

COLLEGE OF EDUCATION

UNIVERSITY OF SOUTH FLORIDA - 2010/2011 UNDERGRADUATE CATALOG

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). All educator preparation programs must meet the requirements of Chapter 6A-5.066 Rules of the State Board of Education of Florida, and have "Approved Program" status.

The College of Education envisions itself as a leader in regional, national and international education. Leadership in education encompasses: Collaboration that serves communities, institutions, and individuals; Academic excellence; Research, scholarship, and inquiry that renews the educational process; and Ethical practice (CARE).

The Mission of the College of Education is to: offer challenging learning opportunities in a supportive and diverse environment; create and support research, scholarship, and inquiry in education; prepare the next generation of educators, scholars, and leaders for pK-12 and the professoriate through exemplary undergraduate and graduate degree programs; serve the community to offer programs that prepare professionals who work competently, collaboratively, and ethically to improve educational outcomes for all.

Educator preparation programs are aligned with the Florida Educator Accomplished Practices and each program has an assessment program in place to monitor student progress toward these standards. Programs that do not lead to teacher certification are aligned with their respective professional standards and have assessment programs in place to monitor student progress toward those standards. Students in educator preparation programs leading to teacher certification are required to **complete critical tasks/assignments** in several of their professional preparation courses. Educator preparation programs require students to submit these critical tasks/assignments in an electronic portfolio. Therefore, a yearly access code to the electronic portfolio must be purchased by the student.

The College of Education is committed to a continuous and systematic examination of the professional program of educator preparation. Each subdivision of the college maintains professional standards by participating in nationally-certified program reviews and also through ongoing departmental appraisals of learning outcomes.

The University follows a University-wide approach to educator preparation. Its programs for the preparation of teachers represent a cooperative effort in planning and practice by faculties in appropriate academic areas. Many Foundations of Knowledge and Learning (FKL) Core Curriculum courses and courses in the content areas are offered through the College of Arts and Sciences. Courses primarily designed for teacher candidates are taught by the College of Education faculty.

Important information is available from the College of Education website at <http://www.coedu.usf.edu/>. For information concerning policies for Undergraduate and MAT Programs refer to the College of Education website at <http://www.coedu.usf.edu/>.

Please be advised that program and/or course requirements and fingerprinting/background check procedures are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, accreditation criteria, and school district policy and procedures.

Admission Requirements for Students Entering Educator Preparation Programs

Students who wish to teach in a particular subject area or field should begin preliminary coursework during their first year in college. However, students are not admitted to the College of Education (and into an educator preparation program) until they finish the university's Foundations of Knowledge and Learning Core Curriculum freshman and sophomore requirements and the state-mandated common prerequisites for education, have the appropriate GPA, and have passed the CLASR, PRAXIS I, or GKT.

Students may apply for entrance into one of the upper-level educator preparation programs offered by the College of Education after completing prerequisite courses. All students who plan to teach must apply for admission to an educator preparation program through the Pre-Education Advising Office in the Student Academic Services Office of the College of Education.

Admission to an upper-level educator preparation program is contingent upon meeting the following preliminary college requirements:

1. Completion of a College of Education application form.
2. Completion of Foundations of Knowledge and Learning Core Curriculum requirements. (For USF, see "Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements" section of the catalog.) FKL courses will be determined by the community college or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog. **Note:** Students should attend a pre-education advising session to make certain they are enrolled in courses appropriate for their intended major.
3. Completion of all portions of the CLAS Requirement, PRAXIS I, or General Knowledge Test with passing scores. No exemptions or waivers are acceptable. Successful completion of all sections of the General Knowledge Test (GKT) during the first semester of admission is required. Failure to complete successfully all sections of the GKT during the first semester of admission will result in revocation of admission into the College of Education.
4. Although no longer required for admission to the College of Education, students are still encouraged to take the ACT or SAT. Many existing scholarships still require these scores.
5. Completion of State Mandated Common Prerequisites **Note:** The following prerequisites are required for all education majors. Students should consult their intended majors (listed under "Departments and Programs," below) for a list of other

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specific course prerequisites and requirements beyond these listed below:

- EDF X005 Introduction to the Teaching Profession (3)
- EDF X085* Introduction to Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements: Foundations of Knowledge and Learning Core Curriculum courses will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements" section of the catalog.)

USF International/Diversity Courses Credits

| | | |
|----------|--|---|
| AMH 2010 | American History I | 3 |
| AMH 2020 | American History II | 3 |
| ANT 2000 | Introduction to Anthropology | 3 |
| ANT 2410 | Cultural Anthropology | 3 |
| ARH 2050 | History of Visual Arts I | 3 |
| ARH 2051 | History of Visual Arts II | 3 |
| EUH 2011 | Ancient History I | 3 |
| EUH 2022 | Medieval History II | 3 |
| EUH 2031 | Modern European History II | 3 |
| GEO 2371 | Introduction to Earth Systems Science | 3 |
| LIT 2010 | Introduction to Fiction | 3 |
| LIT 2040 | Introduction to Drama | 3 |
| MUH 2051 | Folk and Traditional Music of World Cultures | 3 |
| REL 2300 | Introduction to World Religions | 4 |
| SYG 2000 | Introduction to Sociology | 3 |

6. Minimum GPA: An overall minimum GPA of 2.50 on all attempted hours.

7. Additional criteria as may be established by each program. Credit requirements in each major include courses in the following categories: Professional Education Core, Teaching Specialization Preparation, and Exit Requirements. For questions concerning Foundations of Knowledge and Learning Core Curriculum and Exit Requirements, refer to the Foundations of Knowledge and Learning Core Curriculum Requirements section of the catalog. See specific requirements for each major listed in "Departments and Programs" below.

