programs: Teaching & Learning AND Exceptional Student Education/Special Education

INSTRUCTIONS

1. Complete application form. Please remember to sign it.
2. Add US \$50 application fee. NO CASH. Bank draft or personal checks in US funds only payable to Nova Southeastern University.
3. **Send completed application to:**

NOVA SOUTHEASTERN UNIVERSITY
Attention: Ms. Pat Hill
1 Argyle Road
Kingston 5, Jamaica WI

4. Use the attached "Request for Official Transcript" forms to request OFFICIAL transcripts from ALL post secondary institutions attended (make copies of form if necessary). **Request that transcripts be sent directly to:**

Nova Southeastern University
Enrollment Processing Services (EPS)
Att: Fischler School of Education and Human Services
3301 College Avenue
P.O. Box 299000
Ft. Lauderdale, FL 33329-9905

5. Attached are "Recommendation for Admission" forms. Two completed recommendation forms are required for admittance into the program. **Completed recommendation forms must be sent to:**

Nova Southeastern University
Enrollment Processing Services (EPS)
Att: Fischler School of Education and Human Services
3301 College Avenue
P.O. Box 299000
Ft. Lauderdale, FL 33329-9905

PLEASE VISIT OUR WEBSITE AT [HTTP://WWW.SCHOOLOFED.NOVA.EDU/JAM/](http://www.schoolofed.nova.edu/jam/) TO LEARN ABOUT OUR MASTER OF SCIENCE IN EDUCATION PROGRAMS

Alternate Admission Criteria

If you have earned a degree at a school that is not accredited by one of the regional or international accrediting associations/universities, you will need to submit the following information and documentation to petition to receive admission into a Fischler School of Education and Human Services program at Nova Southeastern University.

Option One

- 1) Submit an admission application and include a \$50.00 non-refundable application fee payment payable to NSU.
- 2) Send an official course-by-course evaluation with cumulative GPA, by one of the following organizations:
 - Josef Silny & Associates, Inc. Available online at: <http://www.jsilny.com/>
 - World Education Services. Available online at: <http://www.wes.org/nova.asp>
- 3) If the evaluation is not favorable, (i.e., does not indicate equivalency to a bachelor of science or a master of science degree), applicants must complete the career portfolio.

All applicants who have not earned a master's degree (for entry into an Ed.S. or doctoral program) or bachelor's degree (for entry into a master's program) from an accredited college or university must produce a portfolio prior to admission to the program. This portfolio must demonstrate academic and pedagogical growth appropriate for entry into the chosen program of study. Those applicants whose main job responsibilities are administrative in nature will modify their evidence to reflect the clientele they serve. Upon submission, the portfolio becomes property of the University and will not be returned to the applicant. For a guide to the type and amount of the evidence required, please contact the Office of Enrollment Services at 1-800-262-1546.

Upon completion of the portfolio, send it to:

Nova Southeastern University
Fischler School of Education and Human Services
Office of Enrollment Services – Admissions Dept.
1750 NE 167th Street
North Miami Beach, FL 33162

Option Two

- 1) Submit an admission application and include a \$50.00 non-refundable application fee payment payable to NSU.
- 2) Send an official evaluation directly to NSU at the address above from one of the following documents:
 - The National Board of License for Teachers and Principals (NBL)
 - Continuing Teachers License from Merkos Linyonei Chinuch International Board of License (MERKOS)
- 3) Submit a \$350.00 portfolio evaluation fee, payable to NSU.
- 4) Submit the Career Portfolio.
- 5) Complete a writing assessment.

Career Portfolio

The Career Portfolio is a compilation of evidence that documents the attainment of a level of knowledge, experience, and expertise. The Career Portfolio contains evidence that is appropriate for entry into a master's program in education. It is a collection of various artifacts used as evidence of acquisition of professional teaching skills, as defined in the Accomplished Practices. The portfolio is your property. It is your responsibility to ensure that the evidence is in accordance with the procedures stated in the portfolio guide that is available upon request from the FSEHS-Office of Academic Affairs.

