ADRIAN DOMINICAN SCHOOL OF EDUCATION

Terry Piper, Ph.D., Dean
John G. Dezek, Ed.D., Associate Dean
Jill Beloff Farrell, Ed.D., Associate Dean
Fay Roseman, Ph.D., DOE Certification Ombudsman


MISSION
The Adrian Dominican School of Education is committed to promoting the mission of the University through teaching, advising, scholarship, research, and supportive service to the University, its students and the community-at-large. Respecting life in all its diversity, we are committed to continuous improvement through collaborative processes. Thus, we:
- offer a comprehensive range of professional courses and programs to prepare leaders for the 21st century;
- continuously update programs to reflect changing societal needs; and
- strive to nurture a student body who will succeed as highly accomplished professionals, living with integrity and leading with a sense of service and stewardship.

OBJECTIVES:
The Adrian Dominican School of Education, through a competent and academically prepared faculty, offers contemporary programs designed to:
- meet current professional standards including accreditation, licensure and certification requirements;
- provide knowledge and develop skills which enable graduates to practice in their career choices; and
- develop attitudes which encourage a life-long commitment to quality teaching and learning.

Undergraduate degrees offered at the Bachelor’s level

Bachelors of Science (B.S.) in Education with specializations in the following areas:

Bachelor of Science in Education with an M.S. option
- Early and Middle Childhood Education (K-6)/ESOL*/Reading*+
- Infancy through Early Childhood Education (Birth-Grade 3)/ESOL*/Reading*+
- Special Education (K-12)/ESOL*/Reading*+

Those programs noted above allow students to attain a professional certification and applicable endorsements. As such, the Florida Department of Education may implement new requirements for certification and endorsements, which will become compulsory at the time required with or without notice in this catalog. Students have the sole responsibility to comply with requirements for certification/endorsements and to keep current with changes in certification/endorsement requirements in order to graduate in a timely manner.

+ Indicates programs that are approved by the Florida State Department of Education
* Indicates an endorsement
PROGRAM DESCRIPTIONS

BACHELOR OF SCIENCE IN EDUCATION PROGRAM WITH AN M.S. OPTION

This program is a high-quality, rigorous state-approved program aimed to provide graduates with:

- education major and area of specialization (Early and Middle Childhood Education OR Infancy through Early Childhood Education OR Special Education),
- subject area minor in general science, literature, math or social science (students are eligible for Florida certification grades 5-9),
- endorsement in English as a Second Language (ESOL) in Florida, and
- endorsement in (teaching) reading in Florida.

There are four thematic strands that are systematically woven throughout the program. These are:

- social justice,
- social/political/community contexts,
- critical thinking/problem solving, and
- professional development.

Specific knowledge, skills and dispositions for these thematic strands will be addressed throughout the program.

The program provides significant time in field settings for candidates beginning with the first education course in the first year of the program. Field/Clinical experiences build upon previous experiences and increase as candidates progress through the program providing ample opportunity to practice in the field under the mentorship of clinically-trained, experienced teachers and university supervisors.

Students in the program will complete a year-long clinical placement. This placement will incorporate a Pre-Internship placement, as well as an Internship placement in the same placement site.

Community service is directly and purposefully planned into this program at two critical points. The first is through the capstone project at the end of the fourth year, and the second occurs through the culminating project at the Master’s level.

Upon completion of the senior year, all students who meet all program requirements (including a content area minor) will earn a Bachelor’s degree and have the option of continuing into the Master’s portion of the program. During the spring semester of the senior year, students must complete documentation with their advisors to insure that they meet the preliminary requirements for graduate status.

Participants enrolled in the Masters option of the program are provided extensive individualized mentoring, especially during their first year as full-time teachers in their own classrooms.

Vision

The vision of the Bachelor of Science in Education with M.S. Option program is to prepare critically-reflective, highly-qualified, effective, teaching professionals who are empowered to be responsive to the learning needs of students from diverse communities through a social-justice framework.

Outcomes

As a result of completing this program, graduates will be able to:

1. become strong advocates for social change in educational settings through teacher leadership roles and opportunities;
2. be highly-qualified effective teaching professionals empowered to meet the diverse needs of students and their communities;
3. critically reflect upon the social and political opportunities to be responsible and responsive citizens; and
4. enhance their own professional development through critical analysis of their own knowledge, skills, and dispositions.
SEQUENCE OF REQUIRED COURSES FOR
THE BACHELOR OF SCIENCE IN EDUCATION
WITH M.S. OPTION (123 credits)

Distribution Courses
(See course description in the Arts & Sciences section of this catalog) (48 cr.)