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 admission information and prerequisites. Information regarding admission requirements for programs may also be obtained from Pre-Education Advising (DAC 107).

Information for International Students Pursuing a Degree in College of Education Programs

If your program requires a field experience or internship through the College of Education, you will need to obtain a Social Security Number (SSN) in order to complete the requirements for several courses. Obtaining the SSN is the responsibility of the student.

Undergraduate Students

If you are pursuing a Bachelor's Degree in an educator preparation field, you will need to complete field experiences in EDF 2005 and EDG 2701. These are prerequisite courses required for admission to the College of Education. You will need an SSN before enrolling the first day of classes for these courses.

If you are pursuing a Bachelor's degree in Exercise Science you might need an SSN to complete a field experience or internship depending on your placement site requirements. If you are in this program please discuss this with the program coordinator of the Exercise Science program.

Education Advising

Student Academic Services (SAS) is responsible for many of the processes and procedures that support the academic pursuits of students in the College. The department's major areas of responsibility include: Pre-Education Advising, Undergraduate Advising, Graduate Studies, Teacher Certification, and Internship. SAS is committed to serving the University community, particularly students in the College of Education.

Students are ultimately responsible for knowing and fulfilling all university, college, and degree program requirements for graduation. Admitted students are encouraged to make an appointment with an academic advisor in EDU 106 each semester. For additional contact information, please call the SAS office or visit the web site at <http://www.coedu.usf.edu/sas/>.

Advising Office

USF Tampa: For admitted College of Education students, EDU 106, (813) 974-1804. For pre-education students, DAC 107, (813) 974-2979.

Application Information:

(Admitted USF students are eligible.) For general information, call (813) 974-2979. The admission process to the College of Education (COEDU) is separate and in addition to admission to USF. The deadlines to submit an application are as follows: Fall Semester (July 15th), Spring Semester (November 15th), and Summer Semester (April 15th). Not all majors accept applications for summer entrance. Contact the Pre-Education Advising Office (DAC 107) for those majors that accept summer applicants. Tampa Campus students must register and attend a COEDU orientation after being accepted into the College.

During the College Orientation, students receive information about their degree program, and register for courses for their first semester.

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.

Qualifications for Internship Experience in Educator Preparation Programs

The final internship experience involves observing and teaching in an early childhood, elementary, secondary, or exceptional classroom. In most programs internship sites include the entire spectrum of sites available in the various counties served by USF.

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

1. Admission to the College of Education.
2. Completion of Foundations of Knowledge and Learning Core Curriculum, "Gordon Rule," and all other program prerequisites.
3. Passing scores on all sections of the General Knowledge Test. Passing scores must be submitted to the student's academic advisor in EDU 106 no later than 5:00 p.m. on the date the internship application is due.
4. Completion of an application for the final internship by the deadline noted. Applications for final internship are made through the Student Academic Services website (www.coedu.usf.edu/sas/). Application deadline for Fall Semester is mid-June. Application deadline for Spring semester is mid-June.
5. Completion of fingerprinting and background check as required by the school district in which the student is placed.
6. Elementary and Early Childhood programs require completion of all professional education and specialization course work except for HLP 4722 and Senior Seminar.
7. Special Education and Physical Education programs require completion of all professional education and specialization coursework.
8. Secondary 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.
9. Elementary, Early Childhood, and Physical Education programs require a combined grade point average of 2.50 in professional education and specialization coursework as well as an overall USF GPA of 2.50. Special Education programs require an overall USF GPA of 2.50. Secondary Education programs require a minimum GPA of 2.50 in professional education and specialization coursework or an overall USF GPA of 2.50.
10. Students must earn a minimum "C-" or better grade or "S" in their required major courses.

Failure to successfully complete the Subject Area and Professional Education components of the FTCE will result in an "I" final grade for the final internship experience.

College Requirements for Graduation from Educator Preparation Programs

To be certified by the College of Education for graduation, a student must have:

1. Earned a minimum of 120-semester hour credit.
2. Successfully complete all program requirements for ESOL.
3. A minimum overall USF grade-point average of 2.50 or a minimum GPA of 2.50 in teaching specialization courses and a minimum GPA of 2.50 in the Professional Education sequence is required for Secondary Education Programs. The Physical

Education, Elementary and Early Childhood programs require a combined grade point average of 2.50 in professional education and specialization as well as an overall USF GPA of 2.50.

4. Satisfactory completion of the internship so includes successful passing the Subject Area and Professional Education components of the FTCE.
5. Passing scores on the appropriate FTCE Subject Area and Professional Education subtests. NOTE: English, Math, Science, and Social Science majors must pass the 6-12 subject matter exam.
6. All documents due for graduation (i.e., test scores, final grades, final transcripts) must be submitted to the Director of Undergraduate Programs and Internship (in EDU 106) no later than 5:00 pm on the Friday after the graduation ceremony. If that date is a university holiday, then the said information must be submitted no later than 5:00 pm on the Thursday after the graduation ceremony.
7. Completed the major requirements in a state-approved educator preparation program (which includes general preparation, teaching specialization, and professional preparation).
8. A minimum of 8 credits in professional courses in addition to internship and 12 credits in specialization courses must have been earned at USF.
9. A minimum of 30 hours after admittance to an upper-level program.

