



**Applied Professional Studies
with a concentration in Teaching
and Learning Sciences**

Bachelor of Science in Education

Turks and Caicos Islands

Admission Application

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



NOVA SOUTHEASTERN UNIVERSITY
Fischler School of Education and Human Services

Dear Prospective NSU Student:

Thank you for your interest in the Applied Professional Studies Program with a Concentration in Teaching and Learning Sciences (APS) offered in The Turks and Caicos Islands by the Fischler School of Education and Human Services (FSEHS) at Nova Southeastern University (NSU). We have attached some information that is pertinent to the APS program to assist you through your inquiry, application and admission process.

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



TEACHER EDUCATION PROGRAM BACHELOR'S PROGRAM IN THE TURKS AND CAICOS ISLANDS

Applied Professional Studies Program with a Concentration in Teaching and Learning Sciences

TRACK 1: Students entering the APS program with an earned Associate of Arts (AA) degree from the Turks and Caicos Islands Community College. The APS program consists of 120 credit hours (62 transfer credits; no less than 58 credits at NSU).

TRACK 2: Students entering the APS program with an earned three (3) year teaching diploma/certificate. Students must be actively teaching on the Turks and Caicos Islands. The APS program consists of 120 credit hours (79 transfer credits; no less than 41 credits at NSU).

1. Duration: Track 1 – Two years from the beginning of the program.
 Track 2 – Eighteen months to two years

 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 terms depending on student interest.
2. Class Structure: Each course is approximately eight (8) weeks in duration with three (3) alternative weekends of on-site instruction. Friday evening and Saturday class times are as follows:

 Friday 5:00 p.m. to 9:00 p.m.
 Saturday 9:00 a.m. to 5:00p.m.

 Current Locations:
 Provinciales and Grand Turk
3. Instructors: Instruction is provided by instructors from the Main Campus.
 Local instructors are used as appropriate.
4. Course Structure: Students usually take two (2) courses per eight (8) week session and four (4) courses per sixteen (16) week semester. Students receiving TERI or Ministry of Education loans/funds *must* register for the entire semester at one time in order to be eligible for loans/funds. Registration takes place during the registration period in the preceding semester. Open registration ends ten (10) calendar days before the start of the semester. Students who initially register for semester classes after the open registration period are considered to be registering during the late registration period and must pay a \$100 late registration fee.
6. Summer Experience: The summer experience may be taken in one week formats; one each summer.
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 2007/2008 academic year is US \$296 per credit. **To avoid any late fees or service charges, registration and payment deadlines should be adhered to.**

Late Registration Fee*

Students registering during the late registration period are assessed a US\$100 fee.

- ***University Fees****
Each semester includes a US\$25 registration fee and US\$250 student services fee. The student services fees will not exceed \$750 annually.
- ***Graduation Fee****
A US\$75 fee is required at the end of the program to complete the degree conferral process. All students must complete a degree application and submit the appropriate fee.

Due dates for fees will be explained at the beginning of the program. All checks and drafts should be made in US funds payable to Nova Southeastern University.

***TUITION/FEEES ARE SUBJECT TO CHANGE WITHOUT NOTICE**

8. Qualification: Applicants to the APS program in the Turks and Caicos Islands must meet the following admissions requirements:
- TRACK 1: possess an earned Associate of Arts (AA) degree from Turks and Caicos Islands Community College. Students must have at least 62 transferable credits including six (6) credits in English/Language Arts and six (6) credits in Math.
 - TRACK 2: possess an earned three (3) year teaching diploma/certificate. Students must have at least 79 transferable credits including 6 credits in English/Language Arts and 6 credits in Math.
 - TRACK 2: must be a current teacher on the Turks and Caicos Islands with 2 years of teaching experience.
 - TRACKS 1 & 2: submit official transcripts from ALL previously attended colleges or universities.
 - TRACKS 1 & 2: submit two letters of recommendation. One letter must be from a supervisor who can attest to the applicant's performance as a classroom teacher. (forms attached). Applicants applying to TRACK 2 must submit the recommendation form from the hiring principal.
 - TRACKS 1 & 2: submit a career goal statement.
 - TRACKS 1 & 2: submit a completed application packet accompanied by a US \$50.00 non-refundable application fee.
9. Contact : Dr. Liezette Abel-Ruffin
Regional Liaison for the Caribbean and Program Professor
e-mail: abell@nsu.nova.edu
telephone: 954-262-8639