Art elective 3 cr
Biology 3 cr
CS 180 Intro to Computers 3 cr
ENG 111 First Year Comp/Lit. 3 cr
ENG 210 Intro to Literature 3 cr
HIS 150 The Meaning of History 3 cr
Humanities electives 6 cr
MAT 107 General Education Math 3 cr
MAT 152 Elem Problems & Statistics 3 cr
PHI 220 Intro to Philosophy 3 cr
Philosophy elective 3 cr
PSY 281 Intro to Psychology 3 cr
SOC 300 Perspective Conv. & Social Just. 3 cr
SPE 101 Fundamentals of Speech 3 cr
Theology elective 3 cr

Content Area Minor Requirements
(Students select one content area)

Literature (21 cr.)
ENG 324 Major American Writers 3 cr
ENG 331 or ENG 332 Major British Writers I or II 3 cr
ENG 350 Theories of Rhetoric and Public Disc. 3 cr
ENG 410 Advanced English Grammar 3 cr
ENG electives 9 cr

Math (22 cr.)
MAT 152 Elem Problems & Statistics 3 cr
MAT 109 Precalculus Math I 3 cr
MAT 110 Precalculus Math II 3 cr
MAT 211 Calculus I 4 cr
MAT 203 Geometry for Teachers 3 cr
MAT 253 Discrete Mathematics 3 cr
MAT elective 3 cr

General Science (26 cr.)
BIO 101 or BIO 102 General Biology I or II 3 cr
BIO 104/LAB Biological Foundations 4 cr
CHE 111/LABGen. Chem. & Qual. Analysis 4 cr
GEO 307 or BIO 305 Intro. to Oceanography 3 cr
CHE 135/LABConsumer Chemistry 4 cr
PHY 151/LABIntroductory Physics 4 cr
BIO 300/LAB Special Topics 4 cr

Social Science (21 cr.)
HIS 102 Western Civilization II 3 cr
HIS 201 U.S. People & Ideas I 3 cr
HIS 202 U.S. People & Ideas II 3 cr
POS 201 American Government 3 cr
ECO 201 Principles of Macroeconomics 3 cr
HIS elective 3 cr
GEO elective 3 cr

Core Requirements for the Program (37 cr.)
EDU 160 Foundations 3 cr
EDU 221 Child Development 3 cr
EDU 322 Methods of Teaching Reading 3 cr
EDU 369 Teaching Language Arts through Children’s Literature 3 cr
EDU 371 Instructional Strategies 3 cr
EDU 372 Inclusionary Settings 3 cr
EDU 451 Engaging Learners in the Classroom 3 cr
EDU 466 Reading Assessment and Instruction 3 cr
EDU 496 Accomplished Practices Seminar 1 cr
TSL 400 Comprehensive ESOL Strategies 3 cr
TSL 415 ESOL Instruction and Assessment Strategies 3 cr
EDU 598 Capstone Seminar (graduate credits) 6 cr

Clinical Core Requirements (11 cr.)
EDU 301 Supplemental Instruction 1 cr
EDU 401 Supplemental Instruction 1 cr
EDU 497 Pre-Internship 3 cr
EDU 499 Internship 6 cr

Graduate Requirements (includes 6 graduate credits from the Capstone Seminar) (23 cr.)
EDU 502 Research Methods for Advocacy 3 cr
EDU 520 Advanced Theories of Learning 3 cr
EDU 549 Critical Theory and Educational Transformation 3 cr
EDU 582 Mentoring of the Professional Educator 1 cr
EDU 595 Advanced Curriculum and Assessment 3 cr
EDU 602 Advanced Applied Research 3 cr
EDU 641 Educational Policy and Leadership for Social Justice 3 cr
EDU 642 Becoming a Teacher Leader 1 cr
EDU 696 Community-Based Master’s Project 3 cr

Curriculum courses specific to specializations (Students select 1 area of specialization)

Early and Middle Childhood Education specialization (K-6) (12 cr.)
EMC 201 Understanding Curriculum and Assessment 3 cr
EMC 202 Designing Instruction and Assessment 3 cr
EMC 302 Developing and Implementing Differentiated Curriculum and Assessment 3 cr
EMC 402 Integrating Curriculum and Assessment in the Elementary School 3 cr
Infancy through Early Childhood Education specialization (Birth to Grade 3) (12 cr.)

ECE 201 Philosophical and Sociological Foundations of Early Childhood Education 3 cr
ECE 202 Literacy-based Integrated Curriculum for the Early Childhood Classroom: Creative Arts and Social Studies 3 cr
ECE 302 Literacy-based Integrated Curriculum for the Early Childhood Classroom: Math, Science and Nutrition 3 cr
ECE 402 The Reflective Early Childhood Professional 3 cr

Special Education specialization (K-12) (12 cr.)

ESE 201 Foundations and Assessment of Special Education 3 cr
ESE 202 Special Education Curriculum Design and Development 3 cr
ESE 302 Instructional Strategies for Exceptional Learners 3 cr
ESE 402 Positive Behavioral Support 3 cr

Based upon revisions in State Certification requirements, there may be changes in these requirements which are not in place at the time of the publication of this catalog. Students have the sole responsibility to comply with requirements for certification/endorsements and to keep current with the changes in certification/endorsement requirements in order to graduate in a timely manner.

