

ADRIAN DOMINICAN SCHOOL OF EDUCATION

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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
- 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
- develop attitudes which encourage a life-long commitment to quality teaching and learning.

Undergraduate degrees offered at the Bachelor's level

Elementary Education+ESOL*/Reading*

Exceptional Student Education+ESOL*/Reading*

+ Indicates programs that are approved by the Florida State Department of Education.

* Indicates an endorsement.

All of the above programs/majors are State approved programs by the Florida State Department of Education leading to a professional certification and applicable endorsements. (The Reading endorsement is available for students who complete the required course work for the endorsement.) As such, the State may implement new requirements for certification and endorsements, which will become compulsory at the time required **with or without notice in this catalog**. Students in these programs/majors have 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.

BARRY DISTRIBUTION AND GENERAL EDUCATION REQUIREMENTS

All undergraduate education majors are required to meet the following Barry University requirements prior to full admission to the School of Education.

CAT102 Basic Computer Applications or
CS180 Introduction to Computers or equivalent test

(Students may opt-out of this course by passing the opt-out test available through the Learning Center.)

Theology	3 credits
Philosophy	3 credits
Theology or Philosophy	3 credits
English (writing, literature, speech)	9 credits
Science	3 credits
Mathematics	3 credits
Science or Mathematics	3 credits
Social sciences	3 credits
Behavioral sciences	3 credits
Social or Behavioral sciences	3 credits
Fine Arts	3 credits
Humanities	3 credits
Fine Arts or Humanities	3 credits
General Electives	9 credits

ARTICULATION AGREEMENTS WITH COMMUNITY COLLEGES

The School of Education has articulation agreements with the following colleges: Central Florida Community College, Edison College and Miami-Dade College. As such, students who have earned an Associate of Arts degree will typically need additional distribution courses (e.g., theology) to be fully admitted. Further, students who have completed an A.A. degree must have three (3) credits in the Fine Arts, three (3) credits in Humanities and three (3) credits in either Fine Arts or Humanities.

ACCEPTANCE TO THE ADRIAN DOMINICAN SCHOOL OF EDUCATION

- Completion of 60 credit hours, an Associate of Arts (A.A.), or an Associate of Science (A.S.)
- Cumulative GPA between 2.25 and 2.49
- Demonstrated computer proficiency (CGS 1060 or equivalent, CS 180 or CAT 102) or earning an acceptable score on the computer challenge test
- Must complete 34 credits of general education/distribution requirements

Students accepted to the School of Education may take between 6-9 credit hours in education prior to being fully admitted (see below) to the individual program/major. Students must complete all outstanding individual program requirements before they are permitted to register for additional professional education

courses beyond the credit limit. *Students who are not fully admitted will be unable to take additional education courses in their programs/majors until such a time as full admission requirements are met.* In order to be fully admitted to individual programs/majors, students must meet the **Full Admission requirements** listed in the next section.

Students who are unable to meet full admission requirements to a program/major may elect to take the following courses toward their 6-9 credit limit until all fully admit requirements have been satisfied:

ECT	405	Introduction to Computer/Technologies in Education
EDU	151	Introduction to Education
EDU	218	Educational Psychology
EDU	320	Children's Literature
EDU	407	Humanities in the Classroom
ESE	470	Introduction to Children with Exceptionalities
TSL	400	Comprehensive ESOL Strategies

FULL ADMISSION TO INDIVIDUAL PROGRAMS/MAJORS

Students who complete Full Admittance requirements must meet with their Academic Advisor to complete the Full Admit application. Requirements for full admission are:

- Completion of all distribution courses with a minimum 2.5 grade point average (GPA)
- Passing a basic skills test (CLAST, General Knowledge or Praxis I (PPST))
- Must have a grade of "C" or better in core content areas courses (English, mathematics, science, social sciences)
- Completion of EDU 496 Accomplished Practices Seminar (Students who do not receive credit for this course will be required to repeat the course in the subsequent semester. Students must earn a grade of credit (CR) in the second semester in order to continue professional education courses).
- Copy of fingerprint security clearance*

Students who are not fully admitted will be unable to take additional education courses in their program/major until such a time as full admission requirements are met.

* Criminal background checks including fingerprinting are required of all students in all Bachelor degree programs. 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 a public and/or private school settings. Students bear the cost of fingerprinting.

