CURRICULUM AND INSTRUCTION

Degree: Master of Education
Division: See Specialization
College: Professional Studies

Although students earning the M.Ed. in Curriculum Instruction may complete courses in more than one specialization, only one degree will be awarded.

Unless otherwise indicated, all specializations are offered by the Division of Teacher Education. For additional information, e-mail the department at dted@uwf.edu or call (850) 474-3263

Course descriptions are listed alphabetically by prefix in the back of this Catalog.

ADMISSION REQUIREMENTS

In addition to meeting the minimum University standards for admission to graduate studies, students seeking admission to a specialization leading to initial Florida Department of Education (DOE) Teacher Certification Programs must comply with the requirements for admission to Teacher Education. These requirements are listed in the graduate programs section of the Catalog under Teacher Education. Students are selected for admission on the basis of the undergraduate GPA, graduate course GPA, and GRE scores. A limited number of students not meeting the minimum requirements may be granted conditional admission. When the student does not have an undergraduate major or the equivalent in elementary education, middle school education, secondary education, or special education, prerequisite course work will be required and planned for the candidate by the student's academic advisor. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement work in these areas.

DEGREE REQUIREMENTS

In addition to general University requirements, students seeking the M.Ed. in Curriculum and Instruction must meet the requirements listed below:

A. Degree specializations must include at least 36 semester hours of approved course work.

B. At least one-half of the credit hours included in the degree must be taken in the specialization area.

C. At least one-half of the credit hours included in the degree must be courses numbered 6000 or above.

D. No more than 6 semester hours of credit in workshop courses may be applied toward the master's degree.

E. Students in initial certification specializations must complete all tests necessary for initial Florida DOE teacher certification.

F. All graduate students must complete a portfolio. Students who hold current certification in the State of Florida will complete the graduate portfolio based on the National Board for Professional Teaching Standards. All other students will complete the Teacher Development Portfolio that is based on Florida’s Educator Accomplished Practices.

APPLIED BEHAVIOR ANALYSIS

SPECIALIZATION

The NCATE approved Applied Behavior Analysis Specialization is not a Florida Department of Education accredited program. Students completing the eighteen hours of cognate course work will have satisfied the educational requirement to become a Board Certified Behavior Analyst.

Required Core Course (4 sh)

EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding ................. 4

Divisional Core Courses (9 sh)

EEX 6085 Integrating Curriculum & Instruction .................. 3
EEX 6051 Exceptionalities ......................................... 3
EEX 6222 Practical Applications & Issues in Assessment Classroom Management: Special Education ........................................ 3

Educational Investigative Sequence (8 sh)

EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ....... 2
EEX 6340 Action Research ........................................... 3
EEX 6945 Research Practicum in Special Education....... 3

Cognate Courses (18 sh)

EDF 6xx6 Supervised Experience in Single Case Design ................................................. 3
EDF 7xx4 Advanced Single Case Design in Applied Settings ........................................... 3
EDF 7xx7 Measurement and Single Case Design ........... 3
Advisor-approved electives in the following areas: ........................................ 9
Foundations of Applied Behavior Analysis in Education Behavioral Assessments, Interventions, and Outcomes in Education
Positive Behavioral Change and System Support in Educational Settings

CAREER & TECHNICAL

COMPREHENSIVE SPECIALIZATION

The NCATE approved Career and Technical Education Comprehensive Specialization is not a Florida Department of Education accredited program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in career and technical education.

Students in this Master’s degree specialization have 21 semester hours of required core courses shown below.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student’s area of interest, provide direction and advisement to the students concerning professional issues, direct the student’s Action Research project, and assist the student in the development, evaluation and completion of the Graduate Student Portfolio.
Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student’s school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (4 sh)

EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding .............. 4

Divisional Core Courses (9 sh)

EDM 6235 Integrated Curriculum and Instruction/Middle Level Education ......................... 3
EDM 6411 Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education ................................. 3
EEX 6051 Exceptionalities .......................................................... 3

Educational Investigative Sequence (8 sh)

EDG 5021 Investigative Strategies and Empirical Foundations in Learning & Development ....... 2
EDM 6911 Course offered 1-6 sh per semester
EDM 6912 Research Practicum .................................................. 3

Cognate Courses (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate Courses.