FULL ADMISSION TO THE BACHELOR OF SCIENCE IN EDUCATION WITH AN M.S. OPTION

_ACCEPTANCE TO THE SCHOOL OF EDUCATION

In order to be accepted into the undergraduate teacher preparation program in the School of Education, students must have a cumulative 2.5 GPA.

Students applying for acceptance to the graduate option must maintain a 2.5 GPA through the first semester of their junior year. Then each student must have a 3.0 GPA by the second semester of their junior year and maintain the 3.0 GPA for graduate admission. Each student must pass the Professional Education Exam of the FTCE by the end of their first semester of their junior year. Each student must pass the Subject Area Exam of the FTCE by the end the second semester of their junior year.

FULL ADMISSION TO THE SCHOOL OF EDUCATION

In order to be fully admitted to the Bachelor of Science with an M.S. option, students:

• must have maintained a 2.5 GPA within the first year of the program and must have passed the General Knowledge portion of the Florida Teacher Certification Examinations (FTCE)
• must demonstrate computer proficiency (CGS 1060 or equivalent, CS 180) or earn an acceptable score on the computer challenge test and
• must have a grade of “C” or better in EDU 160 and EDU 221.

Students who are unable to meet full admission requirements by the end of their freshman year will not be permitted to continue in the program and must change their major.

*Criminal background checks including fingerprinting are required of all students in the School of Education. Criminal background checks including fingerprinting are required of students who work with minor children in any capacity in a public and/or private school setting. Fingerprinting clearance is required before placement can be made in public and/or private school settings. Students bear the cost of fingerprinting.*
INTERNATIONAL STUDENTS IN BACHELOR OF SCIENCE WITH M.S. OPTION PROGRAM

International students with an F-1 visa status must fulfill the following conditions for the graduate year of this degree program:

- pursue a degree course of study as a full-time degree seeking student (at least 9 credits at the Master’s level each semester),
- obtain permission from the U.S. Bureau of Citizenship and Immigration Services before working off campus, and
- hold a current valid passport and a current visa that is valid for the duration of the full course of study.

STANDARDS OF PROGRESS

All students in the Bachelor of Science in Education with an M.S. Option program must maintain a 2.5 GPA through their first semester junior year. Beginning with the second semester junior year, students in the program who wish to continue to the Master’s portion of the program must maintain a 3.0 GPA to meet the requirements for admission into the Master’s portion of the program. Students who are unable to meet the 3.0 GPA requirement for the Master’s portion of the program will complete only the undergraduate portion of the program.

ACADEMIC PROBATION/SUSPENSION

Academic Probation

Students remain in good academic standing if the cumulative GPA is 2.5 or above once they are fully admitted to their program/major. A student is placed on academic probation if the student’s cumulative GPA falls below a 2.5. Students in the program who plan to move into the Master’s portion of the program must maintain a 3.0 GPA beginning with their second semester junior year. The Dean may require a student on probation to register for a limited course load. During the probationary period, students must meet requirements to be in good standing in the subsequent semesters or be placed on academic suspension.

Academic Suspension

A student who is on probation for two consecutive semesters will be suspended by the School of Education. A student who has been suspended for academic reasons must change the major out of education and may not petition ADSOE for readmission until one year has elapsed and an applicable GPA pertinent to the program/major has been attained. Further, suspended students may only repeat courses in which a grade of “D” or “F” was earned. The Admissions Office must have the approval of the Dean of the School of Education to readmit a student following suspension. A student suspended for any reason will be subject to those criteria and guidelines specified in the University Catalog and required by the Florida Department of Education in effect at the time of readmission with or without notice in this catalog.

INCOMPLETE GRADES

Incomplete grades (I) are given in an emergency situation. The grade of “I” is not used to allow students to complete field experiences, extend assignment deadlines or to subsequently do extra work to raise the grade earned during the term/semester in which the course was taken.

The student is solely responsible for redeeming an incomplete grade within the semester following its receipt. The student will automatically be awarded a final grade of “F” if the “I” is not redeemed within the semester following receipt of the “I” grade. A student who earns an incomplete during the student’s graduating semester will forfeit graduation and must re-apply for graduation. Once an “F” has superseded the grade of “I”, it cannot be retracted. A grade of “I”, even when redeemed, is part of the official transcript and will remain on the transcript.

In Progress Grade:

In Internship, an “In Progress” (IP) is given at the discretion of the Director of Field and Clinical Experience. This grade will be given when any of the following requirements are not met:

a. Passage of licensure exams, until official copies of tests scores are submitted to the Director of Internship;

b. Fulfillment of the Accomplished Practices;

c. Successful completion of the Teacher Work Sample (TWS);

d. Successful demonstration of Reading Endorsement Competency 5.

The “IP” grade will remain on your record until such time that you meet the requirements for Internship.