Nova Southeastern University

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

Turks and Caicos Programs: Applied Professional Studies (APS) with a Concentration in Teaching and Learning Sciences

APPLICATION INSTRUCTIONS

1. Submit completed application packet. Applications that do not include a signature will not be processed.
2. Include US\$50 application fee. (A bank draft or personal checks in US funds only.) Cash will not be accepted.
3. Attach copies of transcripts. Unofficial copies of transcripts will start your student file, but will NOT fully admit you to the program. We must receive official transcripts from all institutions attended to complete your admission file. Application packets must be sent to:

NOVA SOUTHEASTERN UNIVERSITY
Enrollment Processing Services (EPS)
Attn: Fischler School of Education & Human Services
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, FL 33329-9905

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)
Attn: Fischler School of Education & Human Services
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, FL 33329-9905

5. Attached are “Recommendation for Admission” forms. Two completed recommendation forms are required for admittance into the program. **Forms of recommendation must be sent to:**

NOVA SOUTHEASTERN UNIVERSITY
Enrollment Processing Services (EPS)
Att: Fischler School of Education & Human Services
3301 College Avenue
P.O. Box 299000

6. **For all admissions related questions and issues pertaining to the APS program in the Turks and Caicos Islands, please contact Dr. Liezette Abel-Ruffin at abell@nsu.nova.edu**

ADDITIONAL ADMISSIONS INFORMATION

The following schools have been reviewed and their earned teaching/instructor diploma is approved for admission into the Applied Professional Studies (APS) of the Bachelor in Education program that is ONLY offered in Jamaica. Transcripts submitted from any of the following schools (for admission into the APS program) will no longer require further evaluation from an outside agency; FSEHS will accept the transcripts directly.

- Bethlehem Moravian College
- College of Agriculture, Science, and Education (CASE) – formerly, Passley Gardens Teachers College
- Catholic College of Mandeville
- Church Teachers' College, Jamaica
- GC Foster College of Physical Education, Jamaica
- Mico College, Jamaica
- Moneague College, Jamaica
- Sam Sharpe Teachers' College, Jamaica
- Shortwood Teachers' College, Jamaica
- St. Joseph's Teachers' College, Jamaica
- University of Technology, Jamaica (Teaching Diploma) – formerly, College of Art, Science, and Technology (CAST)
- University of the West Indies (Teaching Diploma)
- Vocational Training Development Institute (VTDI), Jamaica (Instructor or Teaching Diploma)

Degrees earned at any other institution not listed above must be evaluated by an outside evaluation agency approved by Nova Southeastern University. The prospective student is responsible for all fees incurred for this evaluation. Send an official, course-by-course evaluation with cumulative grade GPA, by one of the member organizations approved by the National Association of Credential Evaluation Services (NACES) available at <http://www.naces.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



APS Program
Turks and Caicos Islands

College	<input type="text" value="FE"/>	Apply Date	<input type="text"/>	Term	<input type="text"/>
Degree Program	<input type="text" value="BS_DEV"/>	Rate Code	<input type="text" value="UTUCA"/>	Campus Site	<input type="text"/>
Admit Type	<input type="text" value="FC"/>	Student Type	<input type="text" value="J"/>	Decision	<input type="text"/>
Major	<input type="text" value="U519"/>	Level	<input type="text" value="U4"/>	Status	<input type="text"/>
Dept	<input type="text" value="FEDU"/>	Cohort Code: _____			

ADMISSION APPLICATION

This application must be accompanied by a US \$50.00 non-refundable fee to address above

(Type or print)

Choose Location: Provinciales Grand Turk

Choose Appropriate Track: Track 1 Track 2

Circle expected start term: Fall Winter Summer 200__

Gender: Male Female

Date of Birth: _____

Last name First Name M.I. Maiden Name

Mailing/Permanent Address Street

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

E-Mail Address () Fax Number

Emergency Contact

Name Street Address

City 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.**

Complete Name of College/University	State/Country	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree Awarded (Teaching Diploma)	GPA

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

- Turks and Caicos Island Citizen U.S Citizen Other _____

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

Check one of the following:

Ethnicities:

- | | | |
|---|--|---|
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Chinese | <input type="checkbox"/> Asian Indian |
| <input type="checkbox"/> Tai | <input type="checkbox"/> Korean | <input type="checkbox"/> Native Hawaiian/Pacific Islander |
| <input type="checkbox"/> Puerto Rican | <input type="checkbox"/> Filipino | <input type="checkbox"/> White (non-Hispanic) |
| <input type="checkbox"/> Mexican | <input type="checkbox"/> Unknown or not reported | <input type="checkbox"/> Unknown or not reported |
| <input type="checkbox"/> Black (non-Hispanic) | <input type="checkbox"/> American Indian or native Alaskan | <input type="checkbox"/> I decline to respond |
| <input type="checkbox"/> Hispanic or Latino | <input type="checkbox"/> Other _____ | |

Current Employment

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

Signatures and Declarations

Note: Please be certain to read the following disclosure and sign the application for further processing. No application will be processed without your signature or initials where requested.

Certification/Licensure Waiver

I understand that the bachelor of Science in Applied Professional Studies 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: _____

Disclosure Statement:

Have you ever been convicted in any state or country of a criminal offense, other than a minor traffic offense, where you have been found guilty by a judge or jury or entered a plea of nolo contendere (no contest); or any juvenile offenses; any offenses where the records have been expunged; or any conviction that the applicant is currently appealing, regardless of adjudication?

Yes No

If the answer is yes, please explain. _____

The disclosure is a continuing duty. All applicants must report to Nova Southeastern University (NSU) any such arrest or conviction after the filing of the application for admissions or during the time that the student is enrolled at the college. The admissions committee and NSU will consider new information submitted, and in appropriate circumstances, may change the status of an applicant or student.

Permission is hereby given to NSU to make any necessary inquiries and 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.

Signature of Applicant _____ **Date** _____

Notices of Nondiscrimination and Accreditation

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, and Title IX), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations.

This nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone number: 404-679-4501) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees.

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 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).

Signature of Applicant

Date

Acknowledgment Statement

I have read and understood the instructions. I certify that the information submitted in this application is complete and correct to the best of my knowledge. False and/or omitted information will invalidate this application and could result in rejection of the applicant or dismissal from the university if the applicant has already been admitted. Permission is hereby given to NSU to make any necessary inquiries and 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. I agree that this information may be used by Nova Southeastern University for research and development purposes aimed at improving education and admissions programs.

Signature of Applicant _____ **Date** _____



Nova Southeastern University
 Fischler School of Education and Human Services
 1750 NE 167th Street
 North Miami Beach Florida USA 33162-3017
 800-554-6682 ext. 8500 or (954) 262-8500

TURKS AND CAICOS

Principal’s Recommendation for Admission to the Bachelor of Science program

To The Applicant: This form should be completed by **your hiring principal** who can indicate the nature of your present performance. **You must submit two of these recommendations forms (one must be from your hiring principal) 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 Bachelor of Science in Applied Professional Studies 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 a bachelor’s program. 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. The applicant has had at least ____ years of teaching experience.

I have known this person well slightly.

10. In my opinion, the applicant's potential for success in a bachelor's program 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 & Human Services
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, FL 33329-9905



Nova Southeastern University
 Fischler School of Education and Human Services
 1750 NE 167th Street
 North Miami Beach Florida USA 33162-3017
 800-554-6682 ext. 8500 or (954) 262-8500

TURKS AND CAICOS

Recommendation for Admission to the Bachelor of Science program

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 (one must be from your hiring principal) 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 Bachelor of Science in Applied Professional Studies 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 a bachelor's program. 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. I have known this person well slightly.