Note 1: Normally, the college will recommend the granting of a Bachelor of Science (BS) degree which includes a minimum of 6 credit hours of exit courses. To obtain a Bachelor of Arts (BA) degree, the student must meet the Foreign Language Competency (see graduation requirements in front of catalog) and complete 9 hours of exit courses, 3 of which must be in Literature and Writing and 3 of which must be offered outside the College of Education.

Note 2: Students must satisfy all CLAS Requirement.

SunCoast Area Teacher Training Program (SCATT)

Founded in 1981, the SunCoast Area Teacher Training (SCATT) Honors Program celebrates excellence in teaching while emphasizing professionalism. SCATT is an award-winning teacher training program designed to enrich the already outstanding teacher preparation programs currently offered within the College of Education. Its mission is to enhance the teaching profession by establishing high performance expectations for all members by offering research-based learning experiences that support exceptional instruction and encourage reflective practice. Although the majority of participants in the SCATT program are undergraduates, as much as 10% of its members are graduate students enrolled in a Master of Arts in Teaching (MAT) program. Classroom teachers may chose to continue their involvement in SCATT by completing the requirements to become a SCATT Clinical Teacher, supervising SCATT students during their final Level III internship.

As an active member of SCATT, students participate in a variety of activities, workshops, seminars and field trips to enrich their knowledge base as educators. The entrance and exit 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 that extend "above and beyond" the requirements of their academic curricula. In addition, they are offered the opportunity to network with students pursuing other education programs other than their own. During final internship, SCATT students participate in intensive leadership and communication skills training. The SCATT program is highly regarded by school principals and because SCATT graduates have the enriched experiences necessary to be top-notch teachers. For additional information about the SCATT Honors Program, please feel free to visit the SCATT Office (located on the second floor of the David C. Anchin Center, just off the rotunda), call us at (813) 974-2061 or visit our Web site at (www.SCATT.coedu.usf.edu).

BACCALAUREATE-LEVEL DEGREE PROGRAMS

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

| Program | Department | Code |
|-------------------------------|---------------------|-------------|
| Early Childhood Education | Childhood Education | (BEC) |
| Elementary Education | Childhood Education | (BEE) |
| Exceptional Student Education | Special Education | (BEX) |
| English Education | Secondary Education | (BEN) |
| Foreign Language | Secondary Education | |
| French | | (BFF) |
| German | | (BFG) |
| Italian | | (BFI) |
| Latin | | (BFL) |
| Russian | | (BFR) |
| Spanish | | (BFS) |

| | | |
|--------------------------|---------------------|-------|
| Mathematics Education | Secondary Education | (BMA) |
| Physical Education | Physical Education | |
| K-12 | | (BPS) |
| Exercise Science | | (BPW) |
| Science Education | Secondary Education | |
| Biology | | (BSB) |
| Chemistry | | (BSC) |
| Physics | | (BSY) |
| Social Science Education | Secondary Education | (BSS) |

A Bachelor of Arts degree may be awarded when competency in a foreign language is demonstrated and a student has met the 6 hour Exit requirements.

Music Education is offered in the College of The Arts.
See Departmental Section for specific program requirements.

DEPARTMENTS AND PROGRAMS

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

Department of Adult, Career & Higher Education

The Department of Adult, Career and Higher Education offers no programs at the undergraduate level.

Department of Childhood Education and Literacy Studies

The Childhood Education and Literacy Studies 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.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

All of the programs offered on regional campuses may vary in requirements and course offerings. For an accurate schedule of courses and requirements, please check with the campus you plan to attend.

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. Coursework will include internship and field experience. 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. Any internship can only be taken twice before removal from program.

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.

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

The Early Childhood Education is a full-time cohort program in which a group of preservice teachers take their early childhood specialization coursework together. Part-time studies are only approved for extenuating circumstances, and a student requesting part-time enrollment must meet with the program coordinator prior to admission to the program. These students also must meet program and internship requirements associated with the programs. The requirements include being available to participate in internships during regular school hours.

Early Childhood with ESOL Endorsement

Students 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. Graduation is dependent upon successful completion of the required courses, Chalk and Wire requirements, associated internships, and a professional portfolio demonstrating the program outcomes and the Florida Educator Accomplished Practices. Early Childhood majors will be eligible for certification in Pre-Kindergarten/Primary (age 3 - Grade 3). Students must pass all Chalk and Wire assignments and upload every assignment to their Chalk and Wire account in order to graduate from the program.

The College of Education offers a full ESOL Endorsement for all Early Childhood Education major graduates. The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) TSL 4080, TSL 4081, and TSL 4251, with a minimum grade of 70% or better on all three sections of the ESOL Comprehensive Exam administered in

the three ESOL courses; (2) a 20-hour early ESOL field experience in TSL 4080; (3) a late ESOL field experience where students plan, implement, and evaluate lessons for one or more ESOL students over 10 days; and (4) an ESOL folder, containing all assignments and test results from TSL 4080, TSL 4081, and TSL 4251, and all ESOL performance check-off sheets from other ESOL-infused courses that a student has taken.

Elementary Education with ESOL Endorsement

Students may complete a state-approved program to be eligible for certification in Elementary Education (Grades K-6). Degree and certification requirements are subject to change in accordance with state mandates. 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. All elementary education students are required to demonstrate the Accomplished Practices (APs) through core assignments in courses and internships that are submitted to the Chalk and Wire electronic portfolio system. Students must pass all Chalk and Wire assignments and upload every assignment to their Chalk and Wire account in order to graduate from the program.