Any Intern receiving an “I” or “IP” must reapply for graduation and pay an additional graduation fee, as noted on the application form, for the nearest graduation date AFTER meeting the above criteria for which the “I” or “IP” was given.
FIELD AND CLINICAL EXPERIENCES

FIELD AND CLINICAL EXPERIENCE REQUIREMENTS

Field experience is a required component of many undergraduate professional education courses. The student is required to undergo security clearance and pay a fee, depending upon the county or district in which the field experience placement is made. Clearance can take several weeks, and students should begin this process early in their freshman year to ensure clearance is secured prior to beginning field experience. Students who do not clear fingerprinting will not be able to participate in field experience, and this may result in a failing grade for the course(s) in which field experience is required. Placement in field experiences is dependent upon criminal/fingerprinting clearance and is determined by the Director of Field and Clinical Experiences. Placement in schools must incorporate a sixth (6th) grade or higher placement as required for the Reading Endorsement. (Should the sixth (6th) grade or higher placement not be completed during field experience, such placement will be made for Pre-Internship/Internship as applicable to the program.)

PRE-INTERNSHIP

This is the first of two advanced-level school based clinical experiences in the senior year of study and provides the student with five-days per week of full-time school site experiences under the supervision of a certified teacher. In addition to the requirements identified for the Pre-Internship course, requirements for Application for Internship also include:

1. the Program Evaluation from Web Advisor;
2. must have completed at least 30 semester hours of coursework at Barry University;
3. proof of Student Teaching Liability Insurance;
4. copy of the CDN summative evaluation demonstrating at least nine (9) APs having been scored as Fulfilled;
5. a grade of “C” or better in EDU 401 and EDU 451; and
6. a grade of credit (CR) in EDU 497.

Placement for Internship will not be made at sites where the Intern:
1. is currently employed;
2. has had previous employment;
3. has attended as a student; nor
4. has family employed or attending, including children.

INTERNSHIP

This is the second of two advanced-level school based clinical experiences in the senior year of study and provides the student with five-days per week of full-time school site experiences under the supervision of a certified teacher. In addition to the requirements identified for the Pre-Internship course, requirements for Application for Internship also include:

Application requirements for Pre-Internship include:

- 3.0 overall GPA for students continuing to the Master’s portion of the Program (2.5 overall GPA for those students unable to continue to the Master’s portion of the program);
- copies of scores for the Florida Professional Education and Subject Area Examinations;
- a grade of credit (CR) for EDU 496;
- must be fully admitted to the School of Education;
- copy of the CDN summative evaluation demonstrating submission of twelve (12) Accomplished Practices (APs) with at least six (6) APs having been scored as Fulfilled; and
- completion of all required coursework except EDU 401, EDU 451 and EDU 498/598. These courses are taken during the Pre-Internship and Internship semesters.

GRADUATION REQUIREMENTS FOR ALL UNDERGRADUATE SPECIALIZATIONS

- 3.0 overall GPA is required for graduation from the undergraduate portion of the Bachelor of Science with Master’s Option program;
- 2.5 overall GPA for those not entering the Master’s portion of the program;
- No grades of “I” or “IP” remaining on transcript;
- complete all Internship requirements;
- must have applied for graduation and paid appropriate fees as applicable; and
- complete all degree requirements for program/major, state certification and all endorsement requirements.

Should graduation be forfeited, the student is responsible for submitting an updated graduation application with accompanying fees. Students continuing into the M.S. option must present documentation of the earned Bachelor’s degree in Education with specialization and minor within three (3) weeks of the undergraduate graduation to be officially admitted to the graduate program. Students who do not present such documentation will be administratively dropped from all graduate courses in which they are enrolled, will forfeit any and all payments and fees already tendered and will be denied admission to the graduate program.
LICENSURE/CERTIFICATION INFORMATION

Only students who have completed all requirements for any State-approved degree program will have their transcripts stamped as graduating from a state-approved program meeting requirements for certification as well as meeting the ESOL and Reading endorsement requirements. As the state implements new requirements for certification, they will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply with the requirements for certification and to keep current with changes in certification requirements. The student is responsible for securing the application for certification and submitting the necessary documents and fees to the Florida State Department of Education to obtain certification and endorsements.

POST-BACCALAUREATE CERTIFICATION/RE-CERTIFICATION

Professional education courses offered in the School of Education satisfy the requirements of eligibility for teacher certification/re-certification. Post-baccalaureate students needing certification/re-certification courses should meet with the DOE Certification Ombudsman in the School of Education for guidance.

PROFESSIONAL TRAINING OPTION FOR CONTENT MAJORS (PTO)

The Professional Training Option (PTO) is available to students earning a major in a content area outside of education (e.g., mathematics, English, Music, Art, History, etc.) Requirements for admission to the PTO include a 2.5 GPA in the content major as well as passing of the General Knowledge Exam (GKE) portion of the Florida Teacher Certification Examination.

