

COLLEGE OF EDUCATION

UNIVERSITY OF SOUTH FLORIDA - 1998/99 UNDERGRADUATE CATALOG

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The College emphasizes student learning outcomes relevant for the world of the 21st century. Program goals focus on graduating highly competent teachers who reflect on their own professional practice and continue their professional development.

The College of Education is committed to a continuous and systematic examination of the professional program of teacher education. Professional practice is examined under controlled conditions, which make possible an objective appraisal of effects in terms of learning outcomes.

The University of South Florida follows a University-wide approach to teacher education. Its programs for the preparation of teachers represent cooperative effort in planning and practice by faculties of all academic areas. Courses needed by teacher candidates but designed also for other students are offered outside the College of Education. Courses in the University which are primarily designed for teacher candidates are taught by the College of Education faculty.

In the total teacher education program there is a special concern for developing in the student a deep interest in intellectual inquiry and the ability to inspire this interest in others.

All programs meet the requirements of chapter 6A-5, Rules of the State Board of Education of Florida, and have "Approved Program" status.

BACCALAUREATE-LEVEL DEGREE PROGRAMS Admission to the College

All students who plan to teach must apply for admission to a teacher education program through the Student Academic Services Office of the College of Education.

Admission to an upper level teacher education program is contingent upon meeting the following minimum college requirements:

1. Completion of a College of Education application form.
2. Completion of the General Education requirements.
3. Completion of all portions of the CLAST with passing scores.
4. Completion of the following prerequisites:
 - EDF 1005/2005 Introduction to Education
 - EDG 2701 Teaching Diverse Populations
 - EME 2040 Introduction to Educational Technology
 - At least 9 of the 15 hours of electives beyond the General Education requirements
5. An overall minimum GPA of 2.5 on all attempted hours plus a minimum ACT score of 20 or SAT score of 960 (840 if taken before April 1, 1995) will be required for full admission to the College. An overall minimum GPA of 2.25 on all attempted work will be accepted for students with a 22 or higher ACT score or SAT score of 1030 (940 if taken before April 1, 1995).

Admission to programs will be based upon the applicants' performance on either test. If the number of applicants exceed the capacity of a program, preference will be given to students with higher scores. Students who meet all other requirements but have not achieved minimum test scores or minimum GPA may be considered under Affirmative Action.
6. Additional criteria as may be established by each program. (See Admission to Programs below.)

Admission to Programs

Admission to some programs is based on additional selection criteria beyond the College requirements stated above. Some programs accept a limited number of students. Additionally, certain programs admit students only in a specified semester. Students should refer to the specific program descriptions in this catalog for additional admissions information and prerequisites. Information regarding admission requirements for programs may also be obtained from the Student Academic Services, College of Education.

Time Limitations

The College of Education may accept professional education and specialization coursework completed at this University or at other accredited institutions as follows:

1. Courses completed within the last five years may be accepted.
2. Courses completed over five years but less than ten years ago must have the approval of the chairperson from the department in which the equivalent course is taught.
3. Courses completed ten years ago or longer will count as elective credit only.

Qualification for Internship Experience

The final internship experience is observing and teaching in early childhood, elementary, secondary, or exceptional schools. Internship sites include the entire spectrum of sites available in the various counties served by USF. Special vocational sites are arranged through the Adult and Vocational Education Department. Other than Senior Seminar and EEX 4070, students may not enroll in additional courses during the semester in which the final internship occurs.

Special requirements for enrollment in the final internship and seminar courses are:

1. Admission to the College of Education at least one semester before internship.
2. Completion of General Education, "Gordon Rule," and all other program prerequisites.
3. Completion of an application for the final internship by the deadlines noted below.
4. Elementary, Early Childhood and Physical Education programs require completion of all professional education and specialization course work except for EEX 4070. Elementary and Early Childhood programs also require a combined grade point average of 2.5 in professional education and specialization course work as well as an overall GPA of 2.5. Secondary Education, Special Education and Vocational Education programs require completion of the professional course sequence except for EEX 4070/EDF 4430 a minimum of two thirds of the specialization coursework, plus a minimum GPA of 2.5 in each area or an overall GPA of 2.5.

Students must earn a "C" grade or higher in their required major courses. "S/U" grades are not accepted.

Applications for internship may be obtained in the Office of Student Academic Services. Applications for Fall Semester are due the preceding January 30. Applications for Spring Semester are due the preceding June 30.

College Requirements for Graduation

To be certified by the College of Education for graduation, a student must have earned 120 semester hours credit. A minimum overall USF grade-point average of 2.5 or a minimum GPA of 2.5 in teaching specialization courses and a minimum GPA of 2.5 in the Professional Education sequence is required. The Elementary and Early Childhood programs require a combined grade point average of 2.5 in professional education and specialization as well as an overall 2.5. Satisfactory completion of the internship is also required. Prior to completion of the internship, the student must pass both the subject area for the appropriate area and the Professional Education sections of the Florida State Teacher Certification Examination. A student must also have completed the major requirements in a state-approved teacher education program (which includes general preparation, teaching specialization, and professional preparation). A minimum of 8 credits in professional courses in addition to internship and 12 credits in specialization courses must have been earned at USF. The student must complete a minimum of 30 hours after admittance to an upper level program and must meet all University requirements.

Normally, the college will recommend the granting of a Bachelor of Science (BS) degree. To obtain a Bachelor of Arts (BA) degree, the student must meet the Foreign Language Competency (see graduation requirements in front of catalog).

SunCoast Area Teacher Training Program (SCATT)

SCATT is an award-winning teacher training program founded on the premise that prospective teachers are the key to influencing the future of our society. The SCATT program offers students a variety of activities, workshops, and seminars that enhance their views of education as a field of study.

The entrance requirements for the program help identify those students who have demonstrated high levels of academic achievement, ability, leadership, and a commitment to the profession. To graduate as a SCATT student, individuals participate in experiences each semester prior to final internship which extend "above and beyond" the requirements of the present academic program. These include educational fieldtrips, workshops on current teaching strategies, hands-on experiences with students, and opportunities to network with other education majors. During final internship, SCATT students participate in additional training that emphasize communication skills, approaches to classroom management, and professionalism. SCATT also helps prospective employers identify highly-qualified pre-service teachers for positions in the university's service area.

To apply to the SCATT program, students must be admitted to the College of Education in a program that requires a full-time internship, complete an application available from the SCATT office, and attend a scheduled Interview Orientation. For further information please call (813) 974-2061.

Programs Leading to the Baccalaureate Degree

The College of Education has programs leading to the Bachelor of Science degree* in the following fields:

Program	Department	Code
Behavior Disorders	Special Education	(EBD)
Business and Office Education	Adult & Vocational Education	(BTE)
Early Childhood Education	Childhood/Language Arts/Reading	(EEC)
Elementary Education	Childhood/Language Arts/Reading	(EDE)
English Education	Secondary Education	(ENE)
Foreign Language	Secondary Education	
French		(FLF)
German		(FLG)
Italian		(FLI)
Russian		(FLR)
Spanish		(FLS)
Industrial-Technical Education/Technology Education	Adult & Vocational Education	(EVT)
Mathematics Education	Secondary Education	(MAE)
Mental Retardation Education	Special Education	(EMR)
Physical Education	Professional Physical Education	
K-8		(PTE)
6-12		(PTS)
Wellness Leadership		(PTW)
Science Education	Secondary Education	
Biology		(NSB)
Chemistry		(NSC)
Physics		(NSP)
Social Science Education	Secondary Education	(SSE)
Specific Learning Disabilities Education	Special Education	(SLD)

Art, Drama, and Music Education are offered in the College of Fine Arts.

See Departmental Section for specific program requirements.

*A Bachelor of Arts degree may be awarded when competency in a foreign language is demonstrated.

Teacher Education Program

There are five distinct areas in the teacher education program, and all teacher candidates must meet certain minimum requirements in each. The five areas and their requirements are as follows:

1. General Education Requirements (36 credit hours)

See the University General Education Requirements section of the catalog.

2. Common Prerequisites (24 credit hours)

Common Prerequisites will apply to all students entering the College of Education beginning in Fall 1998.

- EDF 1005/2005 Introduction to Education (3)
- EDG 2701 Teaching Diverse Populations (3)
- EME 2040 Introduction to Educational Technology (3)
- Electives (may be specified by program) (15)

3. Professional Education Core (25-30 credit hours)

The required courses in the professional education core are as follows:

- EDF 3122 Learning and the Developing Child (3)
(For Elementary or Early Childhood Majors)

- or
- EDF 3214 Human Development and Learning (3)
(for all other programs)

- EDF 3604 Social Foundations of Education (3)

- or
- EDF 3542 Philosophy of Education (4)

- EDG 4620 Curriculum and Instruction (3)

- EDF 4430 Measurement for Teachers (3)

- EEX 4070 Exceptional Student Ed (2)

- Internship and Seminar (10-12)

- ESOL course (1-3)

4. Teaching Specialization Preparation (27-49 credit hours)

Course requirements in the area of teaching specialization vary according to field of specialization. These specialization requirements are listed with the programs that follow in the departmental section.

5. Liberal Arts Exit Requirements (9 credit hours)

- a. Six hours from the list of approved courses dealing with Major Works and Major Issues.*
- b. Three hours of Literature and Writing from the list of approved courses.*

* See advisor for approved courses.

Three of these nine hours may be taken S/U and up to six hours may be included in the program requirements.

DEPARTMENTS AND PROGRAMS

The College of Education is organized into 8 departments. Each department has one or more programs which are listed alphabetically in the following departmental section.

Department of Adult & Vocational Education and Human Resource Development

The Adult & Vocational Education and Human Resource Development Department at USF offers degrees through the College of Education designed to prepare teachers and leaders in the various fields of Vocational-Technical and Adult Education and in the human resource development field. Certification programs leading to the Bachelor of Science (B.S.) degree are: Business and Office Education, Industrial-Technical Education, and Technology Education.

■ BUSINESS AND OFFICE EDUCATION

The Business and Office Education curriculum is designed to serve students who wish to focus on the needs of today's workplace, and combine teaching with business experience while achieving initial teaching certification for grades 6-12.

- **Requirements for the B.S. Degree (BTE):**
General Education and Professional Education requirements are listed under Teacher Education Program.

Prerequisites (State Mandated Common Prerequisites):
These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.
EDF 1005/2005 Introduction to Education
EDG 2701 Teaching Diverse Populations
EME 2040 Introduction to Educational Technology
(Equivalent course or demonstrated competency may be substituted)

- ACG X001 Financial and Managerial Accounting I
- ACG X011 Financial and Managerial Accounting II
- ECO X013 Economic Principles (Macroeconomics)
- ECO X023 Economic Principles (Microeconomics)
- XXXXXXX Electives in Business Administration, 3 semester hours

At least one course taken to meet the natural science requirements in General Education must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization Requirements (37 cr. hrs.):

- BTE 4948 Field-Based Seminar (3)
- BTE 4909 Directed Study (3)
- BTE 4401 Special Methods (4)
- BUL 3112 Business Law I (3)
- CGS 2000 Computers in Business I (3)
- DEC 4161 Program Management (3)
- ENC 3210 Technical Writing or (3)
- ENC 3213 Professional Writing (3)
- EVT 4651* Equity in the Schools and Workplace (3)
- FIN 3100 Personal Finance (3)
- MAN 3025 Principles of Management (3)
- Business Elective (3)
- Word Processing (3)

*Approved Liberal Arts Exit Requirement

■ INDUSTRIAL-TECHNICAL EDUCATION

- **Requirements for the B.S. Degree (EVT):**
General Education requirements are listed under Teacher Education Program.

INDUSTRIAL-TECHNICAL EDUCATION TRACK:

Enrollment in the Industrial-Technical Education program is restricted to persons with employment experiences qualifying them to teach in Industrial, Technical, Health Occupations, or Public Service areas.

Special provision is made for students to satisfy four (4) of the required six (6) years of work experience in a specific occupation by completing an Associate of Science degree program in a technological specialty or successfully completing an appropriate occupational competency exam.

Acceptability of work experience will be determined by the program advisor.