International Students

In order to be fully admitted, please see your academic advisor for information regarding registration information and other required State mandated tests.

PROGRAM SITES

The School of Education's Elementary Education/ESOL/Reading and Exceptional Student Education/ESOL/Reading programs are offered both on the main campus in Miami Shores and at some off-campus sites throughout Florida. See the Barry University website at www.barry.edu for locations of off-campus sites.

CHANGE OF MAJOR CREDITS

Students who change their major to education while attending Barry University must have their transcript evaluated by the School of Education in order for credits to be accepted as part of the new program. An official unopened transcript must be on file with the Registrar's Office in order for credits to be accepted. Acceptance of credits from another major at Barry University does not guarantee acceptance by the School of Education or individual programs/major.

STANDARDS OF PROGRESS

All students must maintain a cumulative GPA of 2.5 or higher to remain in good standing and to graduate. Any student who receives less than a 2.5 GPA is subject to academic probation. Please check the Academic Information section located at the front of this catalog for further information.

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 programs/majors. A student is on academic probation if the student's cumulative GPA falls between a 2.0 and a 2.49. The Dean may require a student on probation to register for a limited course load. During the probation, students must meet requirements to be in good standing within two semesters or face dismissal.

Academic Suspension

A student who is on probation and continues to receive less than a cumulative GPA of 2.5 in subsequent semesters will be suspended by the School of Education. A student who has been suspended for academic reasons generally may not petition the Office of Admissions for readmission until one year has elapsed. 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.

READMISSION POLICY

When a student re-applies to the School of Education, the applicant must meet admission requirements in effect at the time of re-application. Additional requirements can be found in the University Admission sections of this catalog under the section entitled "Re-admission and Change of Status."

INCOMPLETE GRADES

Incomplete grades 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.

CLINICAL/FIELD EXPERIENCE REQUIREMENTS

Clinical/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 of field experience placement. **Placement in clinical/field experiences is dependent upon criminal/fingerprinting clearance and is determined by the Director of Field Experiences.**

INTERNSHIP

Internship is a culminating experience and, as such, is taken during the final semester. Students must apply to Internship at least one semester prior to enrolling in the course. Application requirements:

- 2.5 overall GPA
- Must be fully admitted to the School of Education and the individual program/major

- Must have taken the Florida Teacher Certification Examinations (passed the General Knowledge Test, taken the Professional Education and Subject Area Examination)
- Complete all professional education courses with a grade of C or better (Students may apply for internship with one professional education course remaining in their programs/majors.)
- Must have completed at least 30 semester hours of coursework at Barry University
- Must have received credit (CR) in EDU496 Accomplished Practices Seminar
- Demonstrated “fulfilled” on at least nine (9) of the Florida Educator Accomplished Practices
- Submission of Degree Audit from WebAdvisor
- Submission of WebAdvisor receipt or CDN receipt specifying fulfillment of nine (9) Accomplished Practices

In order to receive a grade (CR/NC) for Internship, the following requirements must be met:

- All sections of the Florida Teacher Certification Examinations (General Knowledge, Professional Education, and Subject Area Examinations) must be passed.
- All twelve (12) Florida Educator Accomplished Practices must be demonstrated at the “fulfilled” level.
- Students must successfully complete the capstone project related to their impact on student learning.
- Students must earn a grade of “CR” or better in Internship.

Placement for Internship will be made at sites where the Intern:

1. is not currently employed;
2. has not had previous employment;
3. attended as a student; **nor**
4. has family attending, including children.

GRADUATION REQUIREMENTS

- 2.5 overall GPA
- Complete all Internship requirements
- Must have applied for graduation and paid appropriate fees as applicable
- Complete all State certification and endorsement requirements

Should graduation be forfeited, the student is responsible for submitting an updated graduation application with accompanying fees.

LICENSURE/CERTIFICATION INFORMATION

Only students who have completed all requirements for any State approved degree program will have their transcripts stamped as meeting State approved requirements for certification as well as meeting the ESOL and Reading endorsement requirements. (The Reading Endorsement is expected to be approved by the Florida Department of Education for the 2009-2010 academic year.) 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.