OR

Option Three

- 1) Submit an admission application and include a \$50.00 non-refundable application fee payment payable to NSU.
- 2) Send an official transcript from **one** of the following institutions directly to NSU.
 - Binah Institute
 - College of the Bahamas

- Dalhousie University
- GC Foster College of Physical Education
- Institute of Management and Production
- Jamaican Theological Seminary
- McMaster University
- Northern Caribbean University
- The University of Alberta
- The University of Guelph
- The University of Guyana
- The University of Ontario
- The University of Ottawa
- The University of Technology
- The University of Toronto
- The University of Victoria
- The University of the West Indies (all campuses)
- The University of Windsor
- York University

NOTE: The institutions listed above are subject to change without prior notification.

CGPA CLARIFICATION AND EXPLANATION

In an effort to provide clarification and an explanation of the GPA calculation for undergraduate students entering a master's degree program, the following procedures are outlined below:

1. Applicants applying to a master's degree program in education must have an earned undergraduate degree from a regionally or internationally accredited institution. The degree must demonstrate a 2.5 cumulative grade point average (CGPA) based on a 4.0 grading scale in order to qualify for admission. This is true for transcript evaluations from Josef Silney and Associates, and World Education Services.
 - a. If the undergraduate transcript does not indicate the CGPA, it will be necessary for you to calculate the CGPA with the grading system key (i.e. transcript key) provided on the transcript.
 - b. If the undergraduate transcript does not indicate the GPA for the corresponding grade **or** if the grading system key is not submitted with the transcript (official or unofficial), it will be necessary contact the institution to obtain the grading system key to conduct the CGPA calculation.
2. Applicants applying to a master's degree program in education with foreign credentials must provide an official credential evaluation with a course-by-course analysis and include the CGPA.
 - a. If the evaluation does not indicate the CGPA, it will be necessary to notify the applicant that the evaluation is not complete, thus requiring the applicant to resubmit the appropriate documents (i.e. evaluation with CGPA) for the purpose of admission.
 - b. If the evaluation does not list a course-by-course analysis with the CGPA, it will be necessary for you to notify the applicant that the evaluation is not complete, thus requiring the applicant to resubmit the appropriate documents (i.e. evaluation with course-by-course analysis and CGPA) for the purpose of admission.
3. Applicants that have a CGPA below the 2.5 minimum GPA requirements must provide Graduate Record Exam (GRE) test scores with a combined score of 1000 (for the verbal and quantitative scales only).
 - a. If the applicant does not earn a 1000 on the GRE (for the verbal and quantitative scales only) the applicant is eligible for **provisional** admission provided that the all other admission criteria has been satisfied.
 - b. Students are eligible to register for a maximum of six (6) credit hours for the first term of enrollment. Students are eligible for **full admission** status upon earning a grade of B or better (3.0 minimum CGPA) in each course during the first term or enrollment. Students who do not earn a grade of B or better in each course will be dismissed from the program.
 - c. Full admission will be granted after the student has completed the minimum six (6) credit hours in the first term of enrollment. *This will be determined by Banner reports.
4. International applicants whose CGPA is less than a 2.5 are exempt from the GRE requirement. These applicants may be granted **conditional** admission solely based on the undergraduate degree documentation. Please note; international applicants must then provide evidence of the TOEFL or IELTS.
5. Applicants whose previous institution is currently listed under the Alternative Admissions Requirements, are exempt from additional degree, course evaluation and CGPA. These applicants may be granted **conditional** admission solely based on the undergraduate degree documentation.
6. Applicants whose native language is not English are required to demonstrate English proficiency. The following standardized tests currently satisfy the university's English requirement for nonnative English speakers:
 - a. Applicants from the Dominican Republic, Korea, and Mexico would not be required to submit the GRE or MAT; however, they would be required to complete the TOEFL or IELTS.
 - b. Test of English as a Foreign Language (TOEFL) 213 on the computer-based test; 79-80 on the Internet based test.

International English Language Testing System (IELTS) 6.0 on the test module. For more information regarding The English Language Proficiency Testing please go to: http://www.nova.edu/cwis/registrar/iss/english_proficiency.html

- i. TOEFL Web site: www.ets.org/toefl/
- ii. IELTS Web site: www.IELTS.org/

NOVA SOUTHEASTERN UNIVERSITY
FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES
 1750 NE 167th Street
 North Miami Beach, FL 33162
 800-554-6682, ext 8500



**Graduate Teacher
 Education Program**

Jamaica

College	FE	Apply Date		Term	
Degree Program	NOCERM	Rate Code		Campus Site	
Admit Type	F2	Student Type	B	Decision	
Major		Level	F1	Status	
Dept	FGTP	Cohort Code: _____			