The College of Education offers a full ESOL Endorsement for all Elementary Education major graduates. The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) TSL 4080, TSL 4081, and TSL 4251, with a minimum grade of 70% or better on all three sections of the ESOL Comprehensive Exam administered in the three ESOL courses; (2) a 20-hour early ESOL field experience in TSL 4080; (3) a late ESOL field experience where students plan, implement, and evaluate lessons for one or more ESOL students over 10 days; and (4) an ESOL folder, containing all assignments and test results from TSL 4080, TSL 4081, and TSL 4251, and all ESOL performance check-off sheets from other ESOL-infused courses that a student has taken.

Requirements after Admission into the Elementary and Early Childhood Programs:

1. Maintain at least a 2.5 G.P.A. in program. If a student falls below 2.5 G.P.A. they will be dismissed.
2. Receive a grade of C- or higher in all required courses to progress to the following semester.
3. Pay for costs in addition to tuition, fees, and books such as:
 - a. Chalk and Wire access codes that are purchased at the bookstore
 - b. Transportation to and from school sites required in courses and internships
 - c. Criminal background checks and finger printing for internships
 - d. Assignments in some classes (e.g., printing/binding of group project reports, academic and professional portfolio, etc.)

• EARLY CHILDHOOD EDUCATION: Pre-Kindergarten/Primary

Requirements for the B.S. Degree (BEC): In addition to the courses listed below, students must complete “Preliminary Requirements for Students entering Teacher Education Programs.” All students must have completed and passed all sections of the General Knowledge Test (GKT) prior to being admitted.

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 X005 Introduction to the Teaching Profession (3)
- EDF X085* Introduction to Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the Florida College System institution or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum (General Education) courses will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree and will be published in the institution’s existing catalog or in the Florida College System institution Counseling Manual. (For USF, see “Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements” section of the catalog.)

Professional Education Core (39 cr. hrs.):

| | |
|---|-----|
| EDF 4214 Child Growth and Learning | 3 |
| EEC 4940 Senior Internship | 10 |
| EEC 4941 Field Experience I | 3 |
| EEC 4936 Senior Seminar in Elementary Early Childhood Education | 2 |
| EEC 4942 Field Experience II | 3 |
| EEC 4943 Field Experience III | 3 |
| EDG 4909 Directed Studies* | 1-4 |

| | |
|--|---|
| TSL 4080 Curriculum and Pedagogy of ESOL | 3 |
| TSL 4081 Literacy Development in English Language Learners | 3 |
| TSL 4251 Applying Linguistics to ESOL Teaching and Testing | 3 |

*Please see academic advisor for required Directed Studies courses.

Specialization (30 cr. hrs.):

| | |
|---|---|
| EDG 4909 Young Children with Special Needs | 3 |
| EDG 4909 Assessment, Evaluation, Reporting Process | 3 |
| 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 4303 Creative and Affective Experiences for Young Children | 3 |
| EEC 4307 Cognitive Experiences for Young Children | 3 |
| EEC 4408 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 |
| RED 4511 Linking Literacy Assessment to Instruction | 3 |

The order in which these courses are to be taken is spelled out in the program of study.

• **ELEMENTARY EDUCATION**

Requirements for the B.S. Degree (BEE): In addition to the courses listed below, students must complete “Preliminary Requirements for Students entering Teacher Education Programs.” All students must have completed and passed all sections of the General Knowledge Test (GKT) prior to being admitted

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 X005 Introduction to the Teaching Profession (3)
- EDF X085* Introduction to Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the Florida College System institution or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum (General Education) courses will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree and will be published in the institution’s existing catalog or in the Florida College System institution Counseling Manual. (For USF, see “Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements” section of the catalog.)

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.

The order in which these courses are to be taken is designated in the program of study.

Professional Education (32-33 credit hours):

| | |
|--|-------|
| EDF 3122 Learning and the Developing Child | 3 |
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2-3 |
| TSL 4080 Curriculum and Pedagogy of ESOL | 3 |
| TSL 4081 Literacy Development in English Language Learners | 3 |
| TSL 4251 Applying Linguistics to ESOL Teaching and Testing | 3 |
| EDE 4940 Internship | 10-12 |

Specialization (41 credit hours):

| | |
|---|---|
| EDE 4301 Classroom Management, School Safety, Ethics, Law, and Elementary Methods | 3 |
| EDE 4941 Childhood Education Internship Level I | 3 |
| HLP 4722 Health and Physical Education for the Child | 2 |
| EDE 4942 Childhood Education Internship Level II | 6 |
| LAE 4314 Teaching Writing in the Elementary School | 3 |
| LAE 4414 Teaching Literature in the Elementary Schools (Exit) | 3 |
| MAE 4310 Teaching Elementary School Mathematics I | 3 |
| MAE 4326 Teaching Elementary School Mathematics II | 3 |
| RED 4310 Reading and Learning to Read | 3 |
| RED 4511 Linking Literacy Assessment to Instruction | 3 |
| SCE 4310 Teaching Elementary School Science | 3 |
| SSE 4313 Teaching Elementary (K-6) Social Studies | 3 |
| EDE 4223 Creative Experiences for the Child | 3 |

Department of Secondary Education

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

- English Education with ESOL Endorsement
- Foreign Language Education with ESOL Endorsement
- 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.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

• ENGLISH EDUCATION with ESOL Endorsement

Requirements for the B.S. Degree (BEN): In addition to the courses listed below, students must complete "Preliminary Requirements for Students entering Teacher Education Programs."