RE-CERTIFICATION

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

ELEMENTARY EDUCATION (K-6)/ESOL/READING

Mission Statement

The mission of the undergraduate Elementary Education program with ESOL and Reading endorsements (when approved) is to prepare preprofessional educators to have the competencies, knowledge and skills that ensure equity and excellence for all students in a culturally diverse society. Students completing this program are prepared to:

Outcomes

1. Recognize patterns of physical, social, emotional and cognitive development in students in grades K-6
2. Identify and meet the learning needs and abilities of identified exceptional education students including student who are English Language Learners (ELLs)
3. Implement a wide range of instructional strategies to translate content into developmentally appropriate classroom activities
4. Acquire a knowledge base and effective research based skills to teach content area subjects (English, Mathematics, etc.) to elementary age students including ELLs and exceptional students

5. Gain a personal philosophy of classroom and behavior management that is based on the examination of research based models and the skills of observation, description, measurement and evaluation to strengthen positive behavior and eliminate distracting, non-productive behavior in the elementary classroom
6. Develop expertise with the design and evaluation of various measures of accountability, including state and national achievement tests, as well as classroom based group and individual tests, and interpret and analyze data derived from these measures to improve instruction
7. Articulate and explain the theories, principles, research; and issues of language acquisition and the teaching and learning of English as a Second Language in order to become effective teachers of ELLs
8. Gain a sensitivity to, and an appreciation for, the cultural and ethnic diversity within our nation, and to use effective strategies to teach intercultural communication to elementary students who will become the citizens of a global society
9. Acquire and demonstrate skills of collaboration, communication, ethics, and professionalism to become effective teachers and role models in the communities in which they live and work.

EXCEPTIONAL STUDENT EDUCATION (K-12)/ ESOL/READING

Mission

The Bachelor of Science degree program in Exceptional Student Education (ESE) with ESOL and Reading (when approved) endorsements at Barry University responds to the general tenet that all persons, irrespective of their specific disability, are entitled to equal educational opportunities that appropriately addresses their academic, social, and physical needs. The program prepares and equips prospective ESE teachers with the necessary competencies and skills to empower and effectively instruct students (K-12) with exceptionalities in the K-12 classroom. Program professors aim to instill in students the responsibility to teach within cultural and social contexts, and to be responsive to students' diverse backgrounds, and unique strengths and weaknesses, and affect the ways in which society accepts and interacts with people with exceptionalities, including those who are second language learners (ELL) and have special gifts and talents. Prospective teachers are made aware of the importance of providing a quality education that is as much culturally responsive as it is developmentally appropriate.

In addition, exceptional student educators become facilitators of life-long learning as well as prepare students with disabilities for their transitions from school to work and community living. Strategies in effective collaboration and consultation among general educators, exceptional student educators, and families are emphasized throughout the program to ensure appropriate programming and inclusion of students with disabilities in general education settings. Prospective teachers are taught how to become advocates for their students and families, being knowledgeable about the laws and regulations that protect individuals with disabilities. Finally, prospective ESE teachers are encouraged to seek opportunities to uphold and improve, where necessary, the laws, regulations, and policies governing the delivery of special education and related services.

Outcomes

Upon completion of the bachelor's degree in ESE, graduates will be able to:

1. Identify different characteristics and learning styles of individuals with mild exceptionalities
2. Articulate the rights of individuals as mandated in the Individual with Disabilities Education Act (IDEA)
3. Delineate and make instructional decisions that are congruent with the laws that protect the rights of individuals with disabilities
4. Articulate the benefits and drawbacks of current trends and issues in the education of students with disabilities
5. Assess exceptional students' learning needs using non-biased traditional and alternate assessment tools
6. Implement and evaluate comprehensive student programs and progress
7. Collaborate with school personnel and community members in integrating students with exceptionalities into inclusive classrooms and other settings
8. Work collaboratively with families, other education professionals, and members of multidisciplinary teams to develop appropriate individualized education and transition plans (IEP and ITP)
9. Use appropriate strategies and plan instruction for students who are speakers of other languages, are from diverse backgrounds, and are also identified as having one or more exceptionalities
10. Integrate the use of computers and assistive technologies in the delivery of instruction for exceptional students
11. Develop and implement culturally responsive teaching practices in all areas of instruction

12. Evaluate instruction and monitor the academic and/or social progress of students with exceptional learning needs
13. Identify appropriate supports and related services for effective implementation of the IEP and/or ITP
14. Use effective classroom and behavior management strategies consistent with the needs of the student while creating an environment that is supportive and conducive to learning.