Students may validate up to 30 semester hours of credit through the Occupational Competency Testing Program, or appropriate licensure or certificate.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.
EDF 1005/2005 Introduction to Education
EDG 2701 Teaching Diverse Populations
EME 2040 Introduction to Educational Technology
(Equivalent course or demonstrated competency may be substituted)

An additional 15 semester hours should be completed in a Vocational Specialty Area. At least one course taken to meet the natural science requirements in General Education must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization and Professional (56 cr. hrs.):

- ADE 4384 Working With Adult Learners (3)
- EDF 3604 Social Foundations of Education (3)
- EIV 4210* Program Management (4)
- EIV 4360 Special Teaching Methods: Industrial-Technical Education (4)
- EVT 4065 History & Principles of Vocational Education (4)
- EVT 4084 Professional Development in Industrial Technical Education (3)
- EVT 4165 Curriculum Construction: Industrial-Technical Education (4)
- EVT 4365 Basic Teaching Methods in Vocational Education (4)
- EVT 4367 Assessing Student Skill in Industrial-Technical Education (4)
- EVT 4562 Vocational Education for Special Needs Students (4)
- EVT 4651 Equity in Schools and Workplace (3)
- EVT 4936 Senior Seminar in Education (2)
- EVT 4940 Internship (10)
- EVT 4946* Supervised Field Experience: Industrial-Technical Education (4)

*Another course may be substituted with advisor's approval.

TECHNOLOGY EDUCATION TRACK:

Within the EVT program, students can pursue state certification in Technology Education. In general, students enrolling in the Technology Education program are expected to have successfully completed, at a community college, most of the technical laboratory courses required for Florida Teacher Certification. Teacher certification requires students to have 30 semester hours, with three (3) semester hours in each of the following areas: (a) materials and processes, (b) drafting and design, (c) energy, (d) graphics, (e) electronics, (f) construction, and (g) industrial systems.

Students entering this program will have their transcripts evaluated to determine if all technical course requirements have been met. If the student has not completed the technical course requirements, the deficiencies may be corrected by enrolling in the required course(s) at a community college. Since this evaluation procedure is unique to the Technology Education Program, the application for admission should clearly indicate the desired major field as Technology Education.

The program of studies includes both course work and extensive field experience in school settings. This is to enable students to integrate theory with teaching practice.

Technology Education students must complete the General Education Requirements of 36 semester hours, Prerequisites of 24 semester hours, the Professional Education Core Requirements of 25-30 semester hours, the Technical Course Requirements of 30 semester hours, and 19 semester hours in Adult and Vocational Education.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

- EDF 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

An additional 15 semester hours should be completed in a Technological Area of Specialization. At least one course taken to meet the natural science requirements in General Education must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization (19 cr. hrs.):

- EIA 3192 Technology Education and Society (4)
 - EIA 4360 Special Teaching Methods: Technology Education (3)
 - EIV 4210 Program Management: Industrial-Technical Education (4)
 - EVT 4165 Curriculum Construction: Industrial-Technical Education (4)
 - EVT 4365 Basic Teaching Methods in Vocational Education (4)
- Plus electives selected with advisor approval.

Department of Childhood/Language Arts/Reading Education

The Childhood Education/Language Arts/Reading Education Department has the responsibility for the development and supervision of programs leading to the Bachelor of Science Degree in Early Childhood Education and Elementary Education.

Recommended prerequisites for admission to these programs include two American History courses, or one American History and one American National Government course. These courses may be taken as part of the general education requirement.

Admission is limited to fall and spring semesters.

Early Childhood Program

Student may complete a program to be eligible for licensure in Early Childhood Education Pre-Kindergarten/Primary (age 3 - Grade 3). The current program of studies includes both coursework and extensive field experiences in early childhood settings to enable students to integrate theory with teaching practice. Upon successful completion of the required courses and the associated internships, Early Childhood majors will be eligible for certification in Pre-Kindergarten/Primary (age 3 - Grade 3).

Elementary Education Program

Students may complete a state-approved program to be eligible for certification in Elementary Education (Grades 1-6). Degree and certification requirements are subject to change. The current program of studies includes both coursework and extensive field experience in elementary school settings to enable students to integrate theory with teaching practice.

Early Childhood and Elementary majors will be assigned to a specified sequence of courses to be followed throughout the program enrollment. All internships and field experiences must be successfully completed as a member of an internship team under the supervision of a faculty team leader. Students who withdraw from or who have unsatisfactory grades in the field experiences or internships must petition the department Professional Standards Committee before they will be allowed to repeat the internships.

Students must have an overall USF GPA of 2.5 and a GPA of 2.5 in the combined Professional Core and teaching Special-

ization prior to final internship and graduation.

Elementary part-time students (students planning to take 9 hours or less per semester) must participate in a modified program schedule and plan to meet internship requirements associated with the programs. These requirements include being available to participate in the internships during regular school hours.

■ ELEMENTARY EDUCATION

• Requirements for the B.S. Degree (EDE):

General Education and Professional Education requirements are listed under Teacher Education Program.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

- EDF 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

Students should also complete 15 hours beyond those taken to meet General Education Requirements from the following liberal arts and sciences areas: a) fine arts or humanities; b) political sciences, sociology, economics, cultural geography, or speech; c) mathematics; d) natural sciences; and/or e) psychology. Among these 15 hours must be included one course in mathematics, and combined with the General Education Requirements, two courses in the natural sciences, one of which must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization (41 cr. hrs.):

- ARE 4313 Art For the Child and You (3)
- EDE 4941 Childhood Education Internship Level I (3)
- EDE 4942 Childhood Education Internship Level II (6)
- HLP 4722 Health and Physical Education for the Child (3)
- LAE 4314 Language Arts in Childhood Education (3)
- LAE 4414* Literature in Childhood Education (3)
- MAE 4310 Teaching Elementary School Mathematics I (3)
- MAE 4326 Teaching Elementary School Mathematics II (2)
- MUE 4210 Music For The Child (3)
- RED 4310 Early Literacy Learning (3)
- RED 4511 Literacy in the Intermediate and Middle Grades (3)
- SCE 4310 Teaching Elementary School Science (3)
- SSE 4313 Teaching Elementary School Social Studies (3)

Students are advised that the Elementary Education specialization will require an enrollment of more than the traditional four semesters of the junior and senior years in order to complete the program specialization courses and the required sequence of internship.

*approved Liberal Arts Exit Requirement

■ EARLY CHILDHOOD EDUCATION: Pre-Kindergarten/Primary

• Requirements for the B.S. Degree (EEC):

General Education Requirements are listed under Teacher Education Program.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

EDF 1005/2005 Introduction to Education

EDG 2701 Teaching Diverse Populations

EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

Students should also complete 15 hours beyond those taken to meet General Education Requirements from the following liberal arts and sciences areas: a) fine arts or humanities; b) political sciences, sociology, economics, cultural geography, or speech; c) mathematics; d) natural sciences; and/or e) psychology. Among these 15 hours must be included one course in mathematics, and combined with the General Education Requirements, two courses in the natural sciences, one of which must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Professional and Specialization (58-60 cr. hrs.):

Professional Education (28-30):

EDF 4111 Child Growth and Learning (3)

EEC 4940 Internship: Early Childhood (10-12)

EEC 4941 Field Experience I (3)

EEC 4942 Field Experience II (3)

EEC 4943 Field Experience III (3)

EDG 4909 Young Children With Special Needs (3)

EDG 4909 Assess., Eval., Reporting Progress (3)

Specialization (30):

EEC 4008* Literature in Early Childhood (3)

EEC 4203 Programs for Young Children (3)

EEC 4211 Integrated Curriculum: Science and Mathematics (3)

EEC 4212 Integrated Curriculum: Social Sciences/Humanities & Art (3)

EEC 4300 Cognitive Experiences for Young Children (3)

EEC 4303 Creative and Affective Experiences for Young Children (3)

EEC 4401 Child, Family & Teacher Relations (3)

EEC 4706 Language and Emerging Literacy (3)

HSC 3301 Health, Safety, Nutrition and Motor Skills for the Young Child (3)

RED 4310 Early Literacy Learning (3)

*approved Liberal Arts Exit Requirement

Department of Secondary Education

The following programs are housed in the Department of Secondary Education:

English Education

Foreign Language Education

Mathematics Education

Science Education

Social Science Education

The undergraduate programs are designed to prepare students to meet Florida teacher certification requirements and to become highly competent secondary teachers. Specialized courses in the teaching of mathematics, science, and social science are also offered for students majoring in elementary, early childhood, and special education.

ART EDUCATION (ARE)

See College of Fine Arts.

ENGLISH EDUCATION (ENE):

General Education and Professional Education requirements are listed under Teacher Education Program.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

EDF 1005/2005 Introduction to Education

EDG 2701 Teaching Diverse Populations

EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

SPC X600 Public Speaking

Literature Survey (3)

Advanced Composition (6)

Contemporary Literature (3)

At least one course taken to meet the natural science requirements in General Education must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Program Requirements (33 credit hours)**1. ENGLISH:**

ENC 3310 Expository Writing (3)

One of the following:

LIT 3101 Great Literature of the World (3)

WST 4263 Third World Women Writers (3)

Two of the following:

AML 3031 American Literature to 1860 (3)

AML 3032 American Literature 1869-1912 (3)

AML 3051 American Literature 1912-1945 (3)

AML 3604 African-American Literature (3)

AML 4111 Nineteenth-Century American Novel (3)

AML 4121 Twentieth-Century American Novel (3)

LIT 4386 British and American Literature by Women (3)

One of the following:

ENL 3015 British Literature to 1616 (3)

ENL 3230 British Literature 1616-1780 (3)

ENL 3251 British Literature 1780-1900 (3)

ENL 3273 British Literature 1900-1945 (3)

One of the following:

ENL 3331 Early Shakespeare (3)

ENL 3332 Late Shakespeare (3)

One of the following:

ENG 4060 History of the English Language (3)

LIN 3010 Introduction to Linguistics (3)

LIN 3670 English Grammar and Usage (3)

LIN 4671 Traditional English Grammar (3)

2. ENGLISH EDUCATION:

LAE 4323 Methods of Teaching English: Middle School (3)

LAE 4464 Adolescent Literature for Middle and Secondary Students (3)

LAE 4530 Methods of Teaching English: Practicum (3)

LAE 4642 Methods of Teaching English: High School (3)

LAE 4530 must be taken concurrently with LAE 4642 (PR: LAE4464), the fall or spring immediately preceding internship.

LAE 4323 should be taken the semester prior to enrolling in LAE 4530. Methods courses are available in Fall and Spring Semesters, only.

FOREIGN LANGUAGE EDUCATION:

General Education and Professional Education requirements are listed under Teacher Education Program. A minimum of 30 credit hours beyond intermediate course requirements must be earned in the foreign language. Programs are available for Spanish (FLS), French (FLF), Italian (FLI), German (FLG) and Russian (FLR).

FOREIGN LANGUAGE EDUCATION:

General Education and Professional Education requirements are listed under Teacher Education Program. A minimum of 30 credit hours beyond intermediate course requirements must be earned in the foreign language. Programs are available for Spanish (FLS), French (FLF), Italian (FLI), German (FLG) and Russian (FLR).

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

- EDF 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

In addition, fifteen semester hours must come from the following areas: courses in elementary and intermediate grammar, composition and advanced conversation; culture and civilization in the target language.