The College of Education offers a full ESOL Endorsement for all English Education major graduates. The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) FLE 4317 and FLE 4316 with a minimum grade of 70% or better on part one and part two of the ESOL Comprehensive Exam administered in the two ESOL courses; (2) a 20-hour early ESOL field experience in FLE 4317; (3) a late ESOL field experience where students plan, implement, and evaluate lessons for one or more ESOL students over 10 days; and (4) an ESOL binder, containing all ESOL-related assignments taken in the College of Education and an ESOL-performance Standards Checklist that documents the completion of the necessary number of standards.

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 X005 Introduction to the Teaching Profession (3)
- EDF X085 * Teaching Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)
- Other program prerequisites: **
 - SPC X600/SPC X608/SPC X016 Public Speaking (3)
 - ENG X101*** (3)
 - ENG X102*** (3)
 - Lit Course (ENL, LIT, or AML) (3)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the Florida College System institution or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

**Courses specified in this category may apply to Foundations of Knowledge and Learning (FKL) Core Curriculum coursework.

***ENC X101 and ENC X102 or equivalent composition.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): FKL Core Curriculum (General Education) courses will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Florida College System institution Counseling Manual. (For USF, see "Academic Policies and Procedures – Foundations of Knowledge and Learning Core Curriculum" section of the catalog.)

Recommended Courses:

Literature Course (3 hours) - select from LIT, AML, ENL

(LIT 2000 or ENL 3323 recommended)

English Electives (9 hours) - to include advanced composition and mediacy

(CRW 2100 or CRW X111 and MMC 2100 or ENC X310 and LIT 2046 or LIT X301 recommended)

Professional Education (23 credit hours):

| | |
|--|---|
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 3214 Human Development and Learning | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| FLE 4317 Teaching LEP Students K-12 | 3 |
| FLE 4316 Language Principles and Acquisition | 3 |
| Literacy Course | 3 |
| ESE 4322 Classroom Management | 3 |

Specialization (21 credit hours):

| | |
|---|---|
| ENC 3310 Expository Writing | 3 |
| One of the following: | |
| LIT 3103 Great Literature of the World (Exit) | 3 |
| WST 4410 Third World Women Writers (Exit) | 3 |
| LAE 4469 Teaching World Literature to Middle and Secondary Students | 3 |
| One of the following: | |
| AML 3031 American Literature to 1860 | 3 |
| AML 3032 American Literature 1860-1912 | 3 |
| AML 3051 American Literature 1912-1945 | 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: | |
| LIT 3383 The Image of Women in Literature | 3 |
| LIT 4386 British and American Literature by Women (Exit) | 3 |
| One of the following: | |
| LIN 3010 Introduction to Linguistics | 3 |
| ENG 4060 History of the English Language | 3 |
| One of the following: | |
| LIN 3670 English Grammar and Usage | 3 |
| LIN 4680 Structure of American English | 3 |

Additional Specialization (24 credit hours):

| | |
|---|----|
| LAE 4464 Adolescent Literature for Middle and Secondary Students (Exit) | 3 |
| LAE 4323 Methods of Teaching English: Middle School (Fall Semester Only) | 3 |
| LAE 4530 Methods of Teaching English: Practicum (Fall Semester Only) | 3 |
| LAE 4335 Methods of Teaching English: High School (Spring Semester Only) | 3 |
| LAE 4936 Senior Seminar in English Education | 2 |
| LAE 4940 Internship: English Education | 10 |

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English Education (BEN), BS/BA, 120

The curricula and courses presented below are a guide for remaining on track towards the bachelor's degree. Please note that alternative courses exist for many of the courses and that this is not an official degree plan. It is an advising tool and students should consult with an advisor in their major to ensure that all degree requirements are met.

Fall Semester - Year 1

| | |
|--|----|
| ENC 1101 Composition I | 3 |
| SPC 2608 Public Speaking | 3 |
| XXX XXXX FKL Fine Arts | 3 |
| XXX XXXX FKL Humanities | 3 |
| XXX XXXX FKL Mathematics (select MGF 1106 or MGF 1107) | 3 |
| Total | 15 |

Spring Semester - Year 1

| | |
|---|----|
| EME 2040 Introduction to Technology for Educators | 3 |
| ENC 1102 Composition II | 3 |
| XXX XXXX FKL Mathematics or Quantitative Reasoning (Recommended: STA 2023 Introductory Statistics I) | 3 |
| XXX XXXX FKL Social sciences | 3 |
| XXX XXXX Literature Course (select LIT, AML or ENL) | 3 |
| Total | 15 |

Fall Semester - Year 2

| | |
|---|----|
| EDF 2005 Introduction to the Teaching Profession and Field Experience | 3 |
| XXX XXXX English Elective (meets Common Prerequisites) | 3 |
| XXX XXXX FKL Human and Cultural Diversity in A Global Context | 3 |
| XXX XXXX FKL Natural Sciences (Life) | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 15 |

Spring Semester - Year 2

| | |
|---|----|
| AML 3031 American Literature from the Beginnings to 1860 (or AML 3032 or AML 3051) | 3 |
| EDF X085 Teaching Diversity for Educators and Field Experience | 3 |
| ENC 3310 Expository Writing | 3 |
| XXX XXXX FKL Natural Sciences (Physical) | 3 |
| XXXXXXXX General Elective | 1 |
| Total | 13 |

Summer Term - Year 2

| | |
|---|---|
| EDF 3604 Social Foundations of Education | 3 |
| LIT 3383 The Image of Women in Literature (or LIT 4386 British and American Literature by Women) | 3 |
| Total | 6 |