CORE EDUCATION REQUIREMENTS FOR ALL PROGRAMS/MAJORS (46 cr.)

ECT 405	Introduction to Computers/ Technologies in Education	3 cr.
EDU 151	Introduction to Education	3 cr.
EDU 218	Educational Psychology	3 cr.
EDU 320	Children's Literature	3 cr.
EDU 322	Methods of Teaching Reading	3 cr.
EDU 362	Teaching Mathematics in the Elementary School	3 cr.
EDU 435	Teaching Language Arts – Reading and Writing Across the Curriculum	3 cr.
EDU 466	Reading Assessment and Instruction	3 cr.
EDU 496	Accomplished Practices seminar	1 cr.
EDU 499	Internship	12 cr.
ESE 470	Introduction to Children with Exceptionalities	3 cr.
TSL 400	Comprehensive ESOL Strategies	3 cr.
TSL 415	ESOL Instruction and Assessment Strategies	3 cr.

REQUIRED COURSES FOR ELEMENTARY EDUCATION/ESOL/READING

Major (18 cr.)

EDU 366	Teaching Social Studies in the Elementary School	3 cr.
EDU 388	Teaching Science in the Elementary School	3 cr.
EDU 407	Humanities in the Classroom	3 cr.
EDU 414	Classroom Management	3 cr.
EDU 417	Evaluation and Measurement in Education	3 cr.
EDU 441	Elementary School Curriculum	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 the catalog. Students should see their advisor for clarification.

REQUIRED COURSES FOR EXCEPTIONAL STUDENT EDUCATION/ESOL/READING

Major (24 cr.)

ESE 410	Educational Management of Students with Exceptionalities	3 cr.
ESE 411	Speech Correction for Children	3 cr.
ESE 414	Transition: Teaching Social, Personal, and Work Skills to students with exceptionalities	3 cr.
ESE 420	Instructional Strategies for Students with Intellectual and Developmental Delays	3 cr.
ESE 424	Instructional Strategies for Students with Learning Disabilities	3 cr.
ESE 428	Instructional Strategies for Students with Emotional Handicaps	3 cr.
ESE 483	Educational Assessment of Student with Exceptionalities	3 cr.
ESE 490	Curriculum Design in Exceptional Student Education	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 the catalog. Students should see their advisor for clarification.

Course Descriptions— Prefix: ECT

405 Introduction to Computers/Technologies in Education (3)

Provides a comprehensive introduction to the broad role of computers/technologies in education. Computers and related technologies are examined both as a subject of instruction and as a tool for the professional educator and the lifelong learner.

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.

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, impacting teaching and learning strategies, and the learning environment. Field experience required. Pre- or co-requisite: EDU151

320 Children's Literature (3)

Surveys the literature suited to the needs of children and integrates multicultural/diversity aspects found in children's books into the curriculum. Pre- or pre-requisites for Elementary Education and Exceptional Student Education: EDU151 Introduction to Education and EDU218 Educational Psychology

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: EDU151 Introduction to Education; EDU218 Educational Psychology. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

362 Teaching Mathematics in the Elementary School (3)

Provides knowledge and skills to effectively establish mathematical foundations for students. Provides methods and instructional strategies for teaching elementary school mathematics. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Field experience required. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

366 Teaching Social Studies in the Elementary School (3)

Provides knowledge, skills, and dispositions to effectively establish social studies foundations for students. Provides methods and instructional strategies for teaching elementary school social studies. Emphasis is on unit development and integrating content. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Field experience required. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

388 Teaching Science in the Elementary School (3)

Provides knowledge, skills, and dispositions to effectively establish science foundations for students.

Provides methods and instructional strategies for teaching elementary school science. Emphasis is on developing critical thinking skills and hands-on science methodology. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Field experience required. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

407 Humanities in the Classroom (3)

Includes the teaching of the history, physical and cultural geography, fine arts, and the performance arts (music, art, movement/dance). Emphasis is placed on the role of the related arts in the development of the young child and how activities in these areas can be integrated into the daily curriculum. Field experience required.