EVT 5175 Curriculum and Staff Development for Career and Technical Education Programs .............. 3
EVT 6664 School Involvement & Community Relations ..... 3
XXX xxxx Advisor Approved Electives ......................................... 9

ELEMENTARY EDUCATION COMPREHENSIVE

This NCATE approved Comprehensive Specialization in Elementary Education is a non-initial teacher certification program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in elementary education.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student’s area of interest, provide direction and advisement to the students concerning professional issues, direct the student’s Action Research project, and assist the student in the development, evaluation and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student’s school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (4 sh)

EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding .............. 4

Divisional Core Courses (9 sh)

EDE 6206 Integrated Curriculum & Instruction/Elementary Education ........................................ 3
EDE 6521 Practical Applications and Issues in Assessment and Classroom Management: Elementary Education ........................................ 3
EEX 6051 Exceptionalities .......................................................... 3
**Educational Investigative Sequence (8 sh)**

- EDE 6482 Research Practicum .................................. 3
- EDE 6911 Action Research ......................................... 3
- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........ 2

(a Faculty Mentor must be selected before completing EDG 5021)

**Cognate Course (15 sh minimum)**

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

---

**ELEMENTARY/ESOL CERTIFICATION SPECIALIZATION**

This is an NCATE/Florida Department of Education approved program in Elementary Education leading to Florida certification in Elementary Education/ESOL. Students in this specialization must successfully complete the course work and requirements to meet Elementary Education/ESOL requirements and all tests necessary for initial Florida teacher certification.

Therefore, students must meet all admission requirements for Teacher Education and maintain good standing. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement in these identified areas.

**Required Core Course (4 sh)**

- EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding ................. 4

**Divisional Core Courses: (9 sh)**

- EDE 6206 Integrated Curriculum & Instruction/Elementary Education .................................. 3
- EDE 6521 Practical Applications and Issues in Assessment and Classroom Management: Elementary Education .............................................. 3
- EEX 6051 Exceptionalities ........................................ 3
- EEX 6222 Practical Applications and Issues in Elementary School II ................................ 3
- EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding ................. 4
- EDF 6911 Action Research ......................................... 3
- EDE 6482 Research Practicum .................................. 3
- EDE 6911 Action Research ......................................... 3
- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........ 2

**Educational Investigative Sequence (8 sh)**

- EDE 6482 Research Practicum .................................. 3
- EDE 6911 Action Research ......................................... 3
- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........ 2

**Cognate Courses (6 sh)**

- EDE 6268 School Involvement & Community Relations .... 3
- EDG 6344C Instructional Management & Technology ........ 3

**Additional Course work to Meet Elementary Education/ESOL Requirements in accordance with State Certification Requirements (38 sh)**

- ARE 3313C Teaching of Art in the Elementary School .... 2
- EDE 4200 Planning & Curriculum I .................................. 2
- EDE 4201 Planning & Curriculum II .................................. 2
- EEX 3070 Methods in Inclusion and Collaboration ........ 3
- HLP 4722 Health/Physical Education for Elementary School Teachers ........................................... 3
- LAE 3314 Language Skills & Literature in the Elementary School ........................................... 3
- MAE 4310 Teaching Mathematics in the Elementary School ..................................................... 3
- MUE 3210 Music for the Elementary School Teacher ........ 2
- RED 3310 Teaching Developmental Reading in the Elementary School ...................................... 3
- RED 4542 Teaching Developmental Reading in the Elementary School II .................................. 3
- SCE 4310 Teaching Science in the Elementary School .... 3
- SSE 4113 Social Studies for Elementary Teachers ....... 3
- TSL 4081 Empowering Teachers to Teach English to ESOL Students ........................................ 3
- TSL 5xxx ESOL Principles & Practices ........................................... 3

**Clinical Field Experience (3 sh)**

- EDE 6941 Graduate Methods/ESOL/Reading Practicum: Elementary Education .................. 3

**Student Teaching (6 sh)**

- EDG 5940 Student Teaching ........................................... 6

Course offered 1-6 sh per semester

---

**ESOL ENDORSEMENT COMPREHENSIVE SPECIALIZATION**

The NCATE approved Comprehensive English to Speakers of Other Languages (ESOL) Specialization is not a Florida Department of Education accredited program. Students completing the fifteen hours of ESOL course work will have satisfied the educational course requirements for ESOL Endorsement and will have developed the competencies and skills necessary for the instruction of Limited English Proficient (LEP) students in accordance with the requirements set forth in the ESOL Consent Decree for instructional personnel who teach LEP students.

