

MINUTES
Nova Southeastern University
Masters of Science and Educational Specialist
M.S. AND ED.S. CURRICULUM COMMITTEE MEETING
Third Floor Conference Room, North Miami Beach
August 5, 2008, 10:00 p.m. – 12:00 p.m.

PARTICIPANTS: Julie Alemany, Khrystyna Bednarchyk, Mel Coleman, Mary Collins, Ken Dose, Melba Fletcher, Melinda Fronrath, Laura Fuchs, Linda Goldsmith, David Graf, Marliese Hogan, George Iber (Chair), Mary Kolesinski, Sidi Lakhdar, Maryellen Maher, Dan Markarian, Gabriela Mendez, Wilma Robles de Melendez, Delores Smiley, Zandra Stino, Michelle Tenam-Zemach, Elaine Van Lue, Jan Yates (Scribe).

ITEM 1. WELCOME / ANNOUNCEMENTS

DISCUSSION: George welcomed the group and two new faculty members: Daniel Markarian (Social Studies) (markaria@nova.edu) and Michelle Tenam-Zemach (Curriculum and English) (mt656@nsu.nova.edu). Connie Hebert (Reading) (ch336@nova.edu) will join us at the next meeting. The building in Fort Myers is ready, and furniture is forthcoming.

OUTCOME: None.

ITEM 2. APPROVAL OF MINUTES OF JUNE 2008

DISCUSSION: Mel moved (Marliese seconded) to approve the minutes.

OUTCOME: The committee unanimously approved the minutes.

REVIEW OF SYLLABI

ITEM 3. TEFL 525: TEACHING ENGLISH TO CHILDREN (WILMA ROBLES DE MELENDEZ)

DISCUSSION: This course is part of a TEFL track for young children. There will be another course for working with adolescents. This course will be offered during Fall Term 2008. The rubrics are still being developed. Some of the Web sites need to be updated.

OUTCOME: Mel moved (Marliese seconded) to approve TEFL 525. The course was approved with corrections.

ITEM 4. TEFL 580: SECOND LANGUAGE LEARNING - LINA CHIAPPONE

DISCUSSION: This course is one of the core TEFL courses. Changes need to be sent to Lina.

OUTCOME: Mel moved (Marliese seconded) to approve TEFL 580. The course was approved unanimously.

ITEM 5. IDDE 610: LEARNING THEORIES AND THE PRACTICE OF INSTRUCTIONAL DESIGN (DELORES SMILEY)

DISCUSSION: This course primarily addresses learning theory for a target audience of teachers. If students are not teachers, they may have problems creating lesson plans. An assignment option for creating professional development materials may be needed. Another textbook that combines application to theory could be added as a supplemental reading.

OUTCOME: Mel moved (Marliese seconded) that the course be accepted with changes (removal of WebCT-only references; modification of Assignment 2 [add an application for lesson plan or assessment to increase the rigor]). The course was approved with corrections.

ITEM 6. IDDE 625: PROGRAM ASSESSMENT AND EVALUATION FOR DIVERSE CLASSROOMS (DOLORES SMILEY)

DISCUSSION: This course was approved at the April 2008 meeting. Mel moved (Marliese seconded) to approve IDDE 625.

OUTCOME: The course was approved unanimously.

DISCUSSION ITEMS

ITEM 7. ALTERNATIVE CERTIFICATION – NANCY TERREL

DISCUSSION: Dr. Elisa Calabrese (Director) and Ms. Hope Waldman-Targoff (Grant Facilitator) of the Teaching and Leadership Center (TLC) of Broward County School District (housed at FAU in Davie and part of Human Resources at Broward) are collaborating with Dr. Nancy Terrell (Nova Southeastern University) to develop alternative certification courses and programs. Offerings of TLC include the following:

1. Preservice program (This is available at TLC.)
2. Inservice program for teachers in the district to achieve their five-year certificate
3. Course-by-Course Method (This is to complete the five or six courses that are needed to receive the Florida Statement of Eligibility. The TLC works with institutions to offer college courses. These include EPIs, Pathways to Teaching, ABCTE, etc.)

Broward wanted quality programs and looked to the universities to develop quality programs with the universities. The center currently has three grant-funded programs that support graduate and undergraduate study. However, there are not enough programs to help the teachers. If the teachers do not earn their degrees within the three years (term of eligibility), they are released.

The handouts (e-mailed by George) describe the requirements of the Florida Educator Certificate. Of the last hires in Broward County for 2007-2008, 40% (n=760) needed certification. A total of 676 teachers have been served through the TLC so far, and 350 have been certified. Over 50% of the MDCC teachers require alternative certification. This number is expected to continue to increase. Many of the new employees are entering second careers. They receive a temporary certificate and have three years to get professional certification. The proposal that is being currently developed will seek the approval of existing M.S. courses for the five DOE certification requirement areas, with the exception of one area, for which a new course is being developed. The proposal includes a recommendation for the completers of these five courses to continue their study at NSU through a regular M.S. program. These courses, with the exception of the new course (Effective Instructional and Assessment Strategies) that is being developed by Marliese and Hope, are part of approved program courses. Through this Broward-supported study, the students are required to take approved program courses.

What are the follow-up services and studies provided for these teachers? TLC has two grants (\$1.9 million and \$2.4 million) and both have extensive components for research and evaluation. The plan is for the studies (qualitative and quantitative) to base these follow-up studies on student achievement data (FCAT), school-level evaluations preparation models, etc. School-based team leaders will work with these teachers.