414 Classroom Management (3)

Provides knowledge, skills, and dispositions to effectively manage classrooms. Provides teachers with a repertoire of strategies, competencies, and attitudes necessary to effectively work with all aspects of classroom management to create a positive learning environment. Includes legal issues pertaining to management, ethics and professional behavior, and school safety. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Field experience required if not taken during Internship.

417 Evaluation and Measurement in Education (3)

Provides experience in designing a variety of assessment strategies. Includes techniques to analyze assessment data for accountability and instructional decision making purposes. The field experience component provides hands-on opportunities to develop and administer both traditional and alternate (a.k.a. alternative); formal and informal; and formative and summative assessments to K-6 students and use the resulting data to make instructional decisions.

435 Teaching Language Arts – Reading and Writing across the Curriculum (3)

Investigates the six language arts as they interface across the disciplines with the focus on using reading and writing to learn from content area material. Includes methods, strategies, and techniques for teaching reading, writing, talking, listening, viewing and visually representing to mainstream and diverse populations with an emphasis on application. The knowledge base includes: Teaching Comprehension; Using Textbooks, Trade Books and multiple genres; Developing Academic Vocabulary for Content Area Learning; Mediating Expository Text Structures;

and media and Visual Literacy in the Content Areas. Field experience required. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.; EDU 322.

441 Elementary School Curriculum (3)

Examines the principles and problems in elementary school curriculum. Offers practical experiences for the student in developing criteria for valid practices and curriculum changes. Field experience required. Pre-requisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification. Field experience required. Pre- or co-requisite: EDU496 Accomplished Practices Seminar.

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. Prerequisite: Fully admitted to an undergraduate program/major in the Adrian Dominican School of Education or non-degree seeking teacher certification/re-certification.; EDU322 and 435.

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. Pre-requisites: EDU151 Introduction to Education; EDU218 Educational Psychology.

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 I or General Knowledge examinations), have taken the

Professional Education and Subject Area Examination, 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 EDU496 Accomplished Practices Seminar, and demonstrated “fulfilled” on at least nine (9) of the Florida Educator Accomplished Practices. NOTE: This is a CR/NC course.

Course Descriptions— Prefix: ESE

410 Educational Management of Students with Exceptionalities (3)

Analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing students with different exceptionalities. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

411 Speech Correction for Children (3)

Evaluates functional and organic speech deviations and the possible psychological implications in society with a view toward early and early recognition of a child’s possible speech disorder. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

414 Transition: Teaching Social, Personal, and Work Skills to Students with Exceptionalities (3)

Evaluates special needs of students with exceptionalities in the areas of employability skills, career awareness, and transition planning for adult living. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

420 Instructional Strategies for Students with Intellectual and Developmental Delays (3)

Examines and evaluates instructional strategies for students with educable, trainable, and profound mental retardation based on the development, implementation, and evaluation of individualized education plans. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

424 Instructional Strategies for Students with Learning Disabilities (3)

Surveys instructional techniques for teaching children with learning disabilities, including specialized approaches in basic skills and adaptation of curriculum materials. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

428 Instructional Strategies for Students with Emotional and/or Behavioral Disorders (3)

Surveys instructional strategies for teaching students with emotional and/or behavioral disorders including, motivational strategies; development, implementation, and evaluation of individualized education plans; and individualized behavior intervention plans. Field experience required. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

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.

483 Educational Assessment of the Exceptional Child (3)

Proposes educational assessment 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-requisite: ESE470 Introduction to Children with Exceptionalities.

490 Curriculum Design in Exceptional Student Education (3)

Provides fundamental information and competencies regarding the nature and needs of students with mild disabilities. Introduces curriculum models, including the administration of instructional systems and curriculum materials, taking into consideration federal laws, appropriations, staffings, and individualized education programs. Pre-requisite: ESE470 Introduction to Children with Exceptionalities.

**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.

415 ESOL Instruction and Assessment Practices (3)

This course is designed to build on the foundation course in TESOL for students in professional/teacher education programs. The goal of this course is to link the theory and practice for effective teaching of ESOL students. The course will focus primarily on methods, curriculum and assessment of ESOL students in the areas of language and literacy development and content areas. Pre-requisite: TSL400 – Comprehensive ESOL Strategies. Field experience required.