Required courses for the PTO are (total of 19 cr):

- EDU 221 Child Development 3 cr
- EDU 496 Accomplished Practices Seminar 1 cr
- EDU 451 Engaging Learners in the Classroom 3 cr
- EDU 417 Evaluation and Measurement in Education 3 cr
- EDU 441 Elementary School Curriculum 3 cr
- ESE 470 Introduction to Children with Exceptionalities 3 cr

Course Descriptions—Prefix: ECE

201 Philosophical and Sociological Foundations of Early Childhood Education (3)
Philosophical and Sociological Foundations of Early Childhood Education is designed for the pre-service teacher beginning curriculum development to examine developmental milestones in relationship to the physical, social, emotional and cognitive growth and development of young children. While observing play-based theory in practice in a variety of early childhood settings, students will interview experienced teachers, discuss the importance of integrated learning experiences and design a developmentally appropriate learning environment. Community resources will be identified and assessment in relation to the development of the whole child will be explored. Field experience required. Pre- or co-requisites: EDU 160 and EDU 221. Fall course only.

202 Literacy Based Integrated Curriculum for Early Childhood Classroom: Creative Arts and Social Studies (3)
This course focuses on the importance of integrated, developmentally appropriate literacy-based creative arts and social science experiences in the preparation of curriculum for the early childhood period of development. Emphasis is placed on interpreting data collected from a variety of assessment instruments to design an interdisciplinary curriculum from the perspective of constructivist theory. Field experience required. Pre-requisite: ECE 201. Spring course only.

302 Literacy Based Integrated Curriculum for Early Childhood Classroom: Math, Science & Nutrition (3)
This course has a focus on the standards, principles, and practices to consider when teaching mathematics, science and nutrition to young children ages birth to grade 3. An emphasis will be placed on developing an integrated developmentally appropriate literacy-based math and science curriculum that includes appropriate content, processes, environment and materials, and child-centered choices. Emphasis is placed on interpreting data collected from a variety of assessment instruments in order to plan, revise and adapt instruction appropriately. Policies and current issues related to child safety, health and nutrition will be examined in the context of an integrated early childhood setting. Field experience required. Pre-requisite: ECE 202. Spring course only.

402 The Reflective Early Childhood Professional (3)
This course builds upon knowledge of historical and social foundations in early childhood education to
develop an awareness of values issues, ethical and legal issues, and the importance of being an advocate for children and families. It is designed to increase students’ awareness of the roots of the profession and understand the importance of professionalism. Students will reflect upon current trends in early childhood education, best practices, and their roles in advocacy and public policy. Field experience required. Pre-requisite: ECE 302. Spring course only.

Course Descriptions—Education Prefix: EDU

151 Introduction to Education (3)
Studies the historical, philosophical, and sociological underpinnings of education. Provides a framework that sets the foundation of educational thought by becoming familiar with the interrelations of schooling community and legal issues impacting American educational systems. The issues surrounding the education of children with cultural and linguistic differences are also highlighted. Field experience required. Fall course only.

160 Foundations (3)
This course is an introduction to education and to the profession of teaching. With a focus on the historical, philosophical, and sociological aspects of education, the course leads students through a reflective critique of our current educational system and the society of which it is an essential part. The course will also consist of discussions regarding teacher organizations, teaching skills (or pedagogy) and curriculum from a social justice/human rights framework in order to reflect upon why an individual may be committed to teaching as a profession. Field experience required. Fall course only.

218 Educational Psychology (3)
Surveys the principles of psychology to the field of education. Examines human development, learning and motivation, diversity issues, including ESOL attributes, impacts of teaching and learning strategies, and the learning environment. Field experience required. Pre- or co-requisite: EDU 151. Spring course only.

221 Child Development (3)
This course examines major concepts, principles, theories, and research related to cognitive (metacognitive), linguistic, social, emotional, moral and physical development from birth through adolescence. There is an emphasis on developmentally appropriate practice within the context of developing the whole child and meeting the needs of all students. Research and theory concerning the typical and atypical child are explored, and an emphasis is placed on brain research and play-based theories of learning in relation to motivation and engagement as factors in educational settings as they pertain to social interaction and the developing child. Field experience required. Pre- or co-requisites: PSY 281; Co- or Pre-requisite: EDU 160. Spring course only.

301 Supplemental Instruction (1)
Supplemental instruction consists of mentored lab experiences and supervised field-implemented instructional activities and assessment tools to develop the content area knowledge and pedagogical skills of each student in her/his selected middle grades (5-9) minor (general science, literature, math, or social science). Field experience required. Fall course only.

322 Methods of Teaching Reading (3)
Surveys the methods of teaching reading and the strategies and materials appropriate for use from emergent through intermediate levels. Focus is on the cognitive development of the emergent reader and how it relates to brain-based research. Emphasis is placed on the development of oral language, the phonological awareness continuum, print and alphabetic knowledge, phonics and the causal links among these and vocabulary, fluency and comprehension. Assessment tools and differentiated approaches are examined and applied. Strategies for teaching reading and writing skills are contextualized in children’s literature and content material. Multicultural perspectives and technology are used to facilitate and reinforce instruction. Field experience required. Pre-requisites: EDU 160 or EDU 221. Co- or pre-requisite: EDU 496. Fall course only.