**Required Core Course (4 sh)**

- EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding ................. 4

**Divisional Core Courses (9 sh)**

- EEX 6051 Exceptionalities ........................................ 3
- EEX 6222 Practical Applications and Issues in Elementary School II ................................ 3
- EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding ................. 4
- EDF 6911 Action Research ......................................... 3
- EDE 6482 Research Practicum .................................. 3
- EDE 6911 Action Research ......................................... 3
- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........ 2

**Educational Investigative Sequence (8 sh)**

- EDE 6482 Research Practicum .................................. 3
- EDE 6911 Action Research ......................................... 3
- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........ 2

**Cognate Courses (6 sh)**

- EDE 6268 School Involvement & Community Relations .... 3
- EDG 6344C Instructional Management & Technology ........ 3

**Choose one of the following:**

- EDE 6206 Integrated Curriculum & Instruction/Elementary Education .................................. 3
- EDE 6235 Integrated Curriculum & Instruction/Middle Level Education .................................. 3
- EEX 5085 Integrating Curriculum and Instruction ........ 3
- ESE 6217 Integrated Curriculum and Instruction/Secondary Education .................................. 3

**Choose one of the following:**

- EDE 6521 Practical Applications and Issues in Assessment and Classroom Management: Elementary Education ..................................................... 3
- EDE 6411 Practical Applications and Issues in Assessment and Classroom Management: Elementary Education ..................................................... 3
- EEX 6222 Practical Applications and Issues in Assessment and Classroom Management: Special Education ........................................... 3
- ESE 6343 Practical Applications and Issues in Assessment and Classroom Management: Secondary Education ........................................... 3
Divisional Core Courses (9 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6482</td>
<td>Research Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 6945</td>
<td>Research Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6421</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6911</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDE 6911</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6340</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6426</td>
<td>Action Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Cognate Courses (15 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 6791</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5xx</td>
<td>ESOL Principles &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>TSL 6xx</td>
<td>ESOL Curriculum and Materials Development</td>
<td>3</td>
</tr>
<tr>
<td>TSL 6xx1</td>
<td>Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>TSL 6xx2</td>
<td>Testing and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**GIFTED EDUCATION COMPREHENSIVE SPECIALIZATION**

This specialization has been proposed by the department and approved by the college. Faculty Senate approval is expected before Academic Year 2004-2005.

The NCATE approved Comprehensive Program with Specialization in Gifted Education is not a Florida Department of Education accredited program. Students completing the fifteen hours of gifted course work will have satisfied the educational course requirements for the Gifted Endorsement and will have developed the competencies and skills necessary for gifted instruction.

**Required Core Course (4 sh)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6691</td>
<td>Issues in Teacher Education: A Bio-Psycho-Social Understanding</td>
<td>4</td>
</tr>
</tbody>
</table>

**Divisional Core Courses (9 sh)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 6051</td>
<td>Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6206</td>
<td>Integrated Curriculum &amp; Instruction/Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 6235</td>
<td>Integrated Curriculum and Instruction/Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 5085</td>
<td>Integrating Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6217</td>
<td>Integrated Curriculum and Instruction/Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6521</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 6411</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6222</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6343</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Educational Investigative Sequence (8 sh)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6911</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDE 6911</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6340</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6426</td>
<td>Action Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guidance & Counseling**

The Guidance and Counseling Specialization is designed for students who want to receive guidance and counseling certification while completing the Master of Education degree. This specialization complies with the State of Florida Guidance and Counseling requirements for receiving certification at the PK-12 grade levels. The courses in the program are also aligned with the national and state guidance and counseling standards. In addition to meeting the minimum University standards for graduate students, applicants must provide a letter of intent, including the name, address, and telephone number of three professional references.