ADMISSION APPLICATION

This application must be accompanied by a US \$50 .00 non-refundable fee payable to Nova Southeastern University (Type or print)

Circle Location: Kingston or Montego Bay or Mandeville or Brown's Town

Circle expected start term: Fall Winter Summer 200__

Please select ONE of the Academic goal options: Teaching and Learning (All locations)
 Exceptional Student Education (Kingston or Mandeville)

NSU student Number N____-____-____ (fill this in **only** if you have a NSU Student #)

Gender: Male Female Date of Birth: ____/____/____

 Last name First Name M.I. Maiden Name

 Mailing/Permanent Address Street

 City Parish Country Home Telephone () Business Telephone/Extension ()

 E-Mail Address () Fax Number

Emergency Contact

 Name Street Address

 City Parish Country Home Telephone () Business Telephone/Extension ()

 Relationship

Please list all colleges and universities attended. **You must provide official transcripts from all colleges and/or universities attended.** Your degree must be from a **regionally accredited** institution

Complete Name of College/University	State/Country	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree Awarded (B.S., M.S.)	GPA

Do you plan to transfer graduate credits Yes No If yes, please see http://www.fgse.nova.edu/gtep/forms/req_xfer_cred.pdf

Applicant Status at Time of Application:

- First time attending Nova Southeastern University? Yes No
- Returning to Nova Southeastern University after an absence? Yes No

If yes, indicate dates of attendance _____ and the program you were in _____

Current NSU student in _____ program.

Citizenship Status

- Jamaican Citizen
- U.S Citizen
- Other _____

Ethnic Origin Data (This information is requested for reporting purposes only.)

Check one of the following:

- White (not of Hispanic origin)
- Asian or Pacific Islander
- Black (not of Hispanic origin)
- Hispanic origin
- American Indian or native Alaskan
- Other
- I decline to respond

Current Employment

Position	School/Company	City/State	Date Employed From	Date Employed To

Signatures and Declarations

Certification/Licensure Waiver

I understand that the master of science in education program does not guarantee certification or licensure at the local, regional, or state level. Students seeking certification/licensure should contact the department of education in the state/country in question to confirm certification or licensure requirements.

Initial here: _____

Have you ever been convicted of a criminal offense, been found guilty or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication? Yes No

If the answer is yes, please explain. _____

The disclosure obligation is a continuing one. All applicants must report to the Fischler School of Education and Human Services any such event that occurs after filing their application. The admissions committee and the Fischler School of Education and Human Services will consider new information submitted and, in appropriate circumstances, may change the status of applicant or student.

Permission is hereby given to make any necessary inquiries. I voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents, or any other person or entity making a written or oral request for such information.

Initial here: _____

Please note the following statements:

1. I declare that the above information, to the best of my knowledge, is complete and accurate. I have read and I understand the requirements, policies, and procedures stated in the catalog, and I agree to abide by all the rules and regulations of this graduate program and Nova Southeastern University.
2. I give Nova Southeastern University permission to publish and use any photos in which I appear that may be taken during class or other University activities.
3. I understand that all required official and final documents must be received within 90 days from the start of the term for which I am enrolling. If my documents are not received by the end of this 90-day period, I understand the following will apply until my student status is changed to "fully admitted:"
 - a. Further attendance will be disallowed.
 - b. Financial aid will not be disbursed (if applicable).

Applicant's Signature

Date



Nova Southeastern University
 Enrollment Processing Services (EPS)
 Att: Fischler School of Education and Human Services
 3301 College Avenue
 P.O. Box 299000
 Ft. Lauderdale, FL 33329-9905

JAMAICA

Recommendation for Admission to the Master of Science In Education

To The Applicant: This form should be completed by an administrator or supervisor who can indicate the nature of your present performance. **You must submit two of these recommendations forms (from two different people) as part of the admission process.**

Please complete this portion of the recommendation form before giving it to your source of reference

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment of the United States of America)
 Enacted December 31, 1974

I Do I Do Not waive the right to inspect and review this completed recommendation.

Applicant's name (print)	Signature
Street Address Apartment	City Country
Student ID Number	
Employer (or institution / organization) _____	

To the Evaluator: Please do not complete this form if the above waiver has not been completed and signed by the applicant.

