The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). All Teacher education programs must meet the requirements of chapter 6A-5, Rules of the State Board of Education of Florida, and have “Approved Program” status.

The Mission of the College is to "improve the preparation of teachers, other professional educators, and professional support personnel and to discover improved teaching, learning, and leadership techniques through research and practice." 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, who have a deep interest in intellectual inquiry and who 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 in appropriate academic areas. Liberal Arts courses and courses in the content areas are offered through the College of Arts and Sciences. Courses in the College which are primarily designed for teacher candidates are taught by the College of Education faculty.

**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. No Exemptions.
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)
6. Admission to programs will be based upon the applicant’s 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.
7. 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 described in the catalog for additional admission information and prerequisites. Information regarding admission requirements for programs may also be obtained from the Student Academic Services, College of Education.(EDU 106)

**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 Seminars 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.
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. Special Education programs require completion of all professional education and specialization coursework. Secondary and Vocational Education Programs require completion of the professional course sequence except for EEX 4070/EDF 4430 and a minimum of two thirds of the specialization coursework.
5. Elementary, Early Childhood, and Physical Education programs require a combined grade point average of 2.5 in professional education and specialization coursework as well as an overall USF GPA of 2.5. Special Education programs require an overall USF GPA of 2.5. Secondary and Vocational Education programs require a minimum GPA of 2.5 in professional education and specialization coursework or an overall USF GPA of 2.5.
6. Students must earn a "C" grade or higher in their required major courses. "SU" 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 Physical Education, Elementary and Early Childhood programs require a combined grade point average of 2.5 in professional education and specialization as well as an overall USF GPA of 2.5. Satisfactory completion of the internship is also required. Prior to completion of the internship, the student must pass both the Subject Area (SAE) for the appropriate area and the Professional Education (PED) sections of the Florida State Teacher Certification Examination (FTCE). 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 designed to enhance the already outstanding teacher preparation programs currently offered within the College of Education. The Suncoast Area Teacher Training Program celebrates excellence in teaching while emphasizing professionalism in a diverse society. SCATT offers students a variety of activities, workshops, field seminars, and field trips to enrich their knowledge base as educators. The SCATT program offerings are based on the research on effective teaching strategies, and encourage reflective practice.

The entrance requirements for the program help identify those students who have demonstrated high levels of academic achievement, leadership potential and those who have a commitment to aspire to the highest standards of the teaching profession. To graduate as a SCATT student, individuals participate in activities each semester prior to final internship which extend “above and beyond” the requirements of their academic curricula. In addition, they are offered the opportunity to network with majors from programs other than their own. During final internship, SCATT students participate in management and professionalism. SCATT also helps prospective employers within the University’s service area fill teaching positions with highly qualified graduates.

To apply to the SCATT program, students must be admitted to the College of Education in a program that requires a full-time internship experience, complete an application available from the SCATT office, call (813) 974-2061, or visit our website at www.coedu.usf.edu/SCATT

**Degree Requirements**

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)**
   Course requirements for the Professional Education Core vary according to the field of specialization. These requirements are listed with the programs that follow in each department section.

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. One of these courses must be taken outside the College of Education.

**DEPARTMENTS AND PROGRAMS**

The College of Education is organized into 7 departments. Each department has one or more programs which are listed alphabetically in the following departmental section.

**Department of Leadership Development**

The Leadership Development Department at USF offers degrees designed to prepare teachers and leaders in the various fields of Vocational-Technical and Adult Education and in the human resource development field. The Bachelor of Science (B.S.) degree is offered in the areas of: Business and
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 (BBE):
  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
(Alternatively, other coursework may be substituted with advisor's approval)

ACG X001 Financial and Managerial Accounting I
ACG X011 Financial and Managerial Accounting II
ECO X013 Economic Principles (Macroeconomics)
ECO X023 Economic Principles (Microeconomics)

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

Specialization Requirements (37 cr. hrs.):
EDF 2701 Introduction to Educational Technology
EDF 4380 Special Teaching Methods: Industrial-Technical Education
EVT 4946 Supervised Field Experience:
Industrial-Technical Education (3)

INDUSTRIAL-TECHNICAL EDUCATION

- Requirements for the B.S. Degree (BIT):
  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 Vocational Education (4)
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 4564* Supervised Field Experience: Industrial-Technical Education (4)
EVT 4651 Equity in Schools & Workplace (Exit) (3)
EVT 4936 Senior Seminar in Education (2)
EVT 4940 Internship (10)

*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 Technological 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) electronics, (e) 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.
- EDG 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology
- EVT 4165 Curriculum Construction: Industrial-Technical Education
- EVT 4365 Basic Teaching Methods in Vocational Education

An additional 6 credit hours must be successfully completed as a member of an internship.