This specialization is offered by the Division of Graduate Studies. For additional information e-mail copsgrad@uwf.edu or call (850) 474-2770.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYP 6538</td>
<td>The Consultation Process</td>
<td>3</td>
</tr>
<tr>
<td>CYP 6538</td>
<td>The Consultation Process</td>
<td>3</td>
</tr>
<tr>
<td>CYP 6538</td>
<td>The Consultation Process</td>
<td>3</td>
</tr>
<tr>
<td>CYP 6538</td>
<td>The Consultation Process</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6218</td>
<td>Psychological Foundations for Education: Learning &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6218</td>
<td>Psychological Foundations for Education: Learning &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6218</td>
<td>Psychological Foundations for Education: Learning &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6218</td>
<td>Psychological Foundations for Education: Learning &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6404</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6404</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6404</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6404</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6460</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6460</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6460</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6460</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6602</td>
<td>Trends and Issues in Education: Social, Multicultural, Historical, and Philosophical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6602</td>
<td>Trends and Issues in Education: Social, Multicultural, Historical, and Philosophical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6602</td>
<td>Trends and Issues in Education: Social, Multicultural, Historical, and Philosophical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6602</td>
<td>Trends and Issues in Education: Social, Multicultural, Historical, and Philosophical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Guidance and Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Guidance and Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Guidance and Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Guidance and Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>POO 6206C</td>
<td>Ethical and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6206C</td>
<td>Ethical and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6206C</td>
<td>Ethical and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6206C</td>
<td>Ethical and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6216</td>
<td>Theories of Individual Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6216</td>
<td>Theories of Individual Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6216</td>
<td>Theories of Individual Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6216</td>
<td>Theories of Individual Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6246</td>
<td>Theories of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6246</td>
<td>Theories of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6246</td>
<td>Theories of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>POO 6246</td>
<td>Theories of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6340</td>
<td>Educational &amp; Vocational Guidance</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6340</td>
<td>Educational &amp; Vocational Guidance</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6340</td>
<td>Educational &amp; Vocational Guidance</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6340</td>
<td>Educational &amp; Vocational Guidance</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6414</td>
<td>PK-12 Guidance &amp; Counseling for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6414</td>
<td>PK-12 Guidance &amp; Counseling for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6414</td>
<td>PK-12 Guidance &amp; Counseling for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6414</td>
<td>PK-12 Guidance &amp; Counseling for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6620</td>
<td>Administration, Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6620</td>
<td>Administration, Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6620</td>
<td>Administration, Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6620</td>
<td>Administration, Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6620</td>
<td>Administration, Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6482</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDE 6912</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6945</td>
<td>Research Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6421</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6911</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDE 6911</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6340</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6426</td>
<td>Action Research</td>
<td>3</td>
</tr>
</tbody>
</table>
MIDDLE LEVEL COMPREHENSIVE

This specialization has been proposed by the department and approved by the college. Faculty Senate approval is expected before Academic Year 2004-2005.

The NCATE approved Comprehensive Specialization in Middle Level Education is a non-initial teacher certification program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in Middle Level education.

Students in this Master's degree specialization have 21 semester hours of required core courses as shown below.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide directions and advisement to the student concerning professional issues, direct the student's Action Research project, and assist the student in the development, evaluation and completion of the Graduate Student Portfolio. Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course,

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry,

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

Required Core Course (4 sh)
EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding .......... 4

Divisional Core Courses (9 sh)
EDM 6235 Integrated Curriculum and Instruction/Middle Level Education ............................................. 3
EDM 6411 Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education ............................................. 3
EEX 6051 Exceptionalities .................................................. 3

Educational Investigative Sequence (8 sh)
EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development .......... 2
(a Faculty Mentor must be selected before completing EDG 5021)
EDM 6911 Action Research ................................................ 3
Course offered 1-6 sh per semester
EDM 6912 Research Practicum .......................................... 3

Cognate Courses (15 sh)
Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

MIDDLE LEVEL CERTIFICATION SPECIALIZATION

This is an NACTE/Florida Department of Education approved program in Middle Level Education leading to Florida certification in Middle Level Education. Students in this specialization must successfully complete the course work and requirements to meet Middle Level Education requirements and all tests necessary for initial Florida teacher certification.

Therefore, students must meet all admission requirements for Teacher Education and maintain good standing. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement in these identified areas.