10. In my opinion, the applicant's potential for success in a bachelor's program 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 & Human Services
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, FL 33329-9905



**FISCHLER SCHOOL OF EDUCATION
AND HUMAN SERVICES**
1750 NE 167th Street
North Miami Beach, FL 33162
Tel: (954) 262-1561
(800) 554-6682, Ext. 8500 (U.S.) Fax: (954) 262-3910

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 & Human Services
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, FL 33329-9905

**APPLIED PROFESSIONAL STUDIES PROGRAM WITH A CONCENTRATION IN
TEACHING AND LEARNING--COURSE DESCRIPTIONS - TRACK 1**

Course #	Course Title	Credits	Course Description
EDUC 2500	Orientation to the Applied Professional Studies Program	0	This seminar provides an orientation to technology and program skills necessary for successful participation in the Applied Professional Studies Program. Students will be introduced to university systems designed to provide support and services to the undergraduate students during the formal program of studies. An overview of all facets of the Applied Professional Studies Program (APS) will be provided, including how to locate course schedules online, how to contact academic advising, and how to access resources. Students will learn interactive technology skills, such as using email and sending attachments, navigating the Internet, accessing the electronic library, using APA format, locating and using the undergraduate Web site and using Webstar for online registration.
EDUC 3325	Using Technology Tools and Resources	1	The purpose of this course is to provide opportunities for students to develop knowledge and skills regarding applications of computers. The student will be able to identify the parts and functions of the computer system, related advances in technology to various periods of history, perform computer activities, identify uses of the computer and become familiar with basic technology skills for survival in the "information age". Hands-on learning activities are an integral part of this course.
ELEM 4331	Math Curriculum	3	This course explores the modern school mathematics curriculum. Attention is given to the connections among math concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of mathematical knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand form a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. The student will record the classroom exploration of each strand in a journal as a permanent record of the knowledge composing the mathematics curriculum.
ELEM 3543	Student Centered Instruction and Assessment	3	This course explores three pedagogical models usable with all students. The phases of instructional development—planning, implementation, and assessment—provide the framework for exploration of the models. Students are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing lessons in an actual classroom.
EDUC 3351	Survey of Exceptional Student Education	3	Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues, such as viewing learning styles of exceptional learners in relation to Gardener's multiple intelligences, the validity of inclusion and considerations for students who are limited in English proficiency (LEP) are investigated.
ELEM 4361	Methods of Teaching Literacy in the Elementary School	3	This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The relationship of

			writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons.
ELEM 4541	Reading Assessment	3	This course examines recent trends in testing of word recognition and comprehension techniques. Students learn the appropriate use of methods and materials to improve reading performance. The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required. Students will consider ESOL influences when administering assessments and interpreting data.
ELEM 4561	Methods of Teaching Reading Across the Elementary Curriculum	3	This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons.
ESED 4390	Curriculum for Learning Abilities	3	A study of specialized curriculum and instructional materials for teaching students with specific learning disabilities will be emphasized. Topics include curriculum standards and resources for students ranging in age from kindergarten through high school.
ESOL 3341	Survey of TESOL for Teachers	3	This course provides a broad conceptual framework for pre-service and current teachers to understand the potentials and hurdles of the LEP in a subject area classroom. It surveys the Office of Multicultural Student Language Education's 25 Performance Standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field.
EDUC 3120	Public Communication in the Classroom	3	Emphasis on public communication skills required of the person in education or other professions. Topics include public speaking, conference speaking, visual and audio aids, listening, and public interviews.
EDUC 4321	Classroom Management through Conflict Resolution	3	This course provides an introduction to conflict, conflict resolution, and various ways in which conflict resolution can be practically applied to manage behavior in the classroom. In addition, the course focuses on some of the basic theories of conflict escalation and de-escalation as well as communication and problem-solving skills with practical application using a variety of techniques for use with primary and secondary children, parents, co-workers, and administrators.
EDUC 3326	Integrating Instructional Technology	3	Presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners.
EDUC 1100	Exploration of the Education Profession	3	This course is designed to provide students with an orientation to the education profession, including the examination of the institution of schooling in its social, legal, historical, and philosophical contexts through class sessions and clinical experiences. Students assess their personal qualities in relation to becoming an educator, engage in self-reflection and analysis
EDUC 4970	Special Topics: Assessment Interpretation/Prescription based on current practices	3	This course focuses on the assessment of Primary students for the purpose of instructional planning. Topics include standardized and informal assessment techniques, norm referenced/criterion referenced tests, scoring and interpreting various assessment tools, the