**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 state-approved 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 Education Programs**
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 Specialization 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.

### EARLY CHILDHOOD EDUCATION:
**Pre-Kindergarten/Primary**

**Requirements for the B.S. Degree (BEC):**
General Education Requirements and Exit Courses are listed under Degree Requirements.

**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.
- EDG 1005/2005 Introduction to Education
- EDG 2701 Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology
- EVT 4165 Curriculum Construction: Industrial-Technical Education

Students should also complete 15 hours beyond those taken to meet General Education Requirements to include one speech, one natural science (and lab if not already taken), one humanities/fine arts, one social science, and one math.

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 cr. hrs.):**
- **Professional Education Core (28):**
  - EDF 4111 Child Growth and Learning (3)
  - EEC 4940 Internship: Early Childhood (10)
  - EEC 4936 Senior Seminar (2)
  - 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)
  - EDG 4909 Teaching LEP Students K-12 (3)
- **Specialization (30):**
  - EEC 4008 Literature in Early Childhood Education (Exit) (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 4408 Child, Family & Teacher Relations (3)
  - EEC 4706 Language and Emergent Literacy (3)
  - HSC 3301 Health, Safety, Nutrition and Motor Skills for the Young Child (3)
  - RED 4310 Early Literacy Learning (3)

**ELEMENTARY EDUCATION**
- **Requirements for the B.S. Degree (BEE):**
  General Education and Exit Course requirements are listed under Degree Requirements.
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 to these three education courses, students must also take:
- a minimum of 9 hours in communications, including a speech course;
- a minimum of 9 hours in mathematics, excluding MAT 1033 and a computer course;
- a minimum of 9 hours in the natural and/or physical sciences, with a minimum of one associated lab;
- a minimum of 9 hours in the humanities; and
- a minimum of 9 hours in the social sciences, including a psychology or human growth and development course.

These courses may meet General Education Requirements as well as fulfill Prerequisites.
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 Education Core (29 credit hours)
The required courses in the professional education core are as follows:
EDF 3122 Learning and the Developing Child (3)
EDF 3604 Social Foundations of Education (Exit) (3)
EDG 4620 Curriculum and Instruction (3)
EDF 4430 Measurement for Teachers (3)
EEX 4070 Integrating Exceptional Students in the Regular Classroom (2)
EDG 4909 Teaching LEP Students K-12 (3)
EDG 4909 Applied Linguistics (2)
EDE 4940 Internship (10)

Specialization (44 cr. hrs.):
ARE 4313 Art For the Child and You (3)
EDE 4301 Teaching Methods in the Elementary School (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 (Exit) (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.

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 offered by the department 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.

ENGLISH EDUCATION (BEN):
General Education and Exit Course requirements are listed under Degree Requirements.

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
American or British Literature Survey (3)
Advanced Creative Composition beyond Freshman I and II (3)
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.

Professional Education Core (29 credit hours)
The required courses in the professional education core are as follows:
EDF 3214 Human Development and Learning (3)
EDF 3604 Social Foundations of Education (Exit) (3)
EDG 4620 Curriculum and Instruction (3)
EDF 4430 Measurement for Teachers (3)
EEX 4070 Integrating Exceptional Students in the Regular Classroom (2)
EDG 4909 Teaching LEP Students K-12 (3)
LAE 4936 Senior Seminar in English Education (2)
LAE 4940 Internship: English Education (10)

Program Requirements (33 credit hours)
1. English Specialization:
   ENC 3310 Expository Writing (3)
   One of the following:
   LIT 3103 Great Literature of the World (Exit) (3)
   WST 4263 Third World Women Writers (Exit) (3)
   Two of the following:
   AML 3031 American Literature to 1860 (3)
   AML 3032 American Literature 1860-1912 (3)
   AML 3051 American Literature 1912-1945 (3)
   AML 3604 African-American Literature (Exit) (3)
   AML 4111 Nineteenth-Century American Novel (3)
   AML 4121 Twentieth-Century American Novel (3)
   LIT 4386 British and American Literature by Women (Exit) (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)
- LIN 4680 Structure of American English (3)