Fall Semester - Year 3

| | |
|--|----|
| EDF 3214 Human Development and Learning | 3 |
| ENL 3015 British Literature to 1616 (or ENL 3230 or ENL 3251 or ENL 3273) | 3 |
| FLE 4317 Teaching Students with Limited English Proficiency | 3 |
| LAE 4323 Methods of Teaching English: Middle School | 3 |
| LIN 3010 Introduction to Linguistics (or ENG 4060 History of the English Language) | 3 |
| Total | 15 |

Spring Semester - Year 3

| | |
|--|----|
| EDF 4430 Measurement for Teachers | 3 |
| ESE 4322 Classroom Management for Diverse School and Society | 3 |
| LAE 4335 Methods of Teaching English: High School | 3 |
| LAE 4464 Adolescent Literature for Middle and Secondary Students | 3 |
| Total | 12 |

Summer Term - Year 3

| | |
|--|---|
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| LIT 3103 Great Literature of the World (or WST 4410 or LAE 4469) (Note: WST 4410 does not meet Majors Works Major Issues) | 3 |
| Total | 5 |

Fall Semester - Year 4

| | |
|---|----|
| EDG 4909 Directed Studies (course title: Teaching Reading in Secondary English) | 3 |
| FLE 4316 Language Principles and Acquisition | 3 |
| LAE 4530 Methods of Teaching English: Practicum | 3 |
| LIN 3670 English Grammar and Usage (or LIN 4680 Structure of American English) | 3 |
| Total | 12 |

Spring Semester - Year 4

| | |
|--|----|
| LAE 4936 Senior Seminar in English Education | 2 |
| LAE 4940 Internship: English Education | 10 |
| Total | 12 |

| | |
|------------------------------|-----|
| TOTAL CREDIT HOURS TO DEGREE | 120 |
|------------------------------|-----|

• FOREIGN LANGUAGE EDUCATION with ESOL Endorsement

Requirements for the B.S. Degree (BFS/BFF/BFI/BFG/BFR): In addition to the courses listed below, students must complete "Preliminary Requirements for Students entering Teacher Education Programs." A minimum of 30 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).

The College of Education offers a full ESOL Endorsement for all Foreign Language Education major graduates. The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) FLE 4317 and FLE 4316 with a minimum grade of 70% or better on part one and part two of the ESOL Comprehensive Exam administered in the two ESOL courses; (2) a 20-hour early ESOL field experience in FLE 4317; (3) a late ESOL field experience where students plan, implement, and evaluate lessons for one or more ESOL students over 10 days; and (4) an ESOL binder, containing all ESOL-related assignments taken in the College of Education and an ESOL-performance Standards Checklist that documents the completion of the necessary number of standards. FLE students must also take TSL 4081 - ESOL 2, which is not part of the ESOL requirement for the FLE program, but does meet the reading requirement.

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 X005 Introduction to the Teaching Profession (3)
- EDF X085 * Teaching Diversity for Educators (3)
- EME 2040 Introduction to Technology for Educators (3)
- Other program prerequisites:**
 XXX XXXX (8) – Eight credits in the same foreign language at the intermediate level
 XXX XXXX (3) – Three credits in the same language of study with a cultural emphasis
 *In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the Florida College System institution or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.
 **Courses specified in this category may apply to Foundations of Knowledge and Learning Core Curriculum coursework.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures – Foundations of Knowledge and Learning Core Curriculum" section of the catalog.)

Professional Education (33 credit hours):

| | |
|--|---|
| EDF 3214 Human Development and Learning | 3 |
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 3 |
| FLE 4316 Language Principles and Acquisition | 3 |

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| | |
|---|----|
| FLE 4317 Teaching LEP Students K-12 | 3 |
| TSL 4081 ESOL 2 Literary Development in English Language Learners | 3 |
| FLE 4936 Senior Seminar in Foreign Language Education | 2 |
| FLE 4940 Internship: Foreign Language Education | 10 |
| ESE 4322 Classroom Management | 3 |

Teaching Specialization (42 credit hours):

| | |
|--|----|
| 1. Foreign language (30) | |
| Conversation and Composition | 12 |
| Literature | 6 |
| Culture and Civilization | 6 |
| Linguistics | 3 |
| Exit requirement language course | 3 |
| 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 Methods of Teaching Foreign Languages and ESOL in the Elementary School | 3 |
| Spring Term: | |
| FLE 4333 Methods of Teaching Foreign Languages and ESOL in the Secondary School | 3 |
| FLE 4370 Practicum in Foreign Language Teaching in the Secondary School | 3 |
| Summer Term: | |
| FLE 4290 Technology in the Foreign and Second Language Classroom | 3 |

• MATHEMATICS EDUCATION

Requirements for the B.S. Degree (BMA): In addition to the courses listed below, students must complete "Preliminary Requirements for Students entering Teacher Education Programs (see statement under main college heading)."

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 X005 Introduction to the Teaching Profession (3)
- EDF X085* Teaching Diversity for Educators (3)
- EME 2040 Introduction to Technology for Educators (3)
- Other state mandated program prerequisites:**

Four (4) hours Calculus & Analytic Geometry I

Four (4) hours Calculus & Analytic Geometry II

Four (4) hours Electives in Mathematics

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

** Courses specified in this category may apply to the USF Foundations of Knowledge and Learning (FKL) Core Curriculum coursework.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): FKL Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures - Liberal Arts Requirements" section of the catalog.)