At least one course taken to meet the natural science requirements in General Education must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization (36 cr. hrs.):

1. Foreign language (27 credit hours)
 - grammar, conversation, composition 9
 - literature 6
 - culture and civilization 6
 - linguistics 3
 - exit requirement language course 3
2. Foreign Language Education
 - 9 credit hours in methods of teaching a language at the elementary and secondary levels, including a practicum.
 - Fall Term: FLE 4314 (elementary)
 - Spring Term: FLE 4333 (secondary) and FLE 4370 (practicum)

■ MATHEMATICS EDUCATION (MAE):

General Education and Professional Education requirements are listed under Teacher Education Program.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

- EDF 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

- MAC 2311* Calculus I (4)
- MAC 2312* Calculus II (4)
- STA 2023* Elementary Statistics (3)
- Computer Programming Language (3)
- (Microcomputer-based Fortran, Pascal, C or C++)
- Math Electives* (for USF, MAC 2313) (7)

*May be part of General Education Requirements

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization (36 cr. hrs.):

- MAD 3100 Discrete Mathematics (3)
- MAE 4320 Middle School Methods (3)
- MAE 4330 Senior High School Methods (3)
- MAE 4551 Reading in Math (2)
- MAE 4652 Technology for Teaching Secondary School Mathematics I (3)
- MAE 4653 Technology for Teaching Secondary School Mathematics II (3)
- MAS 3105 Linear Algebra (3)
- MAS 4214 Elementary Number Theory (3)
- MAS 4301 Elementary Abstract Algebra (3)

- MGF 3301 Bridge to Abstract Mathematics (3)
- MHF 4403 Early History of Math (3)
- MTG 4212 Geometry (4)

■ SCIENCE EDUCATION (NSB, NSC, NSP):

General Education and Professional Education requirements are listed under Teacher Education Program.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

- EDF 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

Biology Education

- BSC 2010* Biology I with lab (4)
- BSC 2011* Biology II with lab (4)
- BSC 2092* Human Anatomy Physiology (5)
- CHM 2045* General Chemistry I with lab (4)
- MAC 2311* Calculus I (3)
- PHY 2053* General Physics I with lab (4)

Chemistry Education

- BSC 2010* Biology I with lab (4)
- CHM 2045* General Chemistry I with lab (4)
- CHM 2046* General Chemistry II with lab (4)
- MAC 2311* Calculus I (3)
- PHY 2053* General Physics I with lab (4)
- PHY 2054* General Physics II with lab or BSC 2011* Biology II with lab (4)
- Earth/Space Science Elective* (4)

Physics Education

- BSC 2010* Biology I with lab (4)
- CHM 2045* General Chemistry with lab (4)
- CHM 2046* General Chemistry II with lab or BSC 2011* Biology II with lab (4)
- MAC 2311* Calculus I (3)
- MAC 2312* Calculus II (3)
- MAC 2313* Calculus III (3)
- PHY 2048* General Physics with lab and PHY 2049* General Physics with lab or PHY 2053* General Physics with lab and PHY 2054* General Physics with lab (4)

*May be part of General Education Requirements

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Course Requirements:

1. **SCIENCE:**

A minimum of 32 semester hours in the discipline of major concentration (Biology, Chemistry, or Physics) and a minimum of 16 semester hours within the natural sciences outside the concentration area. See advisor for specific course recommendations.
2. **SCIENCE EDUCATION:**

As a minimum, satisfactory completion of the following courses:

 - SCE 4305 Communication Skills in Science (3)
 - SCE 4320 Teaching Middle Grade Science (3)
 - SCE 4330 Teaching Methods in Secondary School Science (3)

and one choice from among science/technology/society interaction, history of science, or scientific method. These courses deal with philosophy of science, communication skills and the teaching of science at the middle grades and secondary school levels. In addition, a Physics major will need a three credit hour course in computer applications in physics.

■ SOCIAL SCIENCE EDUCATION (SSE):

General Education and Professional Education requirements are listed under Teacher Education Program. It is recommended that students pursue a double major in Social Science Education with History or one of the Social Sciences.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

EDF 1005/2005 Introduction to Education
EDG 2701 Teaching Diverse Populations
EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

American Government (3)
Anthropology (3)
Geography (3)
Economics (3)
World/European History (3)

One Natural Science course which includes a laboratory.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Specialization (40 credit hours):

1. SOCIAL SCIENCE:

AMH 2010* American History I (3)
AMH 2020* American History II (3)
HIS 4101 Theory of History (4)
HUM 2243* Studies in Culture - Renaissance
Thorough the Twentieth Century (3)
POS 3182 Florida Politics & Government (3)

One of the following:

Any AFH, LAH or ASH prefix* (3)

One of the following:

SYG 2000 Introduction to Sociology (3)
SYG 2010 Contemporary Social Problems (3)

One of the following:

AMH 3421 Early Florida (4)
AMH 3423 Modern Florida (4)

One of the following:

POT 4054 Modern Political Theory (3)
POT 4064 Contemporary Political Thought (3)
POT 4204 American Political Thought (3)

*May be part of General Education requirements'

2. SOCIAL SCIENCE EDUCATION:

SSE 4333* Teaching Middle Grades Social
Science (3)
SSE 4334 Teaching Secondary Grades Social
Science (3)
SSE 4640 Communication Skills in the Social
Sciences (2)

*must be completed prior to SSE 4334 and SSE 4640.

Department of Educational Measurement and Research

The Department of Educational Measurement and Research teaches EDF 4430, Measurement for Teachers, which is required of all students enrolled in teacher education programs. The objectives of this course include designing and applying classroom tests and other assessment devices, including alternative assessments, monitoring student progress and communicating student achievement. Emphasis is placed on assessment and instruction as integrated activities.

School of Music

■ MUSIC EDUCATION (MUE)

See College of Fine Arts.

School of Physical Education

The School of Physical Education, Wellness, and Sports Studies teaches a variety of Elective Physical Education courses and conducts Professional Physical Education Teacher Preparation K-8 and 6-12 Programs and a Wellness Leadership Program.

■ ELECTIVE PHYSICAL EDUCATION PROGRAM

Elective Physical Education offerings in the College of Education are designed to provide opportunities for all students in the university to acquire knowledge and movement skills related to an active healthy lifestyle. Laboratory experiences in over twenty-five different exercise and sports activities allow students to select and develop proficiency appropriate for leisure pursuit and personal development. Special competency courses provide for in-depth study in such areas as personal wellness, current issues in sports, and first aid.

■ PROFESSIONAL PHYSICAL EDUCATION PROGRAM

(Under Revision)

Students must choose one of the following programs: a) Physical Education Grades K-8 (Florida Teacher Certification); b) Physical Education Grades 6-12 (Florida Teacher Certification); or c) Wellness Leadership (Non-certification).

• Requirements for the B.S. Degree (PTE/PTS/PTW)

The two-year program is offered beginning in the junior year and includes mandatory attendance during the summer session between the junior and senior years. Students can only enter during Fall Semester of each year.

In addition to applying to the University, all students must apply directly to the Department before May 1 for priority admission consideration. Students applying after May 1, and before the final deadline of June 1, will be accepted only on a space-available basis. Requests for admission to the Program should be directed to:

Director
School of Physical Education, Wellness, & Sport Studies
College of Education
University of South Florida
4202 E. Fowler, PED 214
Tampa, Florida 33620-8600

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

For K-8 and 6-12 Physical Education Tracks:

A grade of "C" is the minimum acceptable grade.

EDF 1005/2005 Introduction to Education
EDG 2701 Teaching Diverse Populations
EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

BSC 3092 Human Anatomy and Physiology
with Lab (3-4)
HSC 2400 First Aid (3)
PET 2622 Care and Prevention of Injuries (3)

Professional education courses taken at the community college will transfer as general electives.

For Wellness Leadership Track:

BSC 3092 Human Anatomy and Physiology
with Lab (3-4)
HSC 2400 First Aid (3)

Course Requirements:

CORE COURSES FOR ALL TRACKS:

- PET 3010 Personal/Professional Development Seminar
- PET 3310 Kinesiology
- PET 3351 Exercise Physiology I

ADDITIONAL REQUIRED COURSES FOR K-8 TRACK: (PTE)

- EDF 3122 Learning & The Developing Child
- EDF 4430 Measurement for Teachers
- EDF 3604 Social Foundations of Education
- PET 3031 Motor Development & Assessment
- PET 3421 Curriculum and Instruction in Physical Education
- PET 3422 Instructional Design & Content: Movement Experiences
- PET 3441 Instructional Design & Content: Middle School Physical Education
- PET 3640 Adapted Physical Education
- PET 3943 Physical Education Internship: Middle School
- PET 4401 Organization and Administration of Physical Education Programs
- PET 4432 Instructional Design & Content: Physical Education Elementary
- PET 4433 Instructional Design & Content: Physical Education Elementary II
- PET 4942 Physical Education Pre-Internship: Elementary
- PET 4946 Internship in Teaching Physical Education: Elementary

ADDITIONAL REQUIRED COURSES FOR 6-12 TRACK: (PTS)

- EDF 3604 Social Foundations of Education
- EDF 4430 Measurement for Teachers
- EDF 4131 Learning and the Developing Adolescent
- PET 3031 Motor Development & Assessment
- PET 3421 Curriculum and Instruction in Physical Education
- PET 3422 Instructional Design & Content: Movement Experiences
- PET 3441 Instructional Design & Content: Middle School Physical Education
- PET 3640 Adapted Physical Education
- PET 3943 Physical Education Internship: Middle School
- PET 4304 Principles & Issues in Coaching
- PET 4401 Organization & Administration of Physical Education Programs
- PET 4442 Instructional Design & Content: Physical Education Secondary
- PET 4443 Instruction Design & Content: Physical Education Secondary II
- PET 4944 Physical Education Pre-Internship: Secondary
- PET 4947 Internship in Teaching Physical Education: Secondary

ADDITIONAL COURSES REQUIRED FOR WELLNESS LEADERSHIP TRACK: (PTW)

- ADE 4384 Working with the Adult Learner
- GEY 3601 Behavior Change in Later Life
- HLP 4941 Wellness Internship
- HUN 3201 Nutrition
- PEP 3940 Practicum in Health Promotion/Wellness
- PET3951 Communications Skill for Wellness Leaders
- PEQ 3170 Aquatic Exercise
- PET 3080 Survey of Wellness Programs
- PET 4404 Organization & Administration of Wellness Programs
- PET 4353 Exercise Physiology II
- PET 4384 Health Fitness Appraisal & Exercise Prescription

in addition to the above courses, students in Wellness Leadership must also take PEM 2131 Weight Training (for majors only) and PET 3931 Teaching Aerobic Dance/Exercise. These courses must be taken after acceptance into the Wellness Leadership Program.

Department of Psychological and Social Foundations of Education

The Department of Psychological and Social Foundations of Education provides courses for all students majoring in the wide array of undergraduate programs available in the College of Education. These courses contribute to the students' understanding of the general education enterprises and are considered foundational to later professional specialization.

- EDF 2005 Introduction to Education and Field Experience (3)
- EDF 3122 Learning and the Developing Child (3)
- EDF 3214 Human Development And Learning (3)
- EDF 3228 Human Behavior and Environmental Selection (3)
- EDF 3542 Philosophy of Education (4)
- EDF 3604 Social Foundations of Education (3)
- EDF 4111 Child Growth and Learning (3)
- EDF 4131 Learning And The Developing Adolescent (4)
- EDF 4905 Independent Study: Educational Foundations (1-4)
- EDF 4909 Directed Study: Educational Foundations (1-3)
- EDF 5136 Adolescence (4)
- EDF 5285 Programmed Instruction and Teaching Machines (3)
- EDF 5672 American Democracy and Public Education (3)
- EDG 2701 Teaching Diverse Populations and Field Experience (3)
- IDS 3115 Values and Choices (3)

The Counselor Education program offers undergraduate courses focusing on human services skill development, decision-making and personal growth. Course content contributes to student success in academic and personal endeavors and may serve to orient students to post-graduate work in human services fields.

- MHS 4001 Introduction to Guidance Processes (3)
- MHS 4052 Human Relations Skills in Counseling (4)
- MHS 4905 Independent Study: Guidance and Counseling Education (1-4)
- SDS 4040 Introduction to Student Personnel Work in Higher Education (2)
- SLS 1101 The University Experience (2)
- SLS 2401 Career Development Process (2)

Department of Special Education

The Department of Special Education prepares teachers to work with children who have emotional and behavioral disabilities, mental retardation, and specific learning disabilities. The undergraduate program is a state-approved program that leads to certification in one or more of the three areas.

Students are required to meet University and College of Education entrance requirements prior to enrollment in the Department. Upon admission, students affiliate with the campus on which they wish to take their program of studies. Students may not register for courses on other campuses without permission. On the Tampa Campus, students are assigned to teams. All courses are taken with the assigned team. Since no teams start in the summer, there are no summer admissions. The program sequence includes at least two semesters of part-time field experience and one semester of full-day internship. All part-time field experiences must be successfully completed as a member of a team concurrently enrolled in a specified course in designated local schools under the supervision of a faculty member. Field experiences begin during the first semester of a student's enrollment with increasing involvement throughout the program. Students are responsible for providing transportation to their experience sites.

In some instances students may pursue a part-time program (9 hours or less a semester). This requires that students be available to participate in field experiences and concurrent classes during regular school hours.

These programs are currently under review. Students are advised to work closely with program advisors in the Department when developing their program of study.

Prerequisites (State Mandated Common Prerequisites):

These prerequisites must be met by transfer students as well as USF students.

A grade of "C" is the minimum acceptable grade.