What is NSU role in the TLC? In the grant for \$2.4 million, Nova Southeastern University's Reading endorsement was offered through Broward Virtual University. TLC would like to expand this program. TLC will pay for the student to complete either RED 570 or RED 575 (and RED 585 will be added as an option) to fulfill the reading requirement for certification (Statement of Eligibility requirements). The completer will then have the opportunity to continue study toward a M.S. through Nova Southeastern University at a discounted rate. TLC would like to look at other models to develop, e.g., a competency based model, i.e., the teacher can take the competency-based reading courses that are designed with Broward teachers and NSU faculty. The five competency-based courses (Statement of Eligibility requirements) would be converted to credit. Then the student would continue to take the other seven courses at a discount to earn the M.S. degree. All teachers in Broward would have this opportunity. When the modules are converted into credit, students would need to complete specified assignments to receive credit and complete competencies.

Today's proposal is for on-site courses and not online courses. However, some of these modules may be offered online since there is low enrollment. Currently, Broward teachers are taking the five reading courses for endorsement through TLC. All other institutions only offer undergraduate level programs. NSU is the only graduate level program that is available to TLC. FAU is not offering their alternative courses to the general public.

The following list of TLC course offerings that meet the 15 hours required by the state was provided by TLC:

PROFESSIONAL ALTERNATIVE TEACHER PREP COURSE OFFERINGS

| NEW Statement of Eligibility Requirements to Meet Professional Preparation Requirements | Approved FAU Undergrad Courses to Meet the Requirements | Approved Nova Courses to Meet the Requirements |
|---|---|--|
| Classroom Management (3 semester hours) | EDG 4419 Building Classroom Management and Discipline | EDU 503 Classroom Management and Organization |
| Human Development & Learning (3 semester hours) | EDF 3210 Applied Learning Theory | EDU 502 Psychological Foundations in Education |
| Education Assessment to improve student achievement Effective Instructional Strategies (3 semester hours) | EDG 4343 Classroom Instructional and Assessment Strategies | CUR XXX Effective Instructional and Assessment Strategies |

| | | |
|---|--|--|
| Special Methods (3 semester hours) Math Science Social Science Language Arts | Middle & Secondary MAE 4360 SCE 4360 SSE 4361 LAE 4360 | ENG 521 Methods of Teaching English MAT 522 Methods of Teaching Middle and Secondary Math SCI 523 Methods of Teaching Secondary School Science SST 524 Methods of Teaching Social Studies |
| Foundations of research-based practices in teaching reading (3 semester hours) | RED 4335 Content Reading: Middle & Secondary | RED 575 Contemporary Foundations of Reading: Research Perspective or RED 570 The Reading Process |

Programs for RESOL, Science, and Teaching and Learning are being considered as offerings for Broward teachers. TLC is looking at live instruction courses, but a blended model may be acceptable. Broward County pays teachers an additional \$3600 for earning a M.S. This degree can be in any content area.

The instructional locations for these Broward courses offered by NSU are at UPP and Miramar. These courses are taught by NSU instructors, and the courses are currently listed on the Fall Term 2008 schedule.

OUTCOME: RED 585 and CSE 515 (Methods for Teaching Computer Science K-12) will be added to the five-course sequence offering. There will be future discussions with faculty members on the development of programs that can be offered.

ITEM 8 READING DOCTORAL STRAND (ZANDRA STINO)

DISCUSSION: Dr. Diaz asked Audrey and Zandra to develop a doctoral strand for reading education. This will be developed by December (six new courses) and implemented in the spring. The courses to be developed will be determined in the fall. At the present, they are researching the courses for the doctorate at the other institutions. The current Ed.S. program offers students the option of articulating 15 hours of content credit into the Ed.D. as a minor. How can a doctorate be developed for students who have not taken prior course work in reading? The degree is an Ed.D. in education and not a degree in reading. The concentration or minor can be in any area that the student selects. This model was followed in the doctoral CYS program that admitted students who did not have a background in that content area.

OUTCOME: This program will be developed and reviewed through the Doctoral Curriculum Committee. Today's discussion was for notification to the M.S. and Ed.S. Curriculum Committee.

ITEM 9. 36 HOURS, MORE OR LESS, FOR MS DEGREE? - GEORGE IBER

DISCUSSION: George welcomed the group and guests. George is researching the competition on the number of hours required for the degree. Inquiries are coming in and students are reviewing programs not only in Florida, but nation-wide. George has found that we are in the average range for number of hours. Some institutions transfer in 9-12 hours. Do

we need to reflect on the number of hours in our degrees? We currently have the 36-hour requirements, due to the 30 hour content requirement, one common course (CUR 526), and the capstone. It may be possible. The MATL programs are 30 hours. Those students have teaching licenses to enter the program. There is a research team that is working on MAT, and they reviewed other institutions that are only requiring 30 hours or less.

OUTCOME: None.

ITEM 10. CONFERENCE NOTIFICATIONS, NEWS, OR REVIEWS, APPLICABLE FACULTY

DISCUSSION: This item was not discussed.

OUTCOME: None.

CALL-IN NUMBER: (866) 744-8809 **PASS CODE:** 239-267-6278 #

NEXT MEETING: SEPTEMBER 9, 2008 (10:00 TO 12:00, ROOM 317)

GTEP CURRICULUM COMMITTEE WEB SITE:

<http://www.nova.edu/~yates/gtepcurriculumcommittee.htm>