The individual named above has made application to the Master of Science in Education Program. One of the steps of admission process requires each applicant to obtain two letters of recommendation from administrators or supervisors denoting that the applicant has the ability to be successful in graduate level work. The items listed below concern the applicant's performance.

Please rate the applicant on the following items:

- | | | | |
|---|--|----------------------------------|-----------------------------------|
| 1. Attitude toward work | <input type="checkbox"/> Somewhat negative | <input type="checkbox"/> Average | <input type="checkbox"/> Positive |
| 2. Motivation toward work | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 3. Ability to carry out task | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 4. Resourcefulness in identifying and carrying out task | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 5. Emotional Control | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 6. Interpersonal relationships | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |

7. Most significant strengths _____

8. Most Significant weakness _____

9. I have known the applicant for ____ years. The applicant has been a member of my staff for ____ years.
I have known this person well slightly.

10. In my opinion, the applicant's potential for success in a graduate program
of studies is: good average poor

11. The applicant has been involved in innovative projects at his/her institution
or organization yes no

12. The applicant is able to read, write, and communicate effectively using
the English language yes no

The person writing the recommendation must complete the following section:

_____ Signature	_____ Date
_____ Name (printed)	_____ Position
_____ Address Street	_____ Telephone
_____ City	_____ Country

Please make a photocopy for your records.

Please return to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Att: Fischler School of Education and Human Services
3301 College Avenue
P.O. Box 299000
Ft. Lauderdale, FL 33329-9905



Nova Southeastern University
 Enrollment Processing Services (EPS)
 Att: Fischler School of Education and Human Services
 3301 College Avenue
 P.O. Box 299000
 Ft. Lauderdale, FL 33329-9905

JAMAICA

Recommendation for Admission to the Master of Science In Education

To The Applicant: This form should be completed by an administrator or supervisor who can indicate the nature of your present performance. **You must submit two of these recommendations forms (from two different people) as part of the admission process.**

Please complete this portion of the recommendation form before giving it to your source of reference

Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment of the United States of America)
 Enacted December 31, 1974

I Do I Do Not waive the right to inspect and review this completed recommendation.

Applicant's name (print)	Signature
Street Address Apartment	City Country
Student ID Number	
Employer (or institution / organization)	

To the Evaluator: Please do not complete this form if the above waiver has not been completed and signed by the applicant.

The individual named above has made application to the Master of Science in Education Program. One of the steps of admission process requires each applicant to obtain two letters of recommendation from administrators or supervisors denoting that the applicant has the ability to be successful in graduate level work. The items listed below concern the applicant's performance.

Please rate the applicant on the following items:

- | | | | |
|--|--|----------------------------------|-----------------------------------|
| 13. Attitude toward work | <input type="checkbox"/> Somewhat negative | <input type="checkbox"/> Average | <input type="checkbox"/> Positive |
| 14. Motivation toward work | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 15. Ability to carry out task | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 16. Resourcefulness in identifying and carrying out task | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 17. Emotional Control | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |
| 18. Interpersonal relationships | <input type="checkbox"/> Low | <input type="checkbox"/> Average | <input type="checkbox"/> High |

19. Most significant strengths _____

20. Most Significant weakness _____

21. I have known the applicant for ____ years. The applicant has been a member of my staff for ____ years.
I have known this person well slightly.

22. In my opinion, the applicant's potential for success in a graduate program
of studies is: good average poor

23. The applicant has been involved in innovative projects at his/her institution
or organization yes no

24. The applicant is able to read, write, and communicate effectively using
the English language yes no

The person writing the recommendation must complete the following section:

_____ Signature	_____ Date
_____ Name (printed)	_____ Position
_____ Address Street	_____ Telephone
_____ City	_____ Country

Please make a photocopy for your records.

Please return to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Att: Fischler School of Education and Human Services
3301 College Avenue
P.O. Box 299000
Ft. Lauderdale, FL 33329-9905



Nova Southeastern University
 Enrollment Processing Services (EPS)
 Att: Fischler School of Education and Human Services
 3301 College Avenue
 P.O. Box 299000
 Ft. Lauderdale, FL 33329-9905

Request for Official Transcript

Student: Complete both sections of this form. Mail to your former schools.

Please send to Nova Southeastern University an official transcript of my academic work while attending your institution. Return the form below to Nova Southeastern University.