Required Core Course (4 sh)
EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding .......... 4

Divisional Core Courses (9 sh)
EDM 6235 Integrated Curriculum & Instruction/Middle Level Education ............................................. 3
EDM 6411 Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education ............................................. 3
EEX 6051 Exceptionalities .................................................. 3

Educational Investigative Sequence (8 sh)
EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development .......... 2
EDM 6911 Action Research ................................................ 3
EDM 6912 Research Practicum .......................................... 3

Cognate Courses (6 sh)
EDG 6344 Instructional Management & Technology .................. 3
EDM 6405 School Involvement & Community Relations .... 3

Clinical Field Experience (3 sh)
EDM 6944 Graduate Methods/ESOL/Reading Practicum: Middle Level ............................................. 3
**Student Teaching (6 sh)**

EDG 5940 Student Teaching ........................................... 6

**Content Area Requirements (12-42 sh)**

Mathematics Education Content Certification

Requirements (15-33 sh)

EDM 6245 Curriculum, Instruction, & Organization:
- Middle Level Education ............................................. 3
MAE 5658 Mathematics for the 21st Century .......................... 3
MAE 6361 Teaching Mathematics in Middle
- Level & Secondary Education ....................................... 3
RED 6161 Reading Across the Curriculum .......................... 3
TSL 5xxx ESOL Principles & Practices ............................. 3
TSL 6xxx ESOL Curriculum Materials and Development .......... 3

Additional course work in Calculus, Geometry, and Probability
or Statistics to meet the 18 hour Middle School
Certification Requirement ........................................ 0-18

General Science Education Content Certification

Requirements (12-30 sh)

EDM 6245 Curriculum, Instruction, & Organization:
- Middle Level Education ............................................. 3
RED 6161 Reading Across the Curriculum .......................... 3
SCE 6625 Science Instruction in the Middle and
- Secondary School .................................................... 3
TSL 5xxx ESOL Principles & Practices ............................. 3

Additional course work in Biology, Earth/Space Science, and
Physical Science to meet the 18 hour Middle School
Certification Requirement ........................................ 0-18

Social Science Education Content Certification

Requirements (12-30 sh)

EDM 6245 Curriculum, Instruction, & Organization:
- Middle Level Education ............................................. 3
RED 6161 Reading Across the Curriculum .......................... 3
SSE 6326 Teaching Social Studies in Middle and
- Secondary Level Education .......................................... 3
TSL 5xxx ESOL Principles & Practices ............................. 3

Additional course work in Economics, United States Government,
Geography, Western Civilization/European, Asian,
African, Latin America or Middle Eastern History,
and United States History to meet the 18 hour Middle School
Certification Requirement ........................................ 0-18

English Education Content Certification

Requirements (24-42 sh)

EDG 6791 Multicultural Education ..................................... 3
EDM 6245 Curriculum, Instruction, & Organization:
- Middle Level Education ............................................. 3
RED 6xxx Foundations of Middle and Secondary
- Literacy ................................................................. 3
RED 6161 Reading Across the Curriculum .......................... 3
TSL 5xxx ESOL Principles & Practices ............................. 3
TSL 6xxx ESOL Curriculum Materials and Development .......... 3
TSL 6xx1 Applied Linguistics ........................................ 3
TSL 6xx2 Testing and Evaluation .................................... 3
Additional course work may be required in Literature, Grammar/
Composition, and Speech or Oral Interpretation to
meet the 18 hour Middle School Certification
Requirement ......................................................... 0-18

**PRIMARY EDUCATION COMPREHENSIVE**

The NCATE approved comprehensive specialization in
Primary Education is not a Florida Department of Education
accredited program. Students may use the course work
completed, however, to apply for initial teacher certification.
This specialization is designed to develop master teachers
who will be prepared for the instructional and leadership
roles in primary education.

It should be noted that students will select a Faculty Mentor
before completing EDG 5021. This Faculty Mentor will provide
career advice, provide advice about the selection of elective
courses related to the student’s area of interest, provide
directions and advisement to the student concerning
professional issues, direct the student’s Action Research
project, and assist the student in the development,
evaluation and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of
at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in
an Alternative Certification Program approved by their school
district, the Cognate Area will consist of 14 semester hours
of course work that is approved by the student’s school
district and is designed to meet the requirements for
Alternative Certification. Additionally, students will be
required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher
certification, the Cognate Area will consist of a program of
study developed collaboratively between the student and the
Faculty Mentor and approved by the Chair of the Division of
Teacher Education. Course work may be designed to allow
for additional certification or to develop a depth or breadth of
knowledge in an area of inquiry.