EDF 1005/2005 Introduction to Education

EDG 2701 Teaching Diverse Populations

EME 2040 Introduction to Educational Technology

(Equivalent course or demonstrated competency may be substituted)

Students should also complete 15 hour beyond those taken to meet General Education Requirements from the following liberal arts and sciences areas: a) fine arts or humanities; b) political sciences, sociology, economics, cultural geography, or speech; c) mathematics; d) natural sciences: and/or e) psychology. Among these 15 hours must be included one course in mathematics, and combined with the General Education Requirements, two courses in the natural sciences, one of which must include a laboratory component.

In addition to EDG 2701, Lower division courses must include 6 credit hours with an international or diversity focus. Professional education courses taken at the community college will transfer as general electives.

Emotional and Behavioral Disabilities (EH Certification)

Students seeking the B. S. degree with certification in EH are required to take the following courses:

EED 4011 Introduction to Behavior Disorders (3)

EED 4941 Undergraduate Supervised Practicum in Behavior Disorders (1-6)

EEX 4011 Foundations of Special Education (3)

EEX 4221 Educational Assessment of Exceptional Students (3)

EEX 4243 Education of the Exceptional Adolescent and Adult (3)

EEX 4604 Behavior Management for Special Needs and at Risk Students (3)

EEX 4742 Narrative Perspectives on Exceptionality: Cultural and Ethical Issues (3)

EEX 4846 Clinical Teaching in Special Education (3)

LAE 4314 Language Arts in Childhood Education (3)

MAE 4310 Teaching Elementary School Mathematics I (3)

RED 4310 Early Literacy Learning (3)

RED 4511 Literacy in the Intermediate and Middle Grades (3)

Mental Retardation (MR Certification)

Students seeking the B. S. degree with certification in MR are required to take the following courses:

EEX 4011 Foundations of Special Education (3)

EEX 4221 Educational Assessment of Exceptional Students (3)

EEX 4243 Education of the Exceptional Adolescent and Adult (3)

EEX 4604 Behavior Management for Special Needs and at Risk Students (3)

EEX 4742 Narrative Perspectives on Exceptionality: Cultural and Ethical Issues (3)

EEX 4846 Clinical Teaching in Special Education (3)

EMR 4011 Introduction to Mental Retardation (3)

EMR 4941 Undergraduate Supervised Practicum in Mental Retardation (1-6)

LAE 4314 Language Arts in Childhood Education (3)

MAE 4310 Teaching Elementary School Mathematics I (3)

RED 4310 Early Literacy Learning (3)

RED 4511 Literacy in the Intermediate and Middle Grades (3)

Specific Learning Disabilities (LD Certification)

Students seeking the B. S. degree with certification in LD are required to take the following courses:

EEX 4011 Foundations of Special Education (3)

EEX 4221 Educational Assessment of Exceptional Students (3)

EEX 4243 Education of the Exceptional Adolescent and Adult (3)

EEX 4604 Behavior Management for Special Needs and at Risk Students (3)

EEX 4742 Narrative Perspectives on Exceptionality: Cultural and Ethical Issues (3)

EEX 4846 Clinical Teaching in Special Education (3)

ELD 4011 Introduction to Specific Learning Disabilities (3)

ELD 4941 Undergraduate Supervised Practicum in SLD (1-6)

LAE 4314 Language Arts in Childhood Education (3)

MAE 4310 Teaching Elementary School Mathematics I (3)

RED 4310 Early Literacy Learning (3)

RED 4511 Literacy in the Intermediate and Middle Grades (3)

Student Organizations and Activities

College of Education Student Council

The College of Education Student Council represents the interests of education majors in regard to policies and needs of the college. The Council leadership team consists of five officers (President, Vice-President, Secretary, Treasurer, and Historian) and seven Student Government Senators. Elections are held annually; all pre-education and education majors are eligible to vote for all officers.

C.E.S.C. activities enhance members' professional growth, provide opportunities for professional and community service, and serve as a forum for socialization. Any student majoring in education with a minimum GPA of 2.0, is eligible to participate in C.E.S.C.

Childhood Education Organization

The Association for Childhood Education International is a non-profit professional organization concerned with the education and well-being of children two to twelve years of age. Members are located throughout the United States.

The USF chapter works directly with children through observation, projects, and programs. In addition, it provides opportunity for students to attend study conferences throughout the state of Florida which allows the student an opportunity for professional growth and exchange of professional ideas. Membership is open to all students, including freshmen, concerned with children two to twelve years old.

Student Council for Exceptional Children

The Student Council for Exceptional Children [SCEC] is an organization of those members of the University interested in the education of the exceptional child. Various exceptionalities included are Gifted, Emotionally Disturbed, Physically Handicapped, Mentally Retarded, Specific Learning Disabilities, and Culturally Different.

Activities of the USF Chapter include field trips to various special educational facilities, prominent speakers, seminars, state and national conventions, and social events. The specific activities are determined by the members and the exceptionalities in which they are interested. All interested students are invited to join.

National Education Association Student Program (NEASP)

The National Education Association student program is designed to provide professional growth opportunities, leadership training and membership benefits that are available to other members of the National Education Association, including \$1 million liability insurance coverage while engaged in student teaching internship. Membership is open to all students.

Kappa Delta Pi

Kappa Delta Pi is an international co-educational honor society in Education. The society was founded to recognize and encourage excellence in scholarship, high personal standards, improvement in teacher preparation, and distinction in achievement.

Physical Education and Wellness Association (PEWA)

The Physical Education and Wellness Association (PEWA) is open to all students enrolled in the Physical Education and Wellness Programs. Social and professional meetings are conducted throughout the year to promote interaction within the organization.

Mathematics Education Club

The role of this organization shall be to provide an informative and supportive environment for all members, encourage scholarship, and provide a helpful atmosphere for students progressing through the Mathematics Education program.

Membership shall be available to any student in good standing who expresses interest in the Mathematics Education program at USF.

Minority Organization of Students in Education (MOSE)

The Minority Organization of Students in Education is organized to provide students with experiences that will facilitate the educational and professional growth of its members. This is achieved by enriching the students' experiences, informing them of various opportunities and involving them in activities. Guest speakers are invited to meetings to discuss topics which are of interest to the members. Resource people are used to inform students of employment and graduate school opportunities. Members of M.O.S.E. sponsor and participate in community service programs.

Science Education Association (SEA)

The Science Education Association provides a supportive environment for students majoring in science education, although membership is open to anyone interested in science. SEA plans field trips, guest speakers, and the compiling of a classroom science activities file for education majors.

EDUCATION FACULTY

Adult and Vocational Education & Human Resource Development

Chairperson: W. E. Blank; **Professors:** W. E. Blank, W. B. James; **Associate Professors:** J. Scaglione, K. Smith; **Assistant Professors:** C. Gagel, D. Gardner; **Visiting Instructors:** J. Grisham, W. Helton; **Other Faculty:** T. Conrad, M. Paul.

Childhood/Language Arts/Reading Education

Chairpersons: P. Griffith, K. Laframboise; **Professors:** B. K. Clarke, S. Graves, S. Helton, S. Homan, J. King, J. Klesius, R. Linder, J. McCarthy, M. Mann, E. F. Searls (**Professor Emeritus**); **Associate Professors:** N. Anderson, G. R. Barkholz, M. A. Barksdale-Ladd, F. W. Freshour, B. Frye, F. S. Goforth, P. Hanley, J. Linder, S. Micklo, J. T. Polito, C. Spillman, J. Swarzman, M. Wynn; **Assistant Professors:** R. Brindley, P. Fleege, J. Fountain, B. Hefflin, M. Hewitt, C. Olliff, K. Oropallo, N. Ratcliff, J. Schneider, R. Short, J. Vander Wilt, P. Zielonka; **Instructors:** J. Fountain, A. Hall, C. Schwartz; **Visiting Assistant Professors:** M. Fernandez, J. Saavedra; **Visiting Instructor:** R. Blass.

Educational Leadership

Chairperson: TBA; **Professors:** W. F. Benjamin, J. C. Bondi, S. B. Permuth, D. D. Peterson, D. M. Purdom, A. Shapiro, K. Snyder, L. Tuttle, M. G. Villeme, J. Wiles; **Professor Emeritus:** D. E. Orlosky; **Associate Professor:** W. R. Sullins; **Visiting Professor:** D. Parnell; **Visiting Assistant Professor:** L. Fields; **Lecturer:** R. O'Sullivan.

Educational Measurement and Research

Chairperson: B. W. Hall; **Professors:** L. M. Carey, B. W. Hall, C. V. Hines, W. G. Katzenmeyer, D. E. Stone; **Associate Professors:** R. F. Dedrick, G. Hutchcraft, J. D. Kromrey; **Assistant Professors:** M. Banerji, J. Ferron, S. Lang, S. Maller.

Physical Education

Director: L. E. Bowers; **Professors:** L. E. Bowers, H. A. Hoffman, C. D. Smith; **Professors Emeritus:** M. E. Crickenberger, R. Heeschen, S. E. Klesius; **Associate Professors:** C. D. Ashley, B. L. Beasley, P. J. Ellery, F. N. Faucette, R. Grindley, W. D. Hall, A. Jonaitis, J. W. Rauschenbach, H. Weinberg; **Associate Professor Emeritus:** J. E. Young; **Coordinator and Instructor:** W. T. Price.

Psychological and Social Foundations

Chairperson: M. J. Curtis; **Professors:** J. Barnard, G. Batsche, D. E. Bostow, W. W. Burley, M. J. Curtis, J. C. Dickinson, J. C. Follman, O. G. Geiger, E. V. Johannngmeier, E. B. Kimmel, H. M. Knoff, D. L. Lantz, E. E. Panther, S. H. Silverman; **Professors Emeritus:** R. J. Drapela, C. Weingartner; **Associate Professors:** D. J. Anderson, W. T. Bridges, C. Campbell, T. Evans, S. Street; **Assistant Professors:** K. Bradley-Klug, D. J. Chandler, D. Cobb-Roberts, S. Dorn, E. McFalls, C. Ogren, K. Powell-Smith, L. Raffaele, T. Richardson, B. Shircliffe; **Visiting Assistant Professor:** J. Leavy; **Courtesy, Adjunct, Joint Appointment:** H. B. Clark, W. Henry, T. F. Stokes.

Secondary Education

Chairperson: H. E. Steiner; **Professors:** J. A. Duplass, J. H. Johnston, H. G. Karl, J. B. Kase-Polisini, B. K. Lichtenberg (**emeritus**), D. R. Lichtenberg (**emeritus**), D. J. Puglisi, B. S. Spector, H. E. Steiner, A. M. Troutman; **Associate Professors:** R. A. Austin, A. E. Barron, F. D. Breit, M. F. Chappell, C. M. Feyten, J. N. Golub, J. F. Kaywell, B. F. L. Prince, S. L. Schurr, D. R. Thompson, J. A. White, D. L. Zeidler; **Assistant Professors:** B. C. Cruz, P. L. Daniel, R. A. Fuller, J. W. Nutta; **Coordinator, Alternate Teacher Preparation Program:** M. Drake.

Special Education

Chairperson: B. Epanchin; **Professors:** M. Churton, B. Epanchin, E. Guetzloe, C. D. Lavelly, R. Marfo, A. J. Mauser, J. Paul, S. P. Singh; **Associate Professors:** A. Cranston-Gingras, D. Harris, H. Roselli, K. Stoddard, H. A. Sproles, D. Thomas, B. Townsend; **Assistant Professors:** B. Loeding, L. Smith, ; **Jointly Appointed Faculty:** N. Berger, R. Clark, A. Duchnowski, G. Dunlap, R. Friedman, M. Hernandez, T. Stokes, C. Wooley-Brown; **Visiting Scholars:** W. Rhodes, W. Morse; **Other Faculty:** K. Colucci.

EDUCATION COURSES

Adult Education

- ADE 4384 WORKING WITH THE ADULT LEARNER: ADULT EDUCATION** (3)
An investigation of the needs of the adult learner. Identification of principles of adult learning; physiological, psychological and social characteristics of adult learners, and corresponding implications are explored.