			application of the results in relation to developing lesson plans, and communicating assessment results to others. This course will also cover basic statistical terms as they relate to student assessment.
EDUC 3360	Educational Psychology	3	This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased and directed by education. Students will learn about principles of development, learning, assessment, and motivation, among other areas of study for prospective teachers to consider as they analyze student behavior and make decisions for instruction. Students will complete a 10 hour clinical experience in a school classroom.
EDUC 3520	Principles and Practices of Instruction and Assessment I	3	Principles and Practices of Instruction and Assessment I explores three pedagogical models usable with all students. The phases of instructional development—planning, implementation, and assessment—provide the framework for exploration of the models. Preservice teachers are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing a lesson in an actual classroom. This course is ESOL infused. Therefore, preservice teachers learn and implement ESOL strategies in their teaching with students.
ELEM 3532	Science Curriculum for Elementary Educators	3	This course explores the preK-12 science curriculum content based upon the National Research Council Science Education Standards, INTASC Principles, and Clark County School District Curriculum Essentials Framework guidelines. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. The student will record the exploration of each science strand in a journal as a permanent record of the knowledge composing the preK-12 science curriculum. There will be a ten (10) hour field experience observing science standards practiced in a local community school.
ESED 3561	Families, Professionals, and Exceptionalities	3	A study of theory, research, and best practices related to family-professional partnerships from both general and special education is conducted. Families are studied as interactive systems from a multicultural perspective. Concepts and techniques of developing empowerment through collaboration are discussed and applied, for it is through such partnerships that reliable alliances develop. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.
ELEM 4340	Methods of Teaching Language Arts Through Children's Literature in the Elementary School	3	This course examines content and teaching strategies for teaching language arts through the use of children's literature. Emphasis is on the identification of high-quality children's books and the development of teaching strategies for integrated language arts instruction. Students will implement ESOL strategies in planning and presenting language arts lessons. This is an ESOL infused course. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required.
ELECTIVE		3	

**APPLIED PROFESSIONAL STUDIES PROGRAM WITH A CONCENTRATION IN
TEACHING AND LEARNING--COURSE DESCRIPTIONS - TRACK 2**

Course #	Course Title	Credits	Course Description
EDUC 2500	Orientation to the Applied Professional Studies Program	0	This seminar provides an orientation to technology and program skills necessary for successful participation in the Applied Professional Studies Program. Students will be introduced to university systems designed to provide support and services to the undergraduate students during the formal program of studies. An overview of all facets of the Applied Professional Studies Program (APS) will be provided, including how to locate course schedules online, how to contact academic advising, and how to access resources. Students will learn interactive technology skills, such as using email and sending attachments, navigating the Internet, accessing the electronic library, using APA format, locating and using the undergraduate Web site and using Webstar for online registration.
EDUC 3325	Using Technology Tools and Resources	1	The purpose of this course is to provide opportunities for students to develop knowledge and skills regarding applications of computers. The student will be able to identify the parts and functions of the computer system, related advances in technology to various periods of history, perform computer activities, identify uses of the computer and become familiar with basic technology skills for survival in the "information age". Hands-on learning activities are an integral part of this course.
ELEM 4331	Math Curriculum	3	This course explores the modern school mathematics curriculum. Attention is given to the connections among math concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of mathematical knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand form a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. The student will record the classroom exploration of each strand in a journal as a permanent record of the knowledge composing the mathematics curriculum.
ELEM 3533	Science Curriculum	3	This course explores the preK-12 science curriculum content based upon the Best Practices: Jamaica Ministry of Education Revised Primary Curriculum guidelines. Attention is given to the connections among science concepts with reference to vertical scope and sequence throughout the grade levels. A particular strand of scientific knowledge is explored each week during which class activities will demonstrate how the early concepts in the particular strand form a foundation of knowledge for the more advanced concepts in the same strand at higher grade levels. There will be a ten hour field experience observing science practiced in a local community school.
ELEM 3531	Science Curriculum Lab	1	The science laboratory component will explore the science concepts each week in a hands-on material based format utilizing activity-based cooperative group learning strategies. All discussion, clinical/field experiences, and laboratory experiences will be recorded in a journal as a permanent record of the concepts explored.
ELEM 3543	Student Centered Instruction and Assessment	3	This course explores three pedagogical models usable with all students. The phases of instructional development—planning, implementation, and assessment—provide the framework for exploration of the models. Students are required to apply their knowledge of the pedagogical models by planning,