C. For those students who do not possess teacher
certification, the Cognate Area will consist of the same 14
semester hours of course work required of those students in
the Alternative Certification program. Additionally, students
will develop with their Faculty Mentor an experiential course
component consisting of practica and possibly additional
course work designed to provide the professional and
instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An action research project in cooperation with a Faculty
Mentor.

B. A Graduate Student Portfolio that will address the
Accomplished Practices and provide a foundation for
addressing the National Teaching Board Standards.

**Required Core Course (4 sh)**

EDF 6691 Issues in Teacher Education:
- A Bio-Psycho-Social Understanding .................... 4

**Divisional Core Courses (9 sh)**

EEC 6263 Integrated Curriculum Development &
Instruction/Early Childhood Education .................. 3
EEC 6305 Practical Applications and Issues in
Assessment and Classroom Management:
- Primary Education ............................................... 3
EEX 6051 Exceptionalities .................................... 3
### Educational Investigative Sequence (8 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 5021</td>
<td>Investigative Strategies &amp; Empirical Foundations in Learning &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>EEC 6911</td>
<td>Action Research: Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 6941</td>
<td>Research Practicum: Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

(a Faculty Mentor must be selected before completing EDG 5021)

### Cognate Courses (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chairperson before initiating Cognate courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

### Required Core Course (4 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6691</td>
<td>Issues in Teacher Education: A Bio-Psycho-Social Understanding</td>
<td>4</td>
</tr>
</tbody>
</table>

### Divisional Core Courses (9 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEE 6051</td>
<td>Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6206</td>
<td>Integrated Curriculum &amp; Instruction/Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 6235</td>
<td>Integrated Curriculum and Instruction/Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 5085</td>
<td>Integrating Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6217</td>
<td>Integrated Curriculum and Instruction/Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6521</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 6411</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Middle Level Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6222</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6343</td>
<td>Practical Applications and Issues in Assessment and Classroom Management: Secondary Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Educational Investigative Sequence (8 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 5021</td>
<td>Investigative Strategies and Empirical Foundations in Learning &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>RED 6911</td>
<td>Action Research: Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6482</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDM 6912</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6945</td>
<td>Research Practicum in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6421</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

### Cognate Courses (15 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 5xx</td>
<td>Florida Online Reading Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>RED 5515</td>
<td>Classroom Reading Assessments</td>
<td>3</td>
</tr>
<tr>
<td>RED 6xx1</td>
<td>Differentiating Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6940</td>
<td>Reading Practicum</td>
<td>3</td>
</tr>
<tr>
<td>RED ___</td>
<td>Reading Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### SECONDARY EDUCATION COMPREHENSIVE

The NCATE approved comprehensive specialization in Secondary Education is not a Florida Department of Education accredited program. Students may use the course work completed, however, to apply for initial teacher certification. This specialization is designed to develop master teachers who will be prepared for the instructional and leadership roles in Secondary Education.

It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student’s area of interest, provide direction and advisement to the students concerning professional issues, direct the student’s Action Research project, and assist the student in the development, evaluation and completion of the Graduate Student Portfolio.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student’s school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete:

A. An Action Research in cooperation with a Faculty Mentor.

B. A Graduate Student Portfolio that will address the Accomplished Practices and provide a foundation for addressing the National Teaching Board Standards.

### Required Core Course (4 sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6691</td>
<td>Issues in Teacher Education: A Bio-Psycho-Social Understanding</td>
</tr>
</tbody>
</table>
**Divisional Core Courses (9 sh)**

- EEX 6051 Exceptionalities ........................................... 3
- ESE 6217 Integrated Curriculum and Instruction/Secondary Education ........................................... 3
- ESE 6343 Practical Applications and Issues in Assessment and Classroom Management: Secondary Education ........................................... 3

**Educational Investigative Sequence (8 sh)**

- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........... 2
  (a Faculty Mentor must be selected before completing EDG 5021)
- ESE 6421 Research Practicum ........................................... 3
- ESE 6426 Action Research ........................................... 3
  Course offered 1-6 sh per semester

**Cognate Courses (15 sh minimum)**

Course Plan must be approved by Faculty Mentor & Chair before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

---

**SECONDARY EDUCATION CERTIFICATION SPECIALIZATION**

This is an NCATE/Florida Department of Education approved program in Secondary Education leading to Florida certification in Secondary Education. Students in this specialization must complete the course work and requirements to meet Secondary Education requirements and all tests necessary for initial Florida teacher certification.