2. English Education:

- LAE 4323 Methods of Teaching English: Middle School (3)
- LAE 4464 Adolescent Literature for Middle and Secondary Students (Exit) (3)
- LAE 4530 Methods of Teaching English: Pracicum (3)
- LAE 4642 Methods of Teaching English: High School (3)
- LAE 4530 must be taken concurrently with LAE 4642 (PR: LAE 4464), 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 Exit requirements are listed under Degree Requirements. A minimum of 27 credit hours beyond intermediate course requirements must be earned in the foreign language. Programs are available for Spanish (BFS), French (BFF), Italian (BFI), German (BFG) and Russian (BFR).

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

(Students 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.

Professional Education Core (29 credit hours)

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

- EDF 3214 Human Development and Learning (3)
- EDF 3604 Social Foundations of Education (Exit) (3)
- EDF 4820 Curriculum and Instruction (3)
- EDF 4430 Measurement for Teachers (3)
- EEX 4070 Integrating Exceptional Students in the Regular Classroom (2)
- EDG 4909 Teaching LEP Students K-12 (3)
- FLE 4936 Senior Seminar in Foreign Language Education (2)
- FLE 4940 Internship: Foreign Language Education (10)

Specialization (39 cr. hrs.): 2.

- Foreign Language Education

12 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)

Summer Term: EDG 4909 Technology in the Foreign Language Classroom

■ MATHEMATICS EDUCATION (BMA):

General Education and Exit Course requirements are listed under Degree Requirements.

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 (4)
Computer Programming Language (3)
(Microcomputer-based Fortran, Pascal, C or C++)

*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 (26 cr. hrs.):

- MAC 2313 Calculus III (4)
- MAD 3100 Discrete Mathematics (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)
- MTH 4403 Early History of Math (Exit) (3)
- MTG 4212 Geometry (4)

Professional Education Core (29 credit hours)

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

- EDF 3214 Human Development and Learning (3)
- EDF 3604 Social Foundations of Education (Exit) (3)
- EDF 4820 Curriculum and Instruction (3)
- EDF 4430 Measurement for Teachers (3)
- EEX 4070 Integrating Exceptional Students in the Regular Classroom (2)
- EDG 4909 Teaching LEP Students K-12 (3)
- MAE 4940 Internship: Mathematics Education (10)
- MAE 4936 Senior Seminar in Mathematics Education (2)

Mathematics Education (14 cr. hrs.):

- MAE 4320 Middle School Methods (3)
- MAE 4330 Senior High School Methods (3)
- MAE 4551 Reading in Math (2)
- MAE 4852 Technology for Teaching Secondary School Mathematics I (3)
SCIENCE EDUCATION (BSB, BSC, BSY):

General Education and Professional Education requirements are listed under Degree Requirements.

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
- BSC 2011* Biology II with lab
- BSC 2085* Human Anatomy Physiology
- CHM 2045* General Chemistry I with lab
- PHY 2053* General Physics I with lab

Chemistry Education

- BSC 2010* Biology I with lab
- CHM 2045* General Chemistry I with lab
- CHM 2048* General Chemistry II with lab
- PHY 2053* General Physics I with lab
- PHY 2054* General Physics II with lab or
- BSC 2011* Biology II with lab

Physics Education

- BSC 2010* Biology I with lab
- CHM 2045* General Chemistry with lab
- CHM 2046* General Chemistry II with lab or
- BSC 2011* Biology II with lab
- 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

*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 Specialization-Biology:

- PCB 3063 General Genetics (3)
- PCB 3023C Cell Biology (4)
- PCB 3043C Principles of Ecology (3)
- PCB 3043L Principles of Ecology Lab (1)
- PCE 4674 Organic Evolution (3)
- MCB 3030C Introduction to Microbiology (4)
- BSC 4057 Environmental Issues (Exit) (3)
- MAC 2281 Calculus I (3)

One of the following:

- CHM 2046 General Chemistry II w/Lab or (4)
- PHY 2054 General Physics II w/Lab

Science Specialization-Chemistry:

- CHM 2046 General Chemistry I w/Lab (4)
- CHM 2210 Organic Chemistry I (3)
- CHM 2210L Organic Chemistry I Lab (1)
- CHM 3120C Elementary Analytical Chemistry (4)
- CHM 3400 Elementary Physical Chemistry I (3)
- CHM 3610C Intermediate Inorganic Chemistry (4)
- CHM 4070 Historical Perspectives in Chemistry (Exit) (3)
- BCH 3023 Biochemistry (3)
- MAC 2281 Calculus I (3)

2. Science Education:

As a minimum, satisfactory completion of the following courses:

- SCE 4237 Science, Technology, Society (Exit) (4)
- SCE 4305 Communication Skills in Science (2)
- SCE 4320 Teaching Middle Grade Science (3)
- SCE 4330 Teaching Methods in Secondary School Science (3)

A Physics major will need a three credit hour course in computer applications in physics.

Professional Education Core (29 credit hours)

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

- EDF 3214 Human Development and Learning (3)
- EDF 3604 Social Foundations of Education (Exit) (3)
- EDG 4620 Curriculum and Instruction (3)
- EDF 4430 Measurement for Teachers (3)
- EEX 4070 Integrating Exceptional Students in the Regular Classroom (2)
- EDG 4909 Teaching LEP Students K-12 (3)
- SSE 4940 Internship: Science Education (10)
- SSE 4938 Senior Seminar in Science Education (2)

SOCIAL SCIENCE EDUCATION (BSS):

General Education and Professional Education requirements are listed under Degree Requirements. 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.

Social Sciences Specialization

- AMH 2010 American History I* (3)
- AMH 2020 American History II* (3)
- GEA 2000 Global Geography (3)
- HUM 2211 Studies in Culture: World History I* (3)
- HUM 2243 Studies in Culture: World History II* (3)
- POS 2112 State and Local Government (3)
The required courses in the professional education core are as follows:

**Professional Education Core (29 cr. hrs.)**
The required courses in the professional education core are as follows:

- **EDF 3214** Human Development and Learning (3)
- **EDF 3604** Social Foundations of Education (Exit) (3)
- **EDG 4620** Curriculum and Instruction (3)
- **EDF 4430** Measurement for Teachers (3)
- **EDG 2701** Teaching Diverse Populations (3)
- **EME 2040** Introduction to Educational Technology (2)
- **PET 2622** Care and Prevention of Injuries (3-4)
- **SSE 4333** Teaching Middle Grades Social Science (3)
- **SSE 4334** Teaching Secondary Grades Social Science (3)
- **SSE 4335** Teaching Social Science Themes (3)
- **SSE 4640** Communications Skills in the Social Sciences (2)
- **SSE 4936** Senior Seminar in Social Science Education (3)
- **SSE 4937** Senior Seminar in Social Science Education (3)
- **SSE 4938** Senior Seminar in Social Science Education (3)
- **SSE 4940** Internship: Social Science Education (10)*
- **SSE 4940** Internship: Social Science Education (10)*

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

**ADDITIONAL REQUIRED COURSES FOR K-8 TRACK:**
- **EDF 3122** Learning & The Developing Child (3)
- **EDF 4430** Measurement for Teachers (3)
- **EDF 3604** Social Foundations of Education (3)
- **PET 3031** Motor Development & Assessment (3)
- **PET 3421** Curriculum and Instruction in Physical Education (3)
- **PET 3422** Instructional Design & Content: Movement Experiences (3)
- **PET 3441** Instructional Design & Content: Middle School Physical Education (3)

**ADDITIONAL REQUIRED COURSES FOR 6-12 TRACK:**
- **EDF 3122** Learning & The Developing Child (3)
- **EDF 4430** Measurement for Teachers (3)
- **EDF 3604** Social Foundations of Education (3)
- **PET 3031** Motor Development & Assessment (3)
- **PET 3421** Curriculum and Instruction in Physical Education (3)
- **PET 3422** Instructional Design & Content: Movement Experiences (3)
- **PET 3441** Instructional Design & Content: Middle School Physical Education (3)

**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.

**Physical Education and Wellness Leadership**
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 (BPE/BPS/BPW)**
  The two-year programs are 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. Requests for admission to the Program should be directed to:
  Director
  School of Physical Education, Wellness, & Sports Studies
  College of Education
  University of South Florida
  4202 E. Fowler, PED 214
  Tampa, Florida 33620-8600

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

**Course Requirements:**
- **CORE COURSES FOR ALL TRACKS:**
  - PET 3010 Personal/Professional Development Seminar (3)
  - PET 3310 Kinesiology (3)
  - PET 3351 Exercise Physiology I (3)

**ADDITIONAL REQUIRED COURSES FOR K-8 TRACK:**
- **(PTE)**
  - EDF 3122 Learning & The Developing Child (3)
  - EDF 4430 Measurement for Teachers (3)
  - EDF 3604 Social Foundations of Education (3)
  - PET 3031 Motor Development & Assessment (3)
  - PET 3421 Curriculum and Instruction in Physical Education (3)
  - PET 3422 Instructional Design & Content: Movement Experiences (3)
  - PET 3441 Instructional Design & Content: Middle School Physical Education (3)
### 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.