A. I attended your school from _____ to _____

B. While in attendance, my name on your records was _____
Last First Middle/Maiden

C. My student identification number was _____

D. I am enclosing the fees (if any) required by your institution.

Thank you for your assistance.

Sincerely,

 Signature

Dear Alma Mater: Please return this form with the transcript. Thank you.

TRANSCRIPT TRANSMITTAL FORM

Soc. Sec. # _____/_____/_____ **Date:** _____

Name _____
LAST FIRST MIDDLE/MAIDEN

Address _____
 STREET

City State ZIP

Please send transcript to:
 Nova Southeastern University
 Enrollment Processing Services (EPS)
 Att: Fischler School of Education and Human Services
 3301 College Avenue
 P.O. Box 299000
 Ft. Lauderdale, FL 33329-9905

**GRADUATE TEACHER EDUCATION PROGRAM
TEACHING AND LEARNING COURSE DESCRIPTION**

Course #	Course Title	Credits	Course Description
CUR 526	Educational Research for Practitioners	3	This course emphasizes the skills needed by school-based practitioners in accessing, reviewing and utilizing research. These skills include the use of bibliographic databases, interpreting published research for applications in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and data-gathering techniques unique to elementary and secondary education.
ETEC 602	Technology and the School Curriculum	3	This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.
EDU 502	Psychological Foundations in Education	3	This course establishes a psychological foundation for teaching. Developmental theories, diversity, approaches to instruction, differentiation, exceptional students, and assessment are studied and practiced. Emphasis is placed on the implications of developmental processes for the design of appropriate curriculum and instruction.
CUR 506	Curriculum and Instruction	3	Using the principles of curriculum development and related research, students will develop a plan for a unit of instruction, including a needs assessment, use of resources, implementation specifications, and assessment of instructional effectiveness. In addition, this course covers the topics above as they apply specifically to the participant's area of specialization.
CUR 591	Student Evaluation	3	This course emphasizes the practical skills in student evaluation required for curriculum planning in the classroom and the school. Areas covered include understanding of content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement. Emphasis will also be placed on the development of effective teacher-made tests, the utilization of standardized test results in the development of intervention and remediation strategies for both individuals and groups of students, and recommended instruments and alternative practices for the assessment of multicultural students.
EDU 503	Classroom Management and Organization	3	This course assists students in integrating teaching methods, principles of curriculum development and evaluation, and methods for dealing with student behavior into a cohesive, well-managed educational program. The course also covers techniques for communicating with parents and methods for working effectively within the school's administrative structure.
ESE 600	Survey of Exceptionalities of Children and Youth	3	This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes,

			assessment techniques, educational strategies, and current and future trends in the field of exceptional student education
RED 575	Contemporary Foundations of Reading	3	Students will become familiar with current theories of learning as related to reading at the elementary and secondary levels with an emphasis upon learning styles, cognitive development models, and computer-based learning experiences in reading. Adaptive instruction as it applies to meeting individual needs will also be explored.
INED 500	School and Society	3	The purpose of this course is to examine various K-12 educational systems in the global society as we enter the 21 st Century. Students will be asked to compare schooling in various societies and examine how the educational systems are organized to meet political, social and economic agenda of the 21 st Century. Students will recommend strategies to ensure capacity and compliance of their home systems. Students will also appraise their own educational systems within the global educational community with ramifications for standards, development and curriculum alignment. Research and presentation skills as well as the use of technology will be emphasized.
EDL 510	School Leadership	3	Students will explore and demonstrate knowledge of basic theories of leadership, change process, group dynamics, and motivation.
INED 691	Applied Research Practicum – Part 1	3	Part One: Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth.
INED 692	Applied Research Practicum – Part 2	3	Part Two: Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio.