369 Teaching Language Arts through Children’s Literature (3)
This course utilizes interdisciplinary and differentiated approaches to the teaching of language arts through multicultural children’s literature. Studies research-based models and methods for interrelating language arts. Projects which interrelate and integrate reading, writing, listening, speaking, viewing and thinking with multicultural children’s books are required. Surveys the multicultural literature suited to the needs of children and promotes child development through literature. Pre-requisites: EDU 322 and EDU 496. Field experience required. Spring course only.

371 Instructional Strategies (3)
This course will guide preservice teachers in the selection, implementation, and evaluation of a variety of instructional strategies adapted to meet the needs of all students. By examining research findings related to effective teaching practices, preservice teachers will probe the theories and research evidence applicable to the various models, consider how students’ diverse learning styles can be affected by various models, and explore the dichotomy between the research on teach-
ing and the practice of teaching. Through analysis and use of formal and informal assessment data to inform the use of instructional strategies, interdisciplinary units will be developed that stimulate critical thinking and creativity, and that promote cooperative learning and motivation. Pre-requisites: EDU 160; EDU 221; and ECE 202, EMC 202, or ESE 202. Field experience required. Fall course only.

372 Inclusionary Settings (3)
This course will explore the theory and practice of professional teamwork to facilitate inclusionary school practices. Participants will discuss the ethical and social issues that undergird the history and philosophy of inclusion and how this has impacted our schools and local communities. Differentiated instruction will be introduced as a best practice strategy in applying collaborative planning for including students with disabilities in general education classrooms. Participants will develop an awareness and understanding of the other risk factors such as limited linguistic proficiency and/or cultural differences. Field experience required. Pre-requisites: EDU 160, EDU 221, EDU 371. Spring course only.

401 Supplemental Instruction (1)
Supplemental instruction consists of mentored lab experiences and supervised field-implemented instructional activities and assessment tools to develop the content area knowledge and pedagogical skills of each student in her/his selected middle grades (5-9) minor (general science, literature, math, or social science). Field experience required. Pre-requisites: SI EDU 301. Fall course only.

451 Engaging Learners in the Classroom (3)
This course is appropriate for educators at all grade levels who seek to understand the broad issues involved in effective classroom management. A theoretical foundation of key concepts associated with classroom management will be explored in its relationship to students’ basic personal and psychological needs. Using knowledge of the whole child and proven human and social development and behavior theories, pre-service teachers apply strategies that employ a repertoire of skills and resources useful in a learning environment. School and community resources available to enhance learning environments that facilitate positive student behavior will be explored. Pre-requisites: EDU 160, 221, 371, 372; Field experience required. Fall course only.

466 Reading Assessment and Instruction (3)
Presents techniques of informal reading assessment for the purpose of diagnosing, interpreting, and planning lessons for the implementation of individualized and small group reading instruction in elementary classrooms. Field experience required. Prerequisite: EDU 322 and EDU 369. Fall course only.

492 Workshop in Education (Variable)
Provides special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

496 Accomplished Practices Seminar (1)
This is an introductory seminar designed to acquaint students with the Florida Educator Accomplished Practices and the assessment process. Students are exposed to the theory and practice of standards-based professional portfolios. Key elements of the portfolio process include organization, selecting evidences, connecting evidences to standards, rubrics, and reflective practice and writing. This is a CR/NC course. Fall course only.

497 Pre-Internship (3)
This is the first of two advanced level school based clinical experiences in the senior year of study and provides the student with two days per week of full-time school site experiences under the supervision of a certified teacher. The pre-Intern will be required to apply the knowledge acquired during their coursework in education as well as specific content related to the reading endorsement competencies and the student’s minor area of study. 2.5 overall GPA, passed all sections of the General Knowledge Examinations, have passed the Professional Education and Subject Area Examination and received credit in EDU 496 Accomplished Practices Seminar, completed all required coursework except those identified as co-requisites. Co-requisites: EDU 451, EDU 401, EDU 466, and EDU 498/598. This is a CR/NC course. Fall course only.

499 Internship (12)
Provides the intern with a full semester of full-time school site teaching experience under the supervision of a certified teacher and University supervisor. The intern will be required to synthesize and apply theories acquired in coursework to realistic classroom situations, demonstrate the 12 Accomplished Practices, and integrate program related curricular outcomes. Pre-requisites: Apply to Internship, be fully admitted to an undergraduate program/major in the Adrian Dominican School of Education, 2.5 overall GPA, passed all sections of the basic skills test (CLAST, Praxis 1 or General Knowledge examinations), have taken the Professional Education and Subject Area Examinations, completed all professional education courses with a grade of C or better (Students may apply for Internship with one professional education course remaining in their program/major.), must have completed at least 30 semester
hours of coursework at Barry University, received credit in EDU 496 Accomplished Practices Seminar, and demonstrated “fulfilled” on at least six (6) of the Florida Educator Accomplished Practices to apply for Internship and nine (9) fulfilled to begin Internship. NOTE: This is a CR/NC course. This course may only be taken by students who completed their coursework prior to 2011 and only need to complete Internship to earn their degree.