**Prerequisites Courses**
- EDF 2005 Introduction to Education and Field Experience (3)
- EDG 2701 Teaching Diverse Populations and Field Experience (3)
- Professional Core Courses
- EDF 3122 Learning and the Developing Child (3)

**Additional Courses Required for 6-12 Track:**
- EDF 3214 Human Development and Learning (3)
- EDF 3604 Social Foundations of Education (3)
- EDF 4111 Child Growth and Learning (3)
- EDF 4131 Learning and the Developing Adolescent (3)

In addition, the department offers:
- EDF 3228 Human Behavior and Environmental Selection (3)
- EDF 3542 Philosophy of Education (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)
- IDS 3115 Values and Choices (3)

### 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 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 register for courses 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
(Required course or demonstrated competency may be substituted).
In addition to these three education courses, students must also take:
- a minimum of 9 hours in communications, including a speech course;
- a minimum of 9 hours in mathematics, excluding MAT 1033 and a computer course;
- a minimum of 9 hours in the natural and/or physical sciences, with a minimum of one associated lab;
- a minimum of 9 hours in the humanities; and
- a minimum of 9 hours in the social sciences, including a psychology or human growth and development course.
These courses may meet General Education Requirements as well as fulfill Prerequisites.
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 Education Core (29 credit hours)
The required courses in the professional education core are as follows:
EDF 3214 Human Development and Learning (3)
EDF 3604 Social Foundations of Education (3)
EDG 4260 Curriculum and Instruction (3)
EDF 4430 Measurement for Teachers (3)
EEX 4070 Integrating Exceptional Students in the Regular Classroom (2)
EDG 4909 Teaching LEP Students K-12 (3)
EDG 4909 Applied Linguistics (2)
EEX 4940 Internship: Exceptional Student Education (10)
EEX 4936 Senior Seminar in Exceptional Student Education (2)

Specialization Areas

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)

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)
LADE 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)

Students wishing to obtain dual certification may do so with permission from the department.

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 birth to early adolescence. Members are located throughout the United States.
The USF chapter works directly with children through observation, projects, and programs. In addition, it provides opportunities for students to attend study conferences throughout the...
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.

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, and Specific Learning Disabilities.

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.

Association of Physical Education College Students (APECS)
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. Professional service to the community is also provided by the association.

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
Membership is open to all students, including freshmen, concerned with children from birth to early adolescence.

Leadership Development

Educational Measurement and Research
Chairperson: B. W. Hall; Professors: L. M. Carey, B. W. Hall, C. V. Hines, W. G. Katzenmeyer; Associate Professors: R. F. Dedrick, J. D. Kromrey, S. Lang; Assistant Professors: M. Banerji, J. Ferron, S. Maller.

Physical Education

Psychological and Social Foundations

Secondary Education

Special Education
**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)
PR: Junior Standing. 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 Early Childhood Program. 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 Early Childhood Program. 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 Early Childhood Program. 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 Early Childhood Program. Emphasizes theoretical and practical aspects of cognitive development for children ages 3 through 6 with an emphasis 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 Early Childhood Program. 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 Early Childhood Program. Focuses on understanding children and families, structural and lifestyle variations and 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 Early Childhood Program. 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: EARLY CHILDHOOD 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.)

**EEC 4909 DIRECTED STUDY: EARLY CHILDHOOD EDUCATION** (1-3)
PR: Senior standing. To extend competency in teaching field.