**GRADUATE TEACHER EDUCATION PROGRAM
EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTION**

Course #	Course Title	Credits	Course Description
CUR 526	Educational Research for Practitioners	3	This course emphasizes the skills needed by school-based practitioners in accessing, reviewing and utilizing research. These skills include the use of bibliographic databases, interpreting published research for applications in the classroom, developing objectives for evaluating applied research projects, and collecting and analyzing classroom data. The course also covers the sources of published research and data-gathering techniques unique to elementary and secondary education.
ETEC 602	Technology and the School Curriculum	3	This course examines the role of technology in the curriculum and its impact on school change. Research on the design of computer aided instruction and computer utilization in the K-12 classroom will be explored. Methods of educational software evaluation, selection, and acquisition are introduced. Students will apply the modern technologies and principles of curriculum development in producing programs of instruction.
ESE 600	Survey of Exceptionalities of Children and Youth	3	This course will provide students with fundamental information on laws, policies and practices in exceptional student education and on specific categories of exceptionality, including definitions, prevalence, causes, assessment techniques, educational strategies, and current and future trends in the field of exceptional student education
ESE 610	Speech and Language Development and Disabilities	3	This course will provide students with a basic understanding of the nature of speech and language; the developmental progression in language acquisition; and the techniques for evaluating language development and remediating speech, language, and communication disorders in children.
ESE 620	Behavior Management of Exceptional Students	3	This course will provide students with various behavior management techniques of managing classroom behavior, promoting social adjustment of their students, and coordinating the classroom learning environment for the purpose of improving the academic and social development of students with learning and behavior problems.
ESE 630	Educational and Psychological Assessment of Exceptional Students	3	This course will introduce students to the various educational and psychological tests and assessment tools most widely used to evaluate exceptional students, with emphasis on the practical application of assessment in schools and on the assessment process from initial identification through the development of an individualized Education Program (IEP). It will also prepare all those concerned with the teaching-learning process to be sensitive to the social and ethical implications of test use and to be familiar with both formal and informal assessment strategies that will help them contribute to the decision-making process for exceptional students.
ESE 640	Transition Skills and Services for Exceptional Students	3	This course will introduce students to variety of educational, career, and vocational choices available to exceptional students. These choices include academic skills, personal

			skills, social skills, employability skills, and daily living skills, which exceptional students need in order to actualize their potentials and become contributing members of society. Emphasis will be given to the concept of planning for transitions within the educational program and to the need to plan more carefully for the transition to adulthood.
ESE 650	Instructional Strategies for Exceptional Students	3	This course will focus on the various strategies and techniques used to educate and train exceptional students. Emphasis will be on normalization and on the array of services available to students with disabilities from elementary school to high school. Special attention will be devoted to strategies that help teachers develop individualized educational programs, strategies for classroom organization and management, and strategies to enhance learning through microcomputer technology.
ESE 660	Curriculum and Instructional Materials for Exceptional Students	3	This course will introduce students to the various curriculum and instructional materials used to teach exceptional students. It will provide students with specific suggestions for selecting and modifying the curriculum to promote learning and for developing appropriate materials to use in the classroom. Students will also be provided strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic and content-area instruction.
ESE 690	Consultation and Collaboration in Exceptional Student Education	3	This course will help students become more proficient in working together within school contexts. Emphasis will be on the context of school and home collaborations, and on the diversity issues that may affect the way people work together. Students will learn that school consultations, collaboration, and teamwork are essential in transforming school learning environments into settings where teachers, administrators, and parents of exceptional students work together and trust each other for the benefit of the students.
INED 691	Applied Research Practicum in Special Education – Part 1	3	Part One: Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth.
INED 692	Applied Research Practicum in Special Education – Part 2	3	Part Two: Participants will examine both the art and science of professional development for educators. Teachers will engage in analysis of current classroom issues and challenges to explore and practice action research methods as a logical extension of classroom instruction. Integral to the process will be the development of Action Research Project proposal project design. Concurrently, participants will engage in reflective insight in the context of personal professional development and growth, and will initiate organization and development of the comprehensive professional portfolio.

ALL GTEP STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING WEBSITES

1. Information about FSEHS, GTEP programs, access to grades, ability to change address and other very pertinent information.

<http://www.schoolofed.nova.edu/home.htm>

2. Graduate Teacher Education Program – Access to student handbooks, policies etc.

<http://www.schoolofed.nova.edu/gtep/>

3. FSEHS catalog, FSEHS student handbook, and NSU student handbook

http://www.schoolofed.nova.edu/oaa/fgs_catalogs.htm

4. Jamaica GTEP (teaching and learning and exceptional student education) program website.

<http://www.schoolofed.nova.edu/jam/>

5. Nova Southeastern University's website.

<http://www.nova.edu/>

GTEP – Graduate Teacher Education Program
FSEHS – Fischler School of Education and Human Services
NSU- Nova Southeastern University