**499F Internship for the Bachelor of Science in Education with an M.S. Option (6)**

This is the second of two advanced-level school-based clinical experiences in the senior year of study and provides the student with a full week of full-time school site experiences under the supervision of a certified teacher. The Intern will be required to apply the knowledge acquired during coursework in education as well as specific content related experiences in the areas of mathematics and science. This is a CR/NC course. Pre-requisite: CR/NC in EDU 497. Pre-requisites: Apply to Internship, 2.5 overall GPA, passed all sections of the basic skills test (CLAST, Praxis 1 or General Knowledge examinations), have passed the Professional Education and Subject Area Examinations, completed all professional education courses with a grade of C or better, must have completed at least 30 semester hours of coursework at Barry University, received credit in EDU 496 Accomplished Practices Seminar, and nine (9) fulfilled Accomplished Practices to begin Internship. NOTE: This is a CR/NC course. Spring course only.

**502 Research Methods for Advocacy (3)**

This course provides an early entry graduate, level overview of research methods used in education with an emphasis on interpreting and critiquing educational research literature. The models and best practices of academic research are coupled with the strategies for developing advocacy relationships. Students engage in initial stages of data collection the field.

**520 Advanced Theories of Learning (3)**

Issues and historical perspectives as they relate to learning are explored. Cognitive theories and processes of learning are a primary focus. Development and learning will be addressed, specifically as they relate to the neuroscience of learning, content-area learning, and motivation. This course blends theory, research, and practical applications throughout, in order for students to develop a unified view of learning in educational settings within their socio-cultural contexts.

**549 Critical Theory and Educational Transformation (3)**

Students will explore critical education theory and community organizing perspectives and strategies and develop skills in advocacy and activism in order to engage in critical analysis and transformation of educational systems. Laws and policies will be explored in order to make connections at the local, state and federal levels. Community-based organizations will be examined as effective agents for social change and community mobilization.

**582 Mentoring of the Professional Educator (1)**

This course will provide support and guidance to the beginning teacher through critical discussion of the role of the teacher and analysis of classroom-based experiences. It will emphasize the need for inquiry and self-reflection in the learning environment to foster professional development.

**595 Advanced Curriculum and Assessment (3)**

The focus of this course is upon how assessment data is used to inform instruction and enhance student learning. Outcomes of student learning need to be connected to activism and advocacy for appropriate assessment practices. Consideration of assessment practices and instruments will be in light of students’ diverse needs and cultures and the communities within which they live and learn. Presents the basic principles of development, implementation and assessment of students’ work in light of desired learner outcomes, within the current sociopolitical context. Emphasis is given to a differentiated assessment practices with a focus on problem-based standards-based systems. Discusses statewide accountability systems (e.g., Florida’s A+ accountability System), the issues surrounding high-stakes assessment practices, and the inter-relationships between statewide PK-12 standards, accountability, and teacher quality. Identifies appropriate assessment strategies for diverse needs and populations found within inclusionary educational settings.

**598 Capstone Seminar (6)**

This course is an action research-based experience intended for preservice educators to gain an applied understanding of how their participation as a change agent can support development and social change within communities and groups. This seminar experience is based upon a reflective process of problem solving, led by individuals working with others in teams or as part of a “community of practice” to improve the way they address issues and solve problems. Building upon the concept of service learning as a foundational principle, students will take a historical look at how various efforts to create social change have impacted communities. This is a guided experience requiring collaboration with a community agency, with the aim of effecting positive social change in the second semester of the course.
602 Advanced Applied Research (3)
In this second of a two-course research sequence, students will select a focus for their research that will inform their immediate efforts at teaching, maintaining an awareness of the impact of the research on the participants and their community. Students will engage in the design of a research study, collect data as defined by their methodologies and report on the study findings. Students begin to reflect on the impact of their research on the communities of interest.

641 Educational Policy & Leadership for Social Justice (3)
Students will determine the relevant nature and purpose of education by examining the appropriateness of various educational policies and practices; analyzing their relationship to and affects on the social inequities of race, class, gender, human rights and access to power; and developing a framework for activism and transformation for social justice in education.

642 Becoming a Teacher Leader (1)
This course will help to build a foundation for hope by helping beginning teachers understand and critique commonsense views of schools and conventional practices, while learning how to make choices in their practices on behalf of children and social justice. They will learn how to use classroom inquiry to examine personal teaching practices so as to help all of their students succeed all of the time, resulting in ongoing professional development.