**EEC 4936 SENIOR SEMINAR** (2)
CR: EEC 4940 Synthesis of teacher candidate's courses in complete college program.

**EEC 4940 INTERNSHIP: EARLY CHILDHOOD** (10)
CR: EEC 4936. Teacher candidate is required to demonstrate professional competencies during one semester of
### Education -- General

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDE 4941</td>
<td>FIELD EXPERIENCE I</td>
<td>PR: Admission to Early Childhood Program. Field placement with three and four year olds where teacher candidates have opportunities to apply knowledge and skills in authentic situations and become effective 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.</td>
</tr>
<tr>
<td>EDE 4942</td>
<td>FIELD EXPERIENCE II</td>
<td>PR: Admission to Early Childhood Program. 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 children's development and implications of development for program planning for both typical and atypical children.</td>
</tr>
<tr>
<td>EDE 4943</td>
<td>FIELD EXPERIENCE III</td>
<td>PR: Admission to Early Childhood Program. 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.</td>
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### Elementary Education

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<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>ARE 4313</td>
<td>ART FOR THE CHILD AND YOU</td>
<td>PR: See College of Fine Arts</td>
</tr>
<tr>
<td>EDE 4301</td>
<td>TEACHING METHODS IN THE ELEMENTARY SCHOOL</td>
<td>PR: EDE 4941 and EDG 4620. Techniques and strategies appropriate to instruction of children in educational settings.</td>
</tr>
<tr>
<td>EDE 4905</td>
<td>INDEPENDENT STUDY: ELEMENTARY EDUCATION (1-4)</td>
<td>PR: CI. Specialized independent study determined by the student's needs and interests. May be repeated when subjects vary. (S/U only.)</td>
</tr>
<tr>
<td>EDE 4909</td>
<td>DIRECTED STUDY: ELEMENTARY EDUCATION (1-4)</td>
<td>PR: Senior standing. To extend competency in teaching field. Offered only as a scheduled class.</td>
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### English Education

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>LAE 4323</td>
<td>METHODS OF TEACHING ENGLISH: MIDDLE SCHOOL</td>
<td>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.</td>
</tr>
<tr>
<td>LAE 4464</td>
<td>ADOLESCENT LITERATURE FOR MIDDLE AND SECONDARY STUDENTS -6A -XLW</td>
<td>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.</td>
</tr>
<tr>
<td>LAE 4462</td>
<td>METHODS OF TEACHING ENGLISH: HIGH SCHOOL</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Mathematics Education

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>MATHEMATICS I</td>
<td>TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL</td>
<td>PR: See Mathematics Education</td>
</tr>
<tr>
<td>MATHEMATICS II</td>
<td>TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL</td>
<td>PR: See Mathematics Education</td>
</tr>
</tbody>
</table>
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 4315 TEACHING STUDENTS WITH LEP K-12 (3)**
This course is designed to prepare preprofessional (preservice) teachers to provide linguistically and culturally appropriate instruction, assessment, and learning opportunities for students with limited English proficiency in grades K-12.

**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 concurrent registration, and 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 SÉNIOR 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.)

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.


**Mathematics Education**

**MAE 4310 TEACHING ELEMENTARY SCHOOL MATHEMATICS I**
PR: Admission to Elementary Program and two college level mathematics courses. Methods for teaching number ideas, computational skills, and mathematical reasoning.

**MAE 4320 TEACHING ELEMENTARY SCHOOL MATHEMATICS II**
PR: MAE 4310. Methods for teaching informal geometry, measurement, probability and statistics.

**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 middle grades mathematics topics. Students are expected to observe 15 hours in middle schools.

**MAE 4551 READING THE LANGUAGE OF MATHEMATICS**
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**
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**
PR: MAE 4320 and MAE 4652. This course prepares secondary mathematics education majors to be proficient with handheld 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)**

**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, PROCESSES**
PR: Upper level standing. Concepts, processes, and skills related to classroom assessment of students; designing, developing, and applying classroom tests, evaluating instruction and student progress, and communicating student achievement. Includes performance assessment techniques and computer applications for measuring and assessing student achievement.

**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**
Introductory experience in the sport of golf. Fundamental skills, information, strategy, and participation. (S/U only.)

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

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

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

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

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

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

**PEL 2621 BASKETBALL**
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**
Strength development activities combined with aerobic training for individual improvement. (S/U only.)

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

**PEM 2141 JOGGING**
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**
Introductory experiences in the sport of Karate. Fundamental skills, strategy, information, and participation. (S/U only.)

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

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

**PEN 2112 LIFEGUARD TRAINING**
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 2112 SWIMMING II**
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**
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.)
Physical Education -- Professional

HLP 4722 Health and Physical Education for the Child (2)
PR: Admission to the Elementary Program. 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.