Therefore, students must meet all admission requirements for Teacher Education and maintain good standing. When evidence indicates weakness in academic or professional skills, the candidate may be recommended for non-credit personal improvement in these identified areas.

When the student does not have an undergraduate major or the equivalent in the teaching area, prerequisite course work will be required and planned for the candidate by the student's academic advisor.

**Required Core Course (4 sh)**

- EDF 6691 Issues in Teacher Education: A Bio-Psycho-Social Understanding ........................................... 4

**Divisional Core Courses (9 sh)**

- EEX 6051 Exceptionalities ........................................... 3
- ESE 6217 Integrated Curriculum and Instruction/Secondary Education ........................................... 3
- ESE 6343 Practical Applications and Issues in Assessment and Classroom Management: Secondary Education ........................................... 3

**Educational Investigative and Foundational Sequence (8 sh)**

- EDG 5021 Investigative Strategies & Empirical Foundations in Learning & Development ........... 2
- ESE 6421 Research Practicum ........................................... 3
- ESE 6426 Action Research ........................................... 3

**Cognate Courses (6sh)**

- EDE 6344C Instructional Management & Technology ........................................... 3
- ESE 6035 School Involvement & Community Relations ........................................... 3

**Clinical Field Experience (3sh)**

- ESE 6944 Graduate Methods/ESOL/Reading Practicum: Secondary Education ........................................... 3

**Student Teaching (6sh)**

- EDE 5940 Student Teaching ........................................... 6

**Content Area Requirements (12-57 sh)**

- **Mathematics Education Content Certification Requirements (15-45 sh)**
  - ESE 6215 Curriculum, Instruction, Methods: Secondary Education ........................................... 3
  - MAE 5658 Mathematics for the 21st Century ........................................... 3
  - MAE 6361 Teaching Mathematics in Middle Level and Secondary Education ........................................... 3
  - RED 6161 Reading Across the Curriculum ........................................... 3
  - TSL 5xx ESOL Principles & Practices ........................................... 3
  * Additional course work in Calculus, Geometry and Probability/Statistics, and Abstract/Linear Algebra to meet the 30 sh Secondary School Certification Requirement ........................................... 0-30

- **General Science Education Content Certification Requirements (12-42 sh)**
  - ESE 6215 Curriculum, Instruction, Methods: Secondary Education ........................................... 3
  - RED 6161 Reading Across the Curriculum ........................................... 3
  - SCE 6625 Science Instruction in the Middle and Secondary School ........................................... 3
  - TSL 5xx ESOL Principles & Practices ........................................... 3
  * Additional course work in Biology, Earth/Space Science, and Physical Science to meet the 30 sh Secondary School Certification Requirement ........................................... 0-30

- **Social Science Education Content Certification Requirements (12-42 sh)**
  - ESE 6215 Curriculum, Instruction, Methods: Secondary Education ........................................... 3
  - RED 6161 Reading Across the Curriculum ........................................... 3
  - SSE 6326 Teaching Social Studies in Middle and Secondary Level Education ........................................... 3
  - TSL 5xx ESOL Principles & Practices ........................................... 3
  * Additional course work in Economics, Geography, United States Federal Government, Western Civilization or European History, Asian, African, Latin American, or Middle Eastern History, and Sociology or Psychology to meet the 30 sh Secondary School Certification Requirement ........................................... 0-30

- **English Education Content Certification Requirements (27-57 sh)**
  - EDG 6791 Multicultural Education ........................................... 3
  - ESE 6215 Curriculum, Instruction, Methods: Secondary Education ........................................... 3
  - LAE 6325 Language Arts Instruction in Middle and Secondary School Settings ........................................... 3
  - RED 6xx Foundations of Middle and Secondary Literacy ........................................... 3
  - RED 6161 Reading Across the Curriculum ........................................... 3
  - TSL 5xx ESOL Principles & Practices ........................................... 3
  - TSL 6xx ESOL Curriculum Materials and Development ........................................... 3
  - TSL 6xx1 Applied Linguistics ........................................... 3
  - TSL 6xx2 Testing and Evaluation ........................................... 3
  * Additional course work in Literature, Grammar/Composition, and Speech and Oral Interpretation to meet the 30 sh Secondary School Certification Requirement ........................................... 0-30