			implementing, and assessing lessons in an actual classroom.
EDUC 3351	Survey of Exceptional Student Education	3	Foundations in exceptional student education in which historical perspectives, student characteristics, prevalence, incidence, etiology and medical aspects of exceptional learners are discussed. Techniques of prevention and intervention, from infancy through adulthood, are explored through classification processes, the continuum of services and the utilization of community services. Current trends and issues, such as viewing learning styles of exceptional learners in relation to Gardener's multiple intelligences, the validity of inclusion and considerations for students who are limited in English proficiency (LEP) are investigated.
ELEM 4361	Methods of Teaching Literacy in the Elementary School	3	This course examines concepts in reading, including sequential development skills in both word recognition and comprehension methods and materials. The rationale for each method is discussed and practical application with an elementary school youngster is required. The relationship of writing, listening, and speaking to reading is included. Students will implement ESOL strategies in planning and presenting lessons.
ELEM 4541	Reading Assessment	3	This course examines recent trends in testing of word recognition and comprehension techniques. Students learn the appropriate use of methods and materials to improve reading performance. The rationale for each assessment technique is discussed and practical application with an elementary school youngster is required. Students will consider ESOL influences when administering assessments and interpreting data.
ELEM 4561	Methods of Teaching Reading Across the Elementary Curriculum	3	This course addresses the significance of reading ability and study skills throughout the elementary school curriculum. The emphasis is on identifying sources of difficulties experienced by elementary school students in reading and learning from instructional materials. General strategies for learning from textbooks are examined as well as study skills and specific strategies for dealing with text materials from particular content areas. Students will implement ESOL strategies in planning and presenting lessons.
ESED 4390	Curriculum for Learning Abilities	3	A study of specialized curriculum and instructional materials for teaching students with specific learning disabilities will be emphasized. Topics include curriculum standards and resources for students ranging in age from kindergarten through high school.
EDUC 4970	Special Topics: Assessment Interpretation/Prescription based on current Practices in Jamaica	3	This course focuses on the assessment of Primary students in Jamaica for the purpose of instructional planning. Topics include standardized and informal assessment techniques, norm referenced/criterion referenced tests, scoring and interpreting various assessment tools, the application of the results in relation to developing lesson plans, and communicating assessment results to others. This course will also cover basic statistical terms as they relate to student assessment.
ESOL 3341	Survey of TESOL for Teachers	3	This course provides a broad conceptual framework for pre-service and current teachers to understand the potentials and hurdles of the LEP in a subject area classroom. It surveys the Office of Multicultural Student Language Education's 25 Performance Standards for Teachers of English for Speakers of Other Languages, and reviews some of the latest research written by experts in the field.
EDUC 3120	Public Communication in the Classroom	3	Emphasis on public communication skills required of the person in education or other professions. Topics include public speaking, conference speaking, visual and audio aids, listening, and public interviews.

EDUC 4321	Classroom Management through Conflict Resolution	3	This course provides an introduction to conflict, conflict resolution, and various ways in which conflict resolution can be practically applied to manage behavior in the classroom. In addition, the course focuses on some of the basic theories of conflict escalation and de-escalation as well as communication and problem-solving skills with practical application using a variety of techniques for use with primary and secondary children, parents, co-workers, and administrators.
EDUC 3326	Integrating Instructional Technology	3	Presents strategies for technological integration into the classroom curriculum in elementary/secondary learning environments. Hands-on experiences will allow students to apply teaching practices and research to specific learning needs of typical and atypical learners.

NOVA SOUTHEASTERN UNIVERSITY (NSU)
RESOURCES FOR ALL FISCHLER SCHOOL OF EDUCATION AND HUMAN
SERVICES (FSEHS) STUDENTS

Applicants and students are encouraged to review the information available through the Web sites listed below and become familiar with policies, procedures and program requirements.

- **Undergraduate Teacher Education Program Home page**
<http://www.schoolofed.nova.edu/undergraduate>

- **NSU Student Handbook**
<http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

- **FSEHS Home page**
<http://www.schoolofed.nova.edu/home.htm>

- **Nova Southeastern University's Web site**
<http://www.nova.edu/>

- **Office of Enrollment Services at FSEHS Web site**
<http://www.schoolofed.nova.edu/sso/>