Business and Office Education

- BTE 4401 SPECIAL TEACHING METHODS: BUSINESS EDUCATION** (4)
PR: Successful completion of BE competencies, or Cl. Methods, techniques, and materials for skill development.
- BTE 4410 METHODS OF TEACHING: BUSINESS EDUCATION** (4)
PR: Successful completion of BE competencies, or Cl. Methods, techniques and materials for instruction.
- BTE 4909 DIRECTED STUDY: BUSINESS EDUCATION** (1-3)
PR: Senior standing. To extend competency in the teaching field.
- BTE 4936 SENIOR SEMINAR IN BUSINESS AND OFFICE EDUCATION** (2)
PR: Senior standing; CR: BTE 4940. Synthesis of teacher candidate's courses in their complete college program.
- BTE 4940 INTERNSHIP: BUSINESS EDUCATION** (1-12)
CR: BTE 4936. One full semester of internship in a public or private school. In special programs where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates from 9 to 12 semester hours. (S/U only.)
- BTE 4948 FIELD-BASED SEMINAR IN BUSINESS EDUCATION** (3)
Supervised field experience and orientation to the broad field of business education. Specifically designed to be preparatory for the internship. (S/U only.)
- BTE 5171 CURRICULUM CONSTRUCTION: BUSINESS EDUCATION** (3)
Curriculum scope, the process of planning and organizing instructional programs with emphasis in task analysis and process evaluation.
- EDG 4909 DIRECTED STUDIES**
PR: Senior standing. To extend competency in the teaching field. Offered only as a scheduled class.
- DEC 4161 PROGRAM MANAGEMENT OF DISTRIBUTIVE AND MARKETING EDUCATION** (3)
The study of the purposes, processes, organization, planning, directing, coordinating and evaluation of Distributive and Marketing Education Cooperative Programs.

Computers in Education

- EME 2040 INTRODUCTION TO EDUCATIONAL TECHNOLOGY** (3)
Introduction to computer technology and its role in the teaching and learning processes. Topics include: educational software, ethical and social issues, hardware, interactive multimedia, models for integrating technology into instruction, productivity tools, and telecommunications. A prerequisite for admission into the College of Education
- EME 5403 MICROCOMPUTERS IN EDUCATION** (3)
A survey course designed to introduce practicing teachers to microcomputer technology and its function in the classroom to augment the teaching and learning process. Objectives include the use and evaluation of educational software, classroom use of computers, instructional computing research, generic applications software (word processors, database managers, etc.), programming, disk operating systems, and microcomputer hardware.

Curriculum and Instruction

- EDG 4620 CURRICULUM AND INSTRUCTION** (3)
An introduction to the field of curriculum and instruction. Emphasis is placed on principles of curriculum development and use of instructional strategies. Students will develop, implement, and evaluate a variety of lesson plans.

Early Childhood Education

- EEC 2000 INTRODUCTION TO EARLY CHILDHOOD EDUCATION** (3)
An overview of early childhood education with emphasis on its historical development, current theories, and practices.
- EEC 4008 LITERATURE IN EARLY CHILDHOOD EDUCATION -6A -XLW** (3)
Emphasis is placed on developing knowledge of literature for younger children (0 - 8 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum.
- EEC 4203 PROGRAMS FOR YOUNG CHILDREN** (3)
PR: Admission to College of Education. Develops students' understanding of programs in early childhood, philosophical orientations that guide program development, and components of high quality programs.
- EEC 4211 INTEGRATED CURRICULUM: SCIENCE AND MATHEMATICS** (3)
PR: Admission to College of Education. Provides students with knowledge of beginning sequential science and mathematical concepts for the appropriate stages of cognitive development of young children. Emphasis will be placed on how science and mathematics are integrated throughout the curriculum and become valued functional tools.
- EEC 4212 INTEGRATED CURRICULUM: SOCIAL SCIENCES/ HUMANITIES & ARTS** (3)
PR: Admission to College of Education. Emphasis is placed on understanding concepts associated with the major content areas within the social sciences. Planning, implementing, and evaluating appropriate learning experiences for children age 3 through grade 3 will link understanding to practice.
- EEC 4300 COGNITIVE EXPERIENCES FOR YOUNG CHILDREN** (3)
PR: Admission to College of Education. Emphasizes theoretical and practical aspects of cognitive development for children ages 3 through 6 with focus on planning integrated experiences and content in science, mathematics, and social sciences.
- EEC 4303 CREATIVE AND AFFECTIVE EXPERIENCES FOR YOUNG CHILDREN** (3)
PR: Admission to College of Education. Develops students' understandings of young children's creative expression through art, music, movement, play and drama. Emphasizes how to plan, implement, and evaluate appropriate learning experiences as well as selection of appropriate instructional materials.
- EEC 4408 CHILD, FAMILY & TEACHER RELATIONS** (3)
PR: Admission to College of Education. Focuses on developing an understanding of traditional and non-traditional families, structural and life style variations and parenting in diverse cultures and at-risk families. Implications from this understanding will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, and plan parent meetings and home visits.
- EEC 4706 LANGUAGE AND EMERGING LITERACY** (3)
PR: Admission to College of Education. Provides knowledge of language development and emerging literacy for typical and atypical development in children from birth to third grade, including ESOL children.
- EEC 4905 INDEPENDENT STUDY: ELEMENTARY EARLY CHILDHOOD EDUCATION** (1-4)
PR: Cl. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)
- EEC 4909 DIRECTED STUDY: EARLY CHILDHOOD EDUCATION** (1-3)
PR: Senior standing. To extend competency in teaching field.
- EEC 4940 INTERNSHIP: EARLY CHILDHOOD** (10-12)
CR: EEC 4936. Teacher candidate is required to demonstrate professional competencies during one semester of full-day internship in a public or private elementary school. (S/U only.)

- EEC 4941 FIELD EXPERIENCE I (3)**
PR: Admission to College of Education. Field placement with three and four year olds where teacher candidates have opportunities to apply knowledge and skills in authentic situations and become objective observers of young children's development. Weekly seminars are conducted in conjunction with the field experience which provide teacher candidates an opportunity for reflection on their understandings.
- EEC 4942 FIELD EXPERIENCE II (3)**
PR: Admission to College of Education. Field placement in kindergarten or primary grade where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children's development and implications of development for program planning for both typical and atypical children.
- EEC 4943 FIELD EXPERIENCE III (3)**
PR: Admission to College of Education. Field placement in kindergarten or primary grade where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Focus on developing deeper understanding of growth and development and relationship to curriculum planning with an emphasis on self-evaluation of knowledge, skills, and dispositions essential for teaching.

Elementary Education

- ARE 4313 ART FOR THE CHILD AND YOU (3)**
PR: Admission to College of Education. Art and the intellectual, creative, emotional, and aesthetic growth of children.
- EDE 4301 TEACHING METHODS IN THE ELEMENTARY SCHOOL (3)**
PR: EDE 4941 and EDG 4620. Techniques and strategies appropriate to instruction of children in educational settings.
- EDE 4905 INDEPENDENT STUDY: ELEMENTARY EDUCATION (1-4)**
PR: CI. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)
- EDE 4909 DIRECTED STUDY: ELEMENTARY EDUCATION (1-4)**
PR: Senior standing. To extend competency in teaching field.
- EDE 4940 INTERNSHIP: ELEMENTARY EDUCATION (10-12)**
PR: EDE 4941 and EDE 4942. Teacher candidate is required to demonstrate professional competencies during one semester of full day internship in a public or private elementary school and attend a weekly seminar. (S/U only.)
- EDE 4941 CHILDHOOD EDUCATION INTERNSHIP LEVEL I (3)**
PR: Admission to the Elementary Education. CR: RED 4310, EDG 4620. Students spend six hours per week in a supervised in-school experience and attend a weekly seminar. Concurrent enrollment in EDG 4620-Elementary section. (S/U only.)
- EDE 4942 CHILDHOOD EDUCATION INTERNSHIP LEVEL II (6)**
PR: EDE 4941, RED 4310, EDG 4620, EDF 3122, LAE 4314, EDE 4301, MAE 4310, MAE 4326, SCE 4310, LAE 4414, SSE 4313. Students spend 12 hours per week in a supervised internship experience in classroom settings and attend a weekly seminar. (S/U only.)
- HLP 4722 HEALTH AND PHYSICAL EDUCATION FOR THE CHILD (3)**
PR: Admission to the College of Education. A study of the importance of movement competency and its contribution to the development of a positive self-concept in children; content and methodology for developing appropriate movement experiences for children; content and methodology for teaching elementary health science.
- LAE 4314 LANGUAGE ARTS IN CHILDHOOD EDUCATION (3)**
PR: Admission to the College of Education. Implementing a coordinated and integrated language arts curriculum and guiding the developmental language experiences of children in elementary school. Explores the content, organization, and instruction of oral and written expression in childhood education.
- LAE 4414 LITERATURE IN CHILDHOOD EDUCATION -6A -XLW (3)**
The selection, evaluation and use of fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Childhood Education.
- MAE 4310 TEACHING ELEMENTARY SCHOOL MATHEMATICS I (3)**
PR: Admission to College of Education and two college level mathematics courses. Methods for teaching number ideas, computation skills, and mathematical reasoning.
- MAE 4326 TEACHING ELEMENTARY SCHOOL MATHEMATICS II (2)**
PR: MAE 4310. Methods for teaching informal geometry, measurement, probability and statistics.
- MUE 4210 MUSIC FOR THE CHILD (3)**
PR: Admission to Elementary program. Music fundamentals; the development of music skills and knowledge of music materials and teaching strategies for presenting music to children in the elementary school.
- RED 4310 EARLY LITERACY LEARNING (3)**
PR: Admission to College of Education. Prepares preservice teachers to understand the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers.
- SCE 4310 TEACHING ELEMENTARY SCHOOL SCIENCE (3)**
PR: Admission to College of Education and completion of General Education Requirements in the Natural Science area. Techniques and materials for teaching science in the elementary school.
- SSE 4313 TEACHING ELEMENTARY SCHOOL SOCIAL STUDIES (3)**
PR: Admission to College of Education or CI. Designed to study techniques and strategies employed by social studies teachers that are effective in motivating elementary school aged youth to acquire the information, skills, and modes of reasoning unique to the social sciences. Students are expected to plan and present instructional plan(s) demonstrating use of various methods, techniques, and materials that achieve concrete outcomes. Theoretical foundations of social studies are also examined.

English Education

- LAE 4323 METHODS OF TEACHING ENGLISH: MIDDLE SCHOOL (3)**
Whole language methods of integrating reading, writing, speaking, listening, viewing, and critical thinking activities into a literature-based program for middle school students. Must be taken one or two semesters prior to internship. Recommended to be taken with LAE 4464.
- LAE 4464 ADOLESCENT LITERATURE FOR MIDDLE AND SECONDARY STUDENTS -6A -XLW (3)**
PR: English Education majors or CI. A study of the types of literature read by adolescents with an emphasis upon the criteria for the choice of good books and knowledge of available books and teaching materials. Recommended to be taken with LAE 4323 two semesters prior to internship.
- LAE 4530 METHODS OF TEACHING ENGLISH: PRACTICUM (3)**
PR: Senior standing or enrollment in Plan II Master's Program. Required concurrently with LAE 4642. Taken one semester (spring or fall) prior to internship.
- LAE 4642 METHODS OF TEACHING ENGLISH: HIGH SCHOOL (3)**
PR: LAE 4464. Whole language methods of integrating reading, writing, speaking, listening, viewing, and critical thinking activities into a literature-based program for high school students. Must be taken one semester prior to internship with LAE 4530.
- LAE 4936 SENIOR SEMINAR IN ENGLISH EDUCATION (2)**
PR: Senior standing. Synthesis of teacher candidate's courses in complete college program. Required concurrently with internship.
- LAE 4940 INTERNSHIP: ENGLISH EDUCATION (1-12)**
One full semester of internship in a public or private school. Intern takes Senior Seminar in English Education concurrently. In special programs where the intern experience is distributed over two or more semesters, student will be registered for credit which accumulates from 9 to 12 semester hours. (S/U only.)

LAE 5932 SELECTED TOPICS IN THE TEACHING OF ENGLISH (3)
PR: Certification in English and/or Mass Communications and approval of graduate advisor. Investigation of topics which are of special interest to the student and are related to the teaching of English in the secondary school. Topics will be selected by the student in accordance with his particular goals and will be approved by the student's graduate advisor.

Foreign Language Education

FLE 4314 FOREIGN LANGUAGE TEACHING IN THE ELEMENTARY SCHOOL (3)
PR: EDG 4620 or concurrent registration, and fluency in target language and in English. Methods of planning and teaching foreign languages in the elementary school. The emphasis is on teaching communicatively and on integrating culture in the K-6 classroom.