Professional Education (32 credit hours):

| | |
|--|----|
| EDF 3214 Human Development and Learning | 3 |
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| TSL 4324 ESOL Competencies and Strategies | 3 |
| MAE 4940 Internship: Mathematics Education | 10 |
| MAE 4936 Senior Seminar in Mathematics Education | 2 |
| ESE 4322 Classroom Management | 3 |

Specialization (30-31 credit hours):

| | |
|---|---|
| MAC 2313 Calculus III | 4 |
| MAD 3100 Discrete Mathematics | 3 |
| MAS 3105 Linear Algebra | 4 |
| MAS 4214 Elementary Number Theory | 3 |
| MAS 4301 Elementary Abstract Algebra | 3 |
| MGF 3301 Bridge to Abstract Mathematics | 4 |
| MHF 4403 Early History of Math (Exit) | 3 |
| MTG 3212 Geometry | 3 |
| or | |
| MTG 4214 Modern Geometry | 4 |
| STA 2023 Intro Statistics I | 4 |

Additional Specialization (15 credit hours):

| | |
|--|---|
| MAE 4320 Middle School Methods | 3 |
| MAE 4330 Senior High School Methods | 3 |
| MAE 4551 Reading the Language of Mathematics | 3 |
| MAE 4652 Technology for Teaching Secondary School Mathematics I | 3 |
| MAE 4653 Technology for Teaching Secondary School Mathematics II | 3 |

Mathematics Education (BMA), BS/BA, 120

The curricula and courses presented below are a guide for remaining on track towards the bachelor's degree. Please note that alternative courses exist for many of the courses and that this is not an official degree plan. It is an advising tool and students should consult with an advisor in their major to ensure that all degree requirements are met.

Fall Semester - Year 1

| | |
|---|----|
| ENC 1101 Composition I | 3 |
| MAC 2311 Calculus I | 4 |
| XXX XXXX FKL Fine Arts | 3 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 16 |

Spring Semester - Year 1

| | |
|---|----|
| EDF 2005 Introduction to the Teaching Profession and Field Experience | 3 |
| ENC 1102 Composition II | 3 |
| MAC 2312 Calculus II | 4 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 16 |

Fall Semester - Year 2

| | |
|--|----|
| EDF X085 Teaching Diversity for Educators and Field Experience | 3 |
| EME 2040 Introduction to Technology for Educators | 3 |
| MAC 2313 Calculus III | 4 |
| XXX XXXX FKL Natural Sciences (Life) | 3 |
| Total | 13 |

Spring Semester - Year 2

| | |
|---|----|
| EDF 3604 Social Foundations of Education | 3 |
| STA 2023 Introductory Statistics I | 4 |
| XXX XXXX FKL Human and Cultural Diversity in a Global Context | 3 |
| XXX XXXX FKL Natural Sciences (Physical) | 3 |
| Total | 13 |

Summer Term - Year 2

| | |
|---|---|
| EDF 3214 Human Development and Learning | 3 |
| Total | 3 |

Fall Semester - Year 3

| | |
|---|---|
| FLE 4365 ESOL Competencies and Strategies | 3 |
|---|---|

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| | |
|---|----|
| MAE 4320 Teaching Mathematics in the Middle Grades | 3 |
| MAE 4652 Technology for Teaching Secondary School Mathematics I | 3 |
| MGF 3301 Bridge to Abstract Mathematics | 4 |
| MTG 3212 Geometry (or MTG 4214 Modern Geometry) | 3 |
| Total | 16 |

Spring Semester - Year 3

| | |
|--|----|
| MAD 3100 Discrete Mathematics | 3 |
| MAE 4330 Teaching Senior High School Mathematics | 3 |
| MAE 4653 Technology for Teaching Secondary School Mathematics II | 3 |
| MAS 3105 Linear Algebra | 4 |
| Total | 13 |

Summer Term - Year 3

| | |
|--|---|
| EDF 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| ESE 4322 Classroom Management for Diverse School and Society | 3 |
| Total | 8 |

Fall Semester - Year 4

| | |
|--|----|
| MAE 4551 Reading the Language of Mathematics | 3 |
| MAS 4214 Elementary Number Theory | 3 |
| MAS 4301 Elementary Abstract Algebra | 3 |
| MHF 4403 The Early History of Mathematics | 3 |
| Total | 12 |

Spring Semester - Year 4

| | |
|--|----|
| MAE 4936 Senior Seminar in Mathematics Education | 2 |
| MAE 4940 Internship: Mathematics Education | 10 |
| Total | 12 |

TOTAL CREDIT HOURS TO DEGREE 122

SCIENCE EDUCATION

Requirements for the B.S. Degree (BSB, BSC, BSY): In addition to the courses listed below, students must complete "Preliminary Requirements for Students entering Teacher Education Programs."

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 X005 Introduction to the Teaching Profession (3)
- EDF X085 * Teaching Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)
- Other state mandated program prerequisites:

*For Biology Teacher Education** -*

Biology with Lab 8

Chemistry with Lab or Physics with Lab 8

*For Chemistry Teacher Education** -*

Chemistry with Lab 8

Biology with Lab or Physics with Lab 8

*For Physics Teacher Education** -*

Physics with Lab 8

Biology with Lab or Chemistry with Lab 8

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

** Courses specified in this category may apply to Foundations of Knowledge and Learning Core Curriculum coursework.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning (FKL) Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and

will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures – Foundations of Knowledge and Learning Core Curriculum" section of the catalog.)