696 Community Based Master’s Project (3)
The Master’s Project developed for this course is community situated and begins with a topic of research that is of practical relevance to the community members involved and approved by the professor. Students are required to explore a topic/issue in depth as part of a field experience designed to allow for students to develop a greater understanding of the social context of education. Depending on her/his interests and the area of need identified, each student will provide an analysis of the educational issue and policies to be addressed from a sociological perspective (school and community contexts). The Master’s Project is unique to each student enrolled in the course, and the emphasis is placed on meeting the educational needs of the diverse populations being served. A framework will be provided for the student to identify a community situated problem, in order to establish a collaborative, action oriented project aimed at meeting the needs and benefiting those involved.

Course Descriptions—
Prefix: EMC

201 Understanding Curriculum and Assessment (3)
This course is the first in a series of four courses for the Early and Middle Childhood specialization candidate and provides an introduction to curriculum, instruction, and assessment. The elementary curriculum will be explored through the study and use of curriculum frameworks, standards, and assessment strategies as candidates learn to design effective, differentiated instruction and assessment. Special attention is given to the socio-cultural context of schooling and the impact that has on teaching and learning. Field experience required. Pre- or co-requisites: EDU 160 and EDU 221. Fall course only.

202 Designing Instruction & Assessment (3)
Preservice teachers will consider the learning context as they use practical and authentic resources to evaluate curriculum plans, observe instruction and assessment, and design and implement differentiated instruction and assessment activities. Field experience required. Pre-requisite: EMC 201. Spring course only.

302 Developing and Implementing Differentiated Curriculum & Assessment (3)
Applies theories and practices concerning curriculum design, differentiated instruction, and authentic assessment. Integrates problem solving skills into planning and instruction through a social justice framework in the early and middle childhood classroom. Field experience required. Pre-requisite: EMC 202. Spring course only.

402 Integrating Curriculum & Assessment in the Elementary School (3)
This course will focus on the development of an integrated unit which will be implemented during the student teaching semester. Students will develop and implement the unit demonstrating knowledge of assessment-driven instruction, differentiated instructional practices that address learning needs of diverse students, the ability to plan integrated instruction, and the ability to plan lessons and learning experiences that promote problem solving skills. Field experience required. Prerequisite: EMC 302. Spring course only.
Course Descriptions—Prefix: ESE

201 Foundations & Assessment of Special Education (3)
This course presents an overview of the cognitive, emotional, social, and physical exceptionalities of children and the disability laws that protect their rights to a free and appropriate education. In addition, this course examines the formal and informal evaluation techniques and procedures to provide an objective data base for individualized instruction for children with exceptionalities. Students gain experience in designing classroom tests and examine test data to facilitate decision making. Pre- or co-requisites: EDU 160, EDU 221. Fall course only.

202 Special Education Curriculum Design & Development (3)
This course examines and evaluates curriculum models, including the administration of instructional systems and curriculum materials necessary for students with disabilities. Individualized educational programs and transition planning for post school life are explored and developed. Field experience required. Pre-requisite: ESE 201. Spring course only.

302 Instructional Strategies for Exceptional Learners (3)
This course introduces and evaluates instructional strategies for children with specific learning (LD) disabilities and intellectual developmental disabilities (IDD) based on the development, implementation, and evaluation of individualized education plans. Field experience required. Pre-requisite: ESE 202. Spring course only.

402 Positive Behavioral Support (3)
This course analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing the spectrum of behaviors found in exceptional students, including students with emotional and behavioral disorders. Emphasis is placed on the implementation of developmentally appropriate strategies, functional behavioral assessments, and positive behavioral supports in inclusive settings. Field experience required. Pre-requisite: ESE 302. Spring course only.

470 Introduction to Children with Exceptionalities (3)
Presents an overview of the physical, mental, emotional, and behavioral exceptionalities in children and the educational and social implications of each. This course also provides an overview of the field of special education and the legal mandates that protect the rights of individuals with disabilities. Field experience required. Spring course only.

Course Descriptions—Prefix: TSL

400 Comprehensive ESOL Strategies (3)
This course develops the knowledge, skills, and dispositions necessary to prepare educators to understand cultural, developmental, linguistic, and social considerations upon which language acquisition and instruction are based. Equipped with this understanding, educators can bring to their future coursework, and ultimately to their classrooms, the knowledge, skills, and dispositions to develop, implement, and advocate for the most effective language instructional strategies as change agents in the service of stakeholders including students, student families and communities, and society in general. Field experience required. Fall course only.

415 ESOL Instruction and Assessment Practices (3)
This course is designed to build on the knowledge, skills, and dispositions acquired in the TSL 400, Comprehensive ESOL Strategies, course. The primary focus of this course is to link the theory and practice for effective and efficient instruction of and assessment for diverse K-12 English Language Learners (ELLs). Pre-requisite: TSL. 400. Field experience required. Spring course only.