FLE 4333 FOREIGN LANGUAGE TEACHING IN THE SECONDARY SCHOOL (3)
PR: FLE 4314, and fluency in the target language and in English. Methods of teaching foreign languages within a communicative framework. Includes examination and practice of current instructional techniques in listening, speaking, reading and writing skills, testing, error correction, and computer assisted language instruction. The emphasis is on teaching foreign languages and teaching for cultural understanding at the secondary level 7-12.

FLE 4370 PRACTICUM IN FOREIGN LANGUAGE TEACHING IN THE SECONDARY SCHOOL (3)
PR: Senior standing or enrollment in Plan II Master's Program (or CC). Required concurrently with FLE 4333. Fluency in the target language and in English. Preinternship field experience in a K-12 environment. Will include observation and practice in a K-12 classroom as well as class meetings.

FLE 4936 SENIOR SEMINAR IN FOREIGN LANGUAGE EDUCATION (2)
PR: Senior standing. Synthesis of teacher candidate's courses in complete college program. Required concurrently with internship.

FLE 4940 INTERNSHIP: FOREIGN LANGUAGE EDUCATION (1-12)
One full semester of internship in a public or private school. Intern takes Senior Seminar in Education concurrently. (S/U only.)

Education -- General

EDG 4909 DIRECTED STUDIES
PR: Senior standing. To extend competency in teaching field. Offered only as a scheduled class.

Industrial-Technical Education

EIA 3192 TECHNOLOGY EDUCATION AND SOCIETY (4)
Introduction to programs, facilities and opportunities in teaching technology education. Includes historical, current and futuristic implications of technology in society.

EIA 4360 SPECIAL TEACHING METHODS: TECHNOLOGY EDUCATION (3)
Equips Technology Education instructors with professional competencies for classroom and laboratory settings. Includes the selection of appropriate methods, planning, and delivery of instruction, along with supervision of students in laboratory areas.

EIV 4210 PROGRAM MANAGEMENT: INDUSTRIAL-TECHNICAL EDUCATION (4)
Planning, organizing, motivating and controlling of the learning environment in Industrial-Technical Education Classroom and Laboratories. Program standards for OSHA, program review, record keeping, and budgeting will be examined.

EIV 4314 METHODS OF TEACHING: DIVERSIFIED COOPERATIVE TRAINING (3)
Methods, techniques, and materials for instruction. This course specializes in Diversified Cooperative Training.

EIV 4360 SPECIAL TEACHING METHODS: INDUSTRIAL-TECHNICAL EDUCATION (4)
PR: EVT 4365 or CI. Instructional techniques in industrial-

technical education. Vocational Industrial Clubs of America activities may be included.

EIV 5315 PROGRAM MANAGEMENT: DIVERSIFIED COOPERATIVE TRAINING (3)
Organization, coordination, and budgeting of adult, cooperative, and special programs.

EVT 4065 HISTORY AND PRINCIPLES OF VOCATIONAL EDUCATION (4)
An overview of current policies and principles in vocational education including their historical, sociological, and philosophical bases. Open to majors and non-majors.

EVT 4084C PROFESSIONAL DEVELOPMENT IN INDUSTRIAL TECHNICAL EDUCATION (1-3)
Designed for the ITE teacher in forming plans of professional development. Competencies include the development of a personal education philosophy; attributes in creating harmonious school community relationships; and desirable staff and teacher associations.

EVT 4165 CURRICULUM CONSTRUCTION: INDUSTRIAL-TECHNICAL EDUCATION (4)
Design, development, implementation and evaluation of effective curricular materials in industrial, technical and health related occupations; includes individualized and self-paced materials. Open to majors and non-majors.

EVT 4263 ORGANIZATION AND ADMINISTRATION OF STUDENT VOCATIONAL ORGANIZATIONS (1-4)
Includes the organization and administration of the local student vocational organization in industrial, health occupations, business and distributive education.

EVT 4365 BASIC TEACHING METHODS IN VOCATIONAL EDUCATION (4)
Examines the role of the vocational instructor in the teaching learning process; looks at factors that promote and inhibit learning. Reviews a wide variety of instructional approaches, techniques and methods; includes selection of techniques for situations.

EVT 4367 ASSESSING STUDENT SKILL IN INDUSTRIAL TECHNICAL EDUCATION (4)
Techniques for assessing student's mastery of skills in industrial/technical education. Focuses on specific competencies including developing and administering performance tests, monitoring student process, and others. Open to majors and non-majors.

EVT 4562 VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS (4)
Focuses on modifying the vocational education curriculum, laboratory, shop, student outcomes, learning activities, tests, media, etc. to accommodate the unique learning needs of minority, handicapped, disadvantaged, non-traditional and other special needs students.

EVT 4651 EQUITY IN SCHOOLS AND THE WORKPLACE - 6A -XMW (3)
Issues related to gender equity in schools and the workplace. Includes legal, ethical, psychological, sociological, and economic factors; males and females in traditional and non-traditional occupations.

EVT 4905 INDEPENDENT STUDY: INDUSTRIAL-TECHNICAL EDUCATION (1-4)
PR: CI. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)

EVT 4909 DIRECTED STUDY: INDUSTRIAL-TECHNICAL EDUCATION (1-3)
PR: Senior standing. To extend competency in teaching field. Offered only as a scheduled class.

EVT 4936 SENIOR SEMINAR IN INDUSTRIAL-TECHNICAL EDUCATION (2)
PR: Senior standing; CR: EVT 4940. Synthesis of teacher candidate's courses in complete college program.

EVT 4940 INTERNSHIP: INDUSTRIAL-TECHNICAL EDUCATION (1-12)
CR; EVT 4936. One full semester of internship in a public or private school. In special programs where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates from 9-12 semester hours. (S/U only.)

EVT 4946 SUPERVISED FIELD EXPERIENCE: INDUSTRIAL-TECHNICAL EDUCATION (1-6)
PR: CI. Planned supervised functions in the area of specialization and coordinated with selected schools, government, offices, social agencies, businesses and industries on site. (S/U only.)

EVT 5369 PREPARATION AND DEVELOPMENT FOR TEACHING (4)
The development of selected instructional materials, use of new educational media, performance evaluation instruments, and counseling techniques.

EVT 5664 SCHOOL COMMUNITY DEVELOPMENT (4)
This course is an approach to identifying, assessing, and analyzing, individual, institutional and community needs for the purpose of cooperative program planning, community involvement and public support.

Mathematics Education

MAE 4320 TEACHING MATHEMATICS IN THE MIDDLE GRADES (3)
PR: 18 semester hours of mathematics or CI. Techniques and materials of instruction in middle grades mathematics topics. Students are expected to observe 15 hours in middle schools.

MAE 4330 TEACHING SENIOR HIGH SCHOOL MATHEMATICS (3)
PR: MAE 4320 and admission to teacher education program in mathematics. Techniques and materials of instruction in mathematics. Students are expected to observe 20 hours in high schools.

MAE 4551 READING THE LANGUAGE OF MATHEMATICS (2)
Consideration of issues related to the communication of mathematics, including reading and writing mathematics and solving verbal problems.

MAE 4652 TECHNOLOGY FOR TEACHING SECONDARY MATHEMATICS I (3)
PR: Admission to Mathematics Education Program or CI. This course prepares secondary mathematics education majors to write computer programs in both QBASIC and Logo 4.0 that are appropriate for secondary school mathematics classrooms. A variety of uses of computers in mathematics instruction will also be covered.

MAE 4653 TECHNOLOGY FOR TEACHING SECONDARY MATHEMATICS II (3)
PR: MAE 4320 and MAE 4652. This course prepares secondary mathematics education majors to be proficient with hand-held technologies such as; graphing calculators, symbolic manipulators, calculator based laboratory systems and hand held geometric drawing tools.

MAE 4909 DIRECTED STUDY: MATHEMATICS EDUCATION (1-3)
PR: Senior Standing. To extend competency in teaching field.

MAE 4936 SENIOR SEMINAR IN MATHEMATICS EDUCATION (2)
PR: Senior Standing; CR: MAE 4940. Synthesis of teacher candidate's courses in complete college program.

MAE 4940 INTERNSHIP: MATHEMATICS EDUCATION (1-12)
CR: MAE 4936. One full semester of internship in a public or private school. In special programs where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates from 9 to 12 semester hours. (S/U only.)

Measurement and Research

EDF 4430 MEASUREMENT FOR TEACHERS (3)
PR: Upper level standing. Concepts and skills related to designing and developing classroom tests; evaluating tests, instruction, and student progress; and communicating student achievement. Including application of performance assessment techniques and computer applications for measuring and assessing pupil progress.

Physical Education -- Elective

HLP 2081 PERSONAL WELLNESS: A LIFETIME COMMITMENT (3)

An examination of the bases for adopting a positive health

lifestyle with a major emphasis on diet, weight management, physical fitness, stress management, and substance-abuse management.

PEL 1121 GOLF I (2)
Introductory experience in the sport of golf. Fundamental skills, information, strategy, and participation. (S/U only.)

PEL 1341 TENNIS I (2)
Introductory experiences in the sport of tennis. Basic skills, playing strategies, lecture, demonstration, and participation. (S/U only.)

PEL 1346 BADMINTON (2)
Progressive experiences in badminton, fundamental skills, strategy, information and participation. (S/U only.)

PEL 2122 GOLF II (2)
Continuation of PEL 1121. Emphasis on course play and refinement of strokes. (S/U only.)

PEL 2321 VOLLEYBALL (2)
Review and refinement of fundamental skills, presentation and practice of the various offensive strategies. (S/U only.)

PEL 2342 TENNIS II (2)
Continuation of PEL 1314L. Refinement of basic skills, supplementary strokes, greater emphasis on tactics and playing strategies. (S/U only.)

PEL 2441 RACKETBALL (2)
Development and refinement of the skills and strategies of Racketball with opportunity for competition and tournament play. (S/U only.)

PEL 2621 BASKETBALL (2)
Review and refinement of fundamental skills, presentation and practice of the various offensive and defensive strategies. (S/U only.)

PEM 2116 STRENGTH AND AEROBIC DEVELOPMENT (2)
Strength development activities combined with aerobic training for individual improvement. (S/U only.)

PEM 2131 WEIGHT TRAINING (2)
Knowledge and techniques necessary for increasing muscle function. Assessment of status and development of a personal program (S/U only.)

PEM 2141 JOGGING (2)
Introduction to the knowledge and techniques necessary for increasing cardiorespiratory efficiency. Assessment of status and development of a personal program. (S/U only.)

PEM 2441 KARATE (2)
Introductory experiences in the sport of Karate. Fundamental skills, strategy, information, and participation. (S/U only.)

PEM 2930 SELECTED TOPICS (1-2)
Activities offered are selected to reflect student need and faculty interest. May be repeated up to 6 hours. (S/U only.)

PEN 1121 SWIMMING I (2)
Development and refinement of the essential skills and information necessary for enjoying swimming. Emphasis on personal safety. (S/U only.)

PEN 2113 LIFE GUARD TRAINING (2)
PR: PEN 2122 or equivalent. Knowledge and skills necessary for saving the lives of others in the event of aquatic emergency. ARC certification offered. (S/U only.)

PEN 2122 SWIMMING II (2)
PR: PEN 1121 or equivalent. Continuation of PEN 1121. Special emphasis on development of endurance and efficient stroking. (S/U only.)

PEN 2136 SKIN & SCUBA DIVING (2)
PR: PEN 2172 or equivalent. Development of the essential skills and knowledge necessary for enjoying the sport of Skin & Scuba Diving. Correct utilization and care of equipment; emphasis on personal safety. (S/U only.)

PET 3931 SELECTED TOPICS (1-3)
Topics offered are selected to reflect student need and faculty interest. May be repeated up to 9 credit hours. (S/U only.)

Professional Physical Education

HLP 4941 WELLNESS INTERNSHIP (12)
PR: CC. Completion of all curriculum requirements. Supervised performance in adult fitness and/or wellness programs. Full semester on-site. Open to Wellness Leadership Physical Education Majors only. (S/U only.)