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; to create and maintain a healthy learning environment; and sequence appropriate health instruction for Pre-K through 3rd grade students.

PET 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.

PET 3191 AQUATICS (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 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 3010 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.

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 3089 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 with permission from instructor.

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 with permission from instructor.

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 3460 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 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 adult. Includes specific populations such as the obese, heart patients, arthritics, elderly, and high performance athletes. Open to non-majors with permission of instructor.

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

PET 4942 PHYSICAL EDUCATION PRE-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 PRE-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 INTERNSHIP IN 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 INTERNSHIP IN 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. 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. Pre-adolescent 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, microteaching.

EDF 3228 HUMAN BEHAVIOR AND ENVIRONMENTAL SELECTION -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)
P: Upper level standing. A study of philosophy of education with an emphasis on aspects that are relevant to an under-
of the ways to respond to meet these needs. Survey of
social science units on a campus in terms of structure, organiza-
tion, funding, etc.

SLS 1101 THE UNIVERSITY EXPERIENCE
PR: Freshman and Transfer Students. A first-year “student
success” course. In seminars, small groups discuss the
academic qualities necessary to succeed at USF. Topics
include purposes of higher education, structure and func-
tions 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
Students will study vocational choice theories and partici-

tate 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.

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 includ-
ing 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 under-
standing scientific literature and communicating findings to
others.

SCE 4310 TEACHING ELEMENTARY SCHOOL SCIENCE
PR: Admission to Elementary Program and completion of
General Education Requirements in the Natural Science
area. Techniques and materials for teaching science in the
elementary school.

SCE 4320 TEACHING METHODS IN MIDDLE GRADE SCIENCE
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
PR: Completion of 26 hours in approved science areas,
EDG 4620 (or CR), and CC. Techniques and materials of
instruction in secondary school sciences.

SSE 4334 TEACHING SECONDARY GRADES SOCIAL SCIENCE (3)
PR: SSE 4333 CR: SSE 4640. 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 teach-
ing profession, school settings, legal, and classroom man-
agement issues are also studied. Fieldwork in a high
school is required.

SSE 4335 TEACHING SOCIAL SCIENCE THEMES
PR: SSE 4333, SSE 4334 & SSE 4640. The course is a
laboratory-based, capstone course in which the knowl-
edge, skills, and dispositions learned in SSE 4333, SSE
4334 and SSE 4640 are brought together and demonstrated
by students teaching social studies content using the the-
matic approaches adopted by the National and State ac-
crediting bodies.

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 per-
spectives in education (Available to non-Education majors.)

SSE 4640 COMMUNICATION SKILLS IN SOCIAL SCIENCES
PR: SSE 4333. CR: SSE 4340. Preparation for instruction
and demonstration of instructional techniques in social
sciences covered in SSE 4333 and SSE 4343 with an empha-
sis on students developing their communication, presenta-
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-
ology related to micro/macro economic principles. (S/U
only.)

SSE 4936 SENIOR SEMINAR IN SOCIAL SCIENCE EDUCATION
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
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
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 eco-

nomic/business concepts from the perspective of individu-
als currently operating businesses in the Tampa Bay area.
Focus of the internship is on the application of content to K-
12 instructional programs.

Special Education

EED 4011 INTRODUCTION TO BEHAVIOR DISORDERS
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 manage-
ment, service delivery models, trends and issues.

EED 4905 INDEPENDENT STUDY: BEHAVIOR DISORDERS
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
PR: Senior standing. To extend competency in teaching
field.

EED 4941 UNDERGRADUATE SUPERVISED PRACTICUM
IN BEHAVIOR DISORDERS
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 FOUNDATIONS OF SPECIAL EDUCATION
(3)
Characteristics and needs of children who have learning
disabilities, emotionally disabilities, hearing impairments, mentally retardation, physically handicapped, 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, assessment, 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)**

PR: Junior Standing. 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.)

**EEL 4909 DIRECTED STUDY: SPECIFIC LEARNING DISABILITIES (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 classes for children who have mental retardation. Repeatable up to a total of 6 hours. (S/U only.)

**EMR 4930 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. (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 MULTIPLE HANDICAPPED STUDENTS (3)**

PR: EPH 5051. Educational management of students with cerebral palsy, motor disabilities and multihandicapped conditions including rehabilitation and other community services.