- HSC 2400 FIRST AID** (2)
Meets the American Red Cross certification requirements in standard and advanced first aid.
- HSC 3301 HEALTH, SAFETY, NUTRITION AND MOTOR SKILLS FOR THE YOUNG CHILD** (3)
Provide students with the knowledge to teach developmentally appropriate motor activities; to provide continuous health services; create and maintain a healthy learning environment; and sequence appropriate health instruction for Pre-K through 3rd grade students.
- PEP 3940 PRACTICUM IN HEALTH PROMOTION/WELLNESS** (4)
PR: CI. Completion of Semesters I and II and admission to the College of Education. Practical experience as a professional in a community or worksite health promotion or wellness program. (S/U only.)
- PEP 3951 COMMUNICATION SKILLS FOR WELLNESS LEADERS-6A** (3)
PR: Completion of Semester I and II in Wellness Leadership track or CI. Designed to develop knowledge and skills in communication and counseling that is specific to wellness and health promotion.
- PEQ 2101 AQUATICS** (2)
PR: Red Cross beginning swimmer's skills or equivalent. Includes analysis of swimming skills, teaching methodology, conducting class activities, and organizing and conducting aquatic programs.
- PEQ 3170 AQUATIC EXERCISE** (2)
PR: CC. An instructor training course in aquatic exercise. Focuses on teaching aerobic, strength, flexibility, and weight control exercises performed in swimming pools. Open to non-majors.
- PET 2010 PERSONAL/PROFESSIONAL DEVELOPMENT SEMINAR** (3)
PR: CC. Identification of personal and professional knowledge, skills, and attitudes necessary for successful professional practice of physical educators and wellness leaders. Introduction to career opportunities and the historical, philosophical, and sociological foundations of the profession. Development of a personal-professional development plan. Field work required. Majors only.
- PET 2622C CARE AND PREVENTION OF PHYSICAL INJURIES** (3)
Principles and techniques of conditioning athletes for competition; prevention and care of injuries in physical education and athletic activities.
- PET 3031 MOTOR DEVELOPMENT AND ASSESSMENT** (3)
PR: CC. Study of the assessment, evaluation and motor development performance of children and adolescents and application of principles of motor skills acquisition in physical education instruction. Open to non-majors.
- PET 3080 SURVEY OF WELLNESS PROGRAM** (3)
PR: CC. An analysis of various types of wellness programs in the public and private sector including community-based programs, commercial health and fitness enterprises, government-based programs, corporate-based programs, and hospital health and fitness centers.
- PET 3310 KINESIOLOGY** (3)
PR: CC. A study of the structure and function of the skeletal and muscular systems and of mechanical principles related to psycho-motor performance. Open to non-majors.
- PET 3351 EXERCISE PHYSIOLOGY I** (3)
PR: CC. A study of the effects of physical activity on the body. Topics include acute and chronic adaptation of the cardiovascular, muscular, metabolic, hormonal, and energy systems to exercise. Open to non-majors.
- PET 3421 CURRICULUM AND INSTRUCTION IN PHYSICAL EDUCATION** (3)
PR: CC. Development of knowledge and skills related to the instruction process of physical education. Preparation of materials and planning instruction.
- PET 3441 INSTRUCTIONAL DESIGN AND CONTENT: MIDDLE SCHOOL PHYSICAL EDUCATION** (3)
PR: CC. The development of physical education content and instructional practices for middle school students. The focus is upon matching appropriate content and learning experiences to the unique needs of the pre- and early adolescent learner.
- PET 3640 ADAPTED PHYSICAL EDUCATION** (3)
PR: CC. A study of characteristics, programming needs and teaching of physical education for students with disabilities.
- PET 3943 PHYSICAL EDUCATION INTERNSHIP: MIDDLE SCHOOL** (4)
PR: CC. A part-time internship in middle school physical education. Focus on the relationship of physical education to the needs of the pre- and early adolescent learner, the organization and purpose of the middle school, and application appropriate content and methodologies.
- PET 4141 TRENDS AND TASKS- ELEMENTARY PHYSICAL EDUCATION** (3)
PR: CC. Current trends are evaluated from a historical and philosophical perspective. Non-teaching tasks are identified as part of the professional role. Evaluate and continue personal-professional development plan developed in previous semesters. Taken concurrently with Physical Education Internship: Elementary. Physical Education Majors only.
- PET 4142 TRENDS AND TASKS - SECONDARY PHYSICAL EDUCATION** (1)
PR: CC. Current trends are evaluated from a historical and philosophical perspective. Non-teaching tasks are identified as part of the professional role. Evaluate and continue personal-professional development plan developed in previous semesters. Taken concurrently with Physical Education Internship: Secondary. Physical Education Majors only.
- PET 4304 PRINCIPLES AND ISSUES IN COACHING** (3)
The application of principles from philosophy, psychology, sociology, and physiology to competitive athletics and coaching.
- PET 4353 EXERCISE PHYSIOLOGY II** (3)
PR: CC. & PET 3352. A study of Exercise Physiology focusing on the obese, heart patients, arthritics, elderly, and high performance athletes. Open to non-majors.
- PET 4384 HEALTH-FITNESS APPRAISAL & EXERCISE PRESCRIPTION** (3)
PR: CC. & PET 3352. Techniques in conducting health-fitness tests and exercise prescription for adults. Includes cardiovascular strength, flexibility, body composition, health risk testing, exercise prescribing, and monitoring. Open to non-majors.
- PET 4401 ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION PROGRAMS** (3)
PR: CC. A study of organizational and administrative procedures for physical education programs in elementary and secondary schools. Includes scheduling, budget, facilities, extra-curricular programs, and the selection and supervision of staff.
- PET 4404 ORGANIZATION & ADMINISTRATION OF WELLNESS PROGRAMS** (3)
PR: CC. Design and implementation of various types of wellness programs with emphasis on assessment and evaluation, management, staffing, participant adherence, program design, budgeting, legal liability, and marketing.
- PET 4432 INSTRUCTIONAL DESIGN AND CONTENT: PHYSICAL EDUCATION ELEMENTARY** (3)
PR: CC. This is the second of a three-course sequence in which students study movement forms and instructional processes suitable for elementary age students.
- PET 4433 INSTRUCTIONAL DESIGN AND CONTENT: PHYSICAL EDUCATION ELEMENTARY II** (3)
This course prepares students to select, plan, conduct complex movement experiences for students K-6.
- PET 4442 INSTRUCTIONAL DESIGN AND CONTENT: PHYSICAL EDUCATION SECONDARY** (3)
PR: CC. Development of knowledge and skills related to the teaching of selected movement activities such as team sports, gymnastics, and physical fitness. Focus is on understanding mechanical principles utilized within those activities as well as on instructional progression and the preparation of materials for instruction at the secondary school level.
- PET 4443 INSTRUCTIONAL DESIGN AND CONTENT: PHYSICAL EDUCATION SECONDARY II** (3)
PR: CC. In this course, students are prepared to plan,

conduct, and evaluate complex movement experiences in games, dance, gymnastics and physical fitness appropriate for students.

PET 4905 INDEPENDENT STUDY: PROFESSIONAL PHYSICAL EDUCATION (1-4)

PR: Cl. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)

PET 4942 PHYSICAL EDUCATION INTERNSHIP: ELEMENTARY (4)

PR: CC. A part-time internship in elementary school physical education. Focus on the nature of the total elementary school curriculum, characteristics of students, and application of appropriate content and instructional competencies. (S/U only.)

PET 4944 PHYSICAL EDUCATION INTERNSHIP: SECONDARY (4)

PR: CC. A part-time internship in high school level physical education with focus on the relationship of physical education to the needs of the early adolescent and the implementation of appropriate content and methodology. (S/U only.)

PET 4946 ASSOCIATE TEACHING PHYSICAL EDUCATION: ELEMENTARY (12)

PR: CC. A full-time internship in the elementary school in which the student undertakes the full range of teaching responsibilities in elementary physical education. May not be repeated. (S/U only.)

PET 4947 ASSOCIATE TEACHING PHYSICAL EDUCATION: SECONDARY (12)

PR: CC. A full-day internship in middle, junior or senior high school physical education programs with focus on the implementation of appropriate content and methodology to meet the needs of secondary students. (S/U only.)

Psychological and Social Foundations

EDF 2005 INTRODUCTION TO EDUCATION AND FIELD EXPERIENCE (3)

introductory survey course required for admission to the College of Education. A broad overview of the history, sociology and philosophy of education in the United States focuses on education as a field of study and teaching as a profession. Includes lecture and field experience.

EDF 3122 LEARNING AND THE DEVELOPING CHILD (3)

PR: General psychology and admission to College of Education. Preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.

EDF 3214 HUMAN DEVELOPMENT AND LEARNING (3)

PR: General psychology and admission to College of Education. Application of respondent and operant learning principles to classroom learning, teaching models for different instructional goals, analysis of teacher behavior, micro-teaching.

EDF 3228 HUMAN BEHAVIOR AND ENVIRONMENTAL SELECTION -6A -XMW (3)

Learning principles, behavior analysis applied to global environmental and social issues. Requires elementary computer word processing skills.

EDF 3542 PHILOSOPHY OF EDUCATION -XMW (4)

PR: Upper level standing. A study of philosophy of education with an emphasis on aspects that are relevant to an understanding of the issues and problems of American education.

EDF 3604 SOCIAL FOUNDATIONS OF EDUCATION -XMW (3)

PR: Upper Level Standing. Social, economic and political context within which schools function and the values which provide direction for our schools; the culture as a motivating influence in instruction; and the ways in which ethnicity, race, social class, gender and language background affect access to educational and economic opportunity and achievement.

EDF 4111 CHILD GROWTH AND LEARNING (3)

PR: Upper level standing and admission into Early Childhood Program or Cl. An introduction to the principles of child growth and learning as they relate to the education of young children. Special emphasis is placed on the contributions of family and community to these developmental processes.

EDF 4131 LEARNING AND THE DEVELOPING ADOLESCENT (4)

PR: General psychology and admission to College of Education. Adolescent growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.

EDF 4905 INDEPENDENT STUDY: EDUCATIONAL FOUNDATIONS (1-4)

PR: Cl. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)

EDF 4909 DIRECTED STUDY: EDUCATIONAL FOUNDATIONS (1-3)

PR: Senior Standing. To extend competency in teaching field. Offered only as a scheduled class.

EDF 5136 ADOLESCENCE (4)

Study of the educational, intellectual, personality, physical, social and vocational factors in adolescence and their importance for school personnel.

EDF 5285 PROGRAMMED INSTRUCTION AND TEACHING MACHINES (3)

Principles for programming in the several academic subjects.

EDF 5672 AMERICAN DEMOCRACY AND PUBLIC EDUCATION (3)

Interdependence of the public school and democracy in the United States and the responsibility of the school in fostering and strengthening basic democratic principles.

EDG 2701 TEACHING DIVERSE POPULATIONS AND FIELD EXPERIENCE (3)

Introductory survey course required for admission to the College of Education. Places schools and teaching within the context of the U. S. as a pluralistic society. Topics include: the demographics of diversity; prejudice; elements of culture; American heritage of diversity and its value; and barriers to cultural understanding. Includes lecture and field experience.

IDS 3115 VALUES AND CHOICES -6A -XMW (3)

An in-depth examination of values and their relationship to choices in contemporary society using historical perspective and inquiry of moral/ethical dilemmas. Available to majors or non-majors.

MHS 4001 INTRODUCTION TO GUIDANCE PROCESSES (3)

PR: Upper level standing. An introduction to the role and function of guidance, school psychology, social work and other pupil personnel services. Opportunities for increasing self awareness.

MHS 4052 HUMAN RELATIONS SKILLS IN COUNSELING -XMW (4)

PR: EGC 4001 or Cl. Introduction to the theory of human relations dynamics and development of skills required for effective interpersonal relations. Lecture sessions and laboratory training.

MHS 4905 INDEPENDENT STUDY: GUIDANCE AND COUNSELING EDUCATION (1-4)

PR: Cl. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)

SDS 4040 INTRODUCTION TO STUDENT PERSONNEL WORK IN HIGHER EDUCATION (2)

PR: Cl. Study of student personnel services in institutions of higher education. Identification of the needs of students and of the ways to respond to meet these needs. Survey of service units on a campus in terms of structure, organization, funding, etc.

SLS 1101 THE UNIVERSITY EXPERIENCE (2)

PR: Freshman only or Cl. An extended introduction and orientation to USF. Topics include purposes of higher education, structure and function of USF, overview of the processes of career planning and selecting a major, study skills, and managing out-of-class time.

SLS 2401 CAREER DEVELOPMENT PROCESS (2)

Students will study vocational choice theories and participate in career decision processes. Development of self-awareness and knowledge of career opportunities and requirements necessary for decision making. Available to lower level majors or non-majors.

Reading Education**RED 4511 LITERACY IN THE INTERMEDIATE AND**

MIDDLE GRADES (3)
PR: RED 4310. Prepares preservice teachers to facilitate literacy learning for students who are beyond the primary grades. Students will develop an understanding of instructional strategies and materials appropriate for remedial, multicultural, and mainstream students ways to promote literacy development across the curriculum, and theories of reading disabilities.

Science Education**SCE 4237 SCIENCE, TECHNOLOGY, SOCIETY INTERACTION - 6A -XMW (4)**

Achieve a historical and philosophical understanding of (1) the nature of the scientific enterprise: interaction of science, technology, and society (STS), (2) how to teach STS including the use of computers and related technologies, and (3) intricacies of sample STS topics.

SCE 4305 COMMUNICATION SKILLS IN THE SCIENCE CLASSROOM (2)

Reading and communication skills important in understanding scientific literature and communicating findings to others.

SCE 4320 TEACHING METHODS IN MIDDLE GRADE SCIENCE (3)

PR: Completion of 25 semester hours of Science or CC. Survey techniques and materials unique to science, grades 5-9. Not designed for high school certification purposes.

SCE 4330 TEACHING METHODS IN THE SECONDARY SCHOOL-SCIENCES (3)

PR: Completion of 26 hours in approved science areas, EDG 4620 (or CR), and CC. Techniques and materials of instruction in secondary school sciences.

SCE 4936 SENIOR SEMINAR IN SCIENCE EDUCATION (1)

PR: Senior standing; CR: SCE 4940. Synthesis of teacher candidate's courses in complete college program.

SCE 4940 INTERNSHIP: SCIENCE EDUCATION (1-12)

CR: SCE 4936. One full semester of internship in a public or private school.

SCE 5937 SELECTED TOPICS IN SCIENCE EDUCATION (1-4)

May be repeated when topics are not duplicated.

Social Science Education**SSE 4333 TEACHING MIDDLE GRADES SOCIAL SCIENCE (3)**

Designed to study techniques and strategies employed by social sciences teachers that are effective in motivating teenage youth to acquire information, skills, and modes of reasoning unique to the social sciences. Students are expected to plan and present instructional plan(s) demonstrating the use of various methods, techniques, and materials that achieve concrete outcomes. Theoretical foundations of social studies are also studied. Fieldwork in a middle school is required.

SSE 4334 TEACHING SECONDARY GRADES SOCIAL SCIENCE (3)

PR: SSE 4333. This course is a continuation of SSE 4333 with further development of the instructional techniques and strategies and the information, skills, and modes of reasoning unique to the social sciences with an emphasis on the secondary school environment. The teaching profession, school settings, legal, and classroom management issues are also studied. Fieldwork in a high school is required.

SSE 4380 GLOBAL AND MULTICULTURAL PERSPECTIVES IN EDUCATION -XMW (3)

PR: EDG 3604 and EDG 4620, or CI. Examination of the major issues surrounding global and multicultural perspectives in education (Available to non-Education majors.)

SSE 4640 COMMUNICATION SKILLS IN SOCIAL SCIENCES (2)

PR: SSE 4333. CR: SSE 4334. Preparation for instruction and demonstration of instructional techniques in social sciences covered in SSE 4333 and SSE 4334 with an emphasis on students developing their communication, presentation, and organizational skills. (S/U only.)

SSE 4670 ECONOMICS USA: PRINCIPLES OF ECONOMICS FOR TEACHERS (3)

A television course focusing on content and teaching meth-

odology related to micro/macro economic principles. (S/U only.)

SSE 4936 SENIOR SEMINAR IN SOCIAL SCIENCE EDUCATION (2)

PR: Senior standing; CR: SSE 4940. Synthesis of teacher candidate's courses and preparation for the professional interview and application process.

SSE 4940 INTERNSHIP: SOCIAL SCIENCE EDUCATION (1-12)

CR: SSE 4936. One full semester of internship in a public or private school. In special programs where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates from 9 to 12 Semester hours. (S/U only.)

SSE 5644 ECONOMIC DECISION-MAKING FOR TEACHERS (3)

PR: Admission to the College of Education or CC. Provides teachers (K-12) with content related to the operation of businesses in a market economy. Teachers analyze economic/business concepts from the perspective of individuals currently operating businesses in the Tampa Bay area. Focus of the instruction is on the application of content to K-12 instructional programs.

Special Education**EED 4011 INTRODUCTION TO BEHAVIOR DISORDERS (3)**

PR: EEX 4011, or equivalent or CI. Survey of emotional, behavioral and social disorders in children and youth. History of the field, definitions, classifications, theoretical approaches, intervention techniques, classroom management, service delivery models, trends and issues.

EED 4905 INDEPENDENT STUDY: BEHAVIOR DISORDERS (1-3)

PR: CI. Specialized independent study determined by the student's needs and interests. May be repeated up to a maximum of 3 credit hours when subjects vary. (S/U only.)

EED 4909 DIRECTED STUDY: BEHAVIOR DISORDERS (1-3)

PR: Senior standing. To extend competency in teaching field.

EED 4941 UNDERGRADUATE SUPERVISED PRACTICUM IN BEHAVIOR DISORDERS (1-6)

PR: EEX 4011 and major in behavior disorders. Supervised field experience in assessment, classroom management, and clinical teaching with children who have emotional and behavioral disabilities. Repeatable up to 6 credit hours. (S/U only.)

EEX 4011 INTRODUCTION TO SPECIAL EDUCATION (3)

Characteristics and needs of children who have learning disabilities, emotionally disabilities, hearing impairments, mentally retardation, physically handicaps, speech impairments, visual limitations, and who are gifted and talented.

EEX 4070 INTEGRATING EXCEPTIONAL STUDENTS IN THE REGULAR CLASSROOM (2-3)

Designed for non-special education majors. Includes basic identification techniques and strategies to promote academic and social integration and interaction of "mainstreamed" exceptional students. Concurrent field experience projects are included. No credit for department majors.

EEX 4221 EDUCATIONAL ASSESSMENT OF EXCEPTIONAL STUDENTS (3)

PR: EDF 3214 and EEX 4011. Taken concurrently with EED 4941, ELD 4941, or EMR 4941. Introduction to assessment of exceptional students through formal and informal techniques. Emphasis placed on the interpretation of information for educational programming and individualization of instruction.

EEX 4243 EDUCATION OF THE EXCEPTIONAL ADOLESCENT AND ADULT (3)

PR: EEX 4011 or equivalent or CI. Procedures for implementing educational programs for exceptional adolescents and adults. Topics include service delivery, curriculum, academic remediation, advocacy, utilization of ancillary services, alternative programs, and community resources.

EEX 4604 BEHAVIOR MANAGEMENT FOR SPECIAL NEEDS AND AT RISK STUDENTS (3)

PR: EEX 4011. Taken concurrently with EED 4941, ELD 4941, or EMR 4941. Techniques to prevent, analyze, and manage challenging and disruptive classroom behavior as well as teaching social skills.

- EEX 4742 NARRATIVE PERSPECTIVES ON EXCEPTIONALITY: CULTURAL AND ETHICAL ISSUES -6A -XLW** (3)
This course is designed to use literature as a way to interpret the lives of individuals with disabilities, their families and those who play an educational role in their lives. The course also addresses cultural and ethnic diversity so as to better analyze the role of ethics and values in decisions made pertaining to individuals with disabilities.
- EEX 4846 CLINICAL TEACHING IN SPECIAL EDUCATION** (3)
PR: EEX 4011. Taken concurrently with EED 4941, ELD 4941, or EMR 4941. Effective teaching principles, instructional management procedures, and specialized teaching techniques for exceptional students.
- EEX 4905 INDEPENDENT STUDY: EXCEPTIONAL STUDENT EDUCATION** (1-3)
PR: CI. Specialized independent study determined by the student's needs and interests. May be repeated up to 3 credit hours when subjects vary. (S/U only.)
- EEX 4909 DIRECTED STUDY: EXCEPTIONAL STUDENT EDUCATION** (1-3)
PR: Senior standing. To extend competency in teaching field. Repeatable up to 3 credit hours.
- EEX 4936 SENIOR SEMINAR IN EXCEPTIONAL STUDENT EDUCATION** (2)
PR: Senior standing; CR: EEX 4940. Synthesis of teacher candidate's courses in complete college program. Required concurrently with internship.
- EEX 4940 INTERNSHIP: EXCEPTIONAL STUDENT EDUCATION** (1-10)
CR: EEX 4936. One full semester of internship in an accredited public or private school. (S/U only.)
- EEX 5705 SEMINAR IN PRESCHOOL HANDICAPPED** (2)
PR: CI. Seminar about the needs, interventions, and the coordination of services for preschool handicapped children and their families. May be repeated up to 6 credit hours.
- EEX 5752 WORKING WITH FAMILIES: A PLURALISTIC PERSPECTIVE** (3)
PR: Graduate standing or CI. The impact of the socio/cultural environment on the education of at-risk and handicapped children; family systems theory, principles of multicultural education, strategies for working effectively with families of school-age children, diverse cultures and family structures represented in school.
- EGI 4941 UNDERGRADUATE SUPERVISED PRACTICUM IN GIFTED STUDENT EDUCATION** (1-6)
Organized, supervised experiences with gifted children. Specific experiences may be either a combination of observation and assistance with gifted children or individualized projects.
- EGI 5051 NATURE AND NEEDS OF THE GIFTED** (3)
Characteristics and educational needs of gifted children and youth. Emphasis is on five types of giftedness as defined by National Department of Education (1) intellectual giftedness, (2) specific academic aptitude, (3) visual and performing arts, (4) leadership and (5) kinesthetic.
- EGI 5325 THEORY AND DEVELOPMENT OF CREATIVITY** (3)
Exploration of the concept of creativity, its factors, measurement, and application to education. Opportunities are given to work with children in a laboratory setting and to prepare materials to be used with small groups of children.
- ELD 4011 INTRODUCTION TO SPECIFIC LEARNING DISABILITIES** (3)
PR: EEX 4011 or CI. Characteristics, needs and abilities of children with SLD. Emphasis is on theories, issues, trends, and philosophy of problems for such children.
- ELD 4905 INDEPENDENT STUDY: SPECIFIC LEARNING DISABILITIES** (1-3)
PR: CI. Specialized independent study determined by student's needs and interests. May be repeated up to 3 credit hours when subjects vary. (S/U only.)
- ELD 4909 DIRECTED STUDY: SPECIFIC LEARNING DISABILITIES** (1-3)
PR: Senior standing. To extend competency in teaching field.
- ELD 4941 UNDERGRADUATE SUPERVISED PRACTICUM IN SLD** (1-6)
PR: EEX 4011 and major in Specific Learning Disabilities. Supervised field experiences in assessment, behavior management and clinical teaching with classes for children who have specific learning disabilities. Repeatable up to a total of 6 hours. (S/U only.)
- EMR 4011 INTRODUCTION TO MENTAL RETARDATION** (3)
PR: EEX 4011. Introduction to the classification, diagnosis, characteristics, and treatment of children with mental retardation.
- EMR 4230 EDUCATING THE SEVERELY/PROFOUNDLY HANDICAPPED** (3)
PR: EMR 3011 or CI. Emphasis on educational methods and materials for teaching students with severe/profound handicaps. Practicum/field experience linkage.
- EMR 4905 INDEPENDENT STUDY: MENTAL RETARDATION** (1-3)
PR: CI. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)
- EMR 4909 DIRECTED STUDY: MENTAL RETARDATION** (1-3)
PR: Senior standing. To extend competency in teaching field. Offered only as a scheduled class.
- EMR 4941 UNDERGRADUATE SUPERVISED PRACTICUM IN MENTAL RETARDATION** (1-6)
PR: EEX 4011 and major in Mental Retardation. Supervised field experiences in assessment, behavior management, and clinical teaching with children who have mental retardation. Repeatable up to a total of 6 hours credit. (S/U only.)
- EPH 5051 ADVANCED THEORIES IN MOTOR AND PHYSICAL DISABILITIES** (3)
PR: EEX 4011 or CI. Biological and functional aspects of motor and physical health disabilities, including dysfunctions in central nervous system covering motor, sensory, language and psychological disorders.
- EPH 5321 EDUCATIONAL STRATEGIES FOR PHYSICALLY AND MULTIHANDICAPPED STUDENTS** (3)
PR: EPH 5051. Educational management of students with cerebral palsy, motor disabilities and multihandicapped conditions including rehabilitation and other community services.