Professional Education Core for all Tracks (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 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| TSL 4324 ESOL Competencies and Strategies | 3 |
| SCE 4936 Senior Seminar in Science Education | 2 |
| SCE 4940 Internship: Science Education | 10 |
| ESE 4322 Classroom Management | 3 |

Biology Education

Prerequisites (16 credit hours):

| | |
|---|---|
| BSC 2010 Biology I* | 3 |
| BSC 2010L Biology I Lab* | 1 |
| BSC 2011 Biology II* | 3 |
| BSC 2011L Biology II Lab* | 1 |
| CHM 2045, 2045L General Chemistry I and Lab* | 4 |
| PHY 2048, 2048L General Physics I and Lab (with Calculus) | |
| or | |
| PHY 2053, 2053L General Physics and Lab* | |
| MAC 2311 or MAC 2281 | |

Specialization (40 credit hours):

| | |
|--|---|
| Human Anatomy Physiology Course | 3 |
| PCB 3063 General Genetics | 3 |
| PCB 3023, 3023L Cell Biology and Lab | 4 |
| PCB 3043, 3043L Principles of Ecology and Lab | 4 |
| PCB 4674 Organic Evolution | 3 |
| MCB 3030C Introduction to Microbiology | 4 |
| BSC 4057 Environmental Issues (Exit) | 3 |
| SCE 4320 Teaching Methods in Middle Grades Science | 3 |
| SCE 4330 Teaching Methods in Secondary School Science | 3 |
| SCE 4305 Communication Skills in the Science Classroom | 3 |
| SCE 4236 Science, Technology, Society Interaction | 3 |

Additional Requirements

| | |
|---------------------------------|---|
| MAC 2281 Engineering Calculus I | 4 |
| or | |
| MAC 2311 Calculus I | 4 |

Science Education (SCE), Biology (BSB), BS/BA, 120 – TAPS Plan

The curricula and courses presented below are a guide for remaining on track towards the bachelor's degree. Please note that alternative courses exist for many of the courses and that this is not an official degree plan. It is an advising tool and students should consult with an advisor in their major to ensure that all degree requirements are met.

Fall Semester - Year 1

| | |
|--|----|
| ENC 1101 Composition I | 3 |
| MAC 2311 Calculus I (or MAC 2281 Engineering Calculus I) | 4 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 13 |

Spring Semester - Year 1

| | |
|---|----|
| EDF 2005 Introduction to the Teaching Profession and Field Experience | 3 |
| ENC 1102 Composition II | 3 |
| XXX XXXX FKL Humanities | 3 |
| XXX XXXX FKL Mathematics (select any approved course) | 3 |
| Total | 12 |

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Fall Semester - Year 2

| | |
|---|----|
| BSC 2010 Biology I - Cellular Processes | 3 |
| BSC 2010L Biology I Cellular Processes Laboratory | 1 |
| EME 2040 Introduction to Technology for Educators | 3 |
| XXX XXXX FKL Human and Cultural Diversity in a Global Context | 3 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| Total | 13 |

Spring Semester - Year 2

| | |
|--|----|
| BSC 2011 Biology II - Diversity | 3 |
| BSC 2011L Biology II Diversity Laboratory | 1 |
| CHM 2045 General Chemistry I (or PHY 2048 or PHY 2053) | 3 |
| CHM 2045L General Chemistry I Laboratory (or PHY 2048L or PHY 2053L) | 1 |
| EDF X085 Teaching Diversity for Educators and Field Experience | 3 |
| XXX XXXX FKL Fine Arts | 3 |
| Total | 14 |

Summer Term - Year 2

| | |
|---|---|
| CHM 2046 General Chemistry II (or PHY 2049 or PHY 2054) | 3 |
| CHM 2046L General Chemistry II Laboratory (or PHY 2049L or PHY 2054L) | 1 |
| EDF 3604 Social Foundations of Education | 3 |
| Total | 7 |

Fall Semester - Year 3

| | |
|--|----|
| BSC 2093C Human Anatomy and Physiology I (or BSC 2085/2085L) | 4 |
| EDF 3214 Human Development and Learning | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| PCB 3063 General Genetics | 3 |
| PCB 3063L General Genetics Laboratory | 1 |
| SCE 4305 Communication Skills in the Science Classroom | 3 |
| Total | 17 |

Spring Semester - Year 3

| | |
|--|----|
| ESE 4322 Classroom Management for Diverse School and Society | 3 |
| FLE 4365 ESOL Competencies and Strategies | 3 |
| PCB 3043 Principles of Ecology | 3 |
| PCB 3043L Principles of Ecology Laboratory | 1 |
| SCE 4330 Teaching Methods in the Secondary School-Sciences | 3 |
| Total | 13 |

CHM 2210/2210L are recommended courses because they are prerequisites for the required specialization course, PCB 3023.

Summer Term - Year 3

| | |
|-----------------------------------|---|
| PCB 3023 Cell Biology | 3 |
| PCB 3023L Cell Biology Laboratory | 1 |
| Total | 4 |

Fall Semester - Year 4

| | |
|---|----|
| BSC 4057 Environmental Issues | 3 |
| MCB 3020C General Microbiology | 4 |
| PCB 4674 Organic Evolution | 3 |
| SCE 4320 Teaching Methods in Middle Grade Science | 3 |
| SCE 4863 Science, Technology, Society Interaction | 4 |
| Total | 17 |

Spring Semester - Year 4

| | |
|--|----|
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| SCE 4936 Senior Seminar in Science Education | 1 |
| SCE 4940 Internship: Science Education | 10 |
| Total | 13 |

TOTAL CREDIT HOURS TO DEGREE 123

Chemistry Education*Prerequisites (16 credit hours):*

| | |
|-------------------------------------|---|
| CHM 2045 General Chemistry I* | 3 |
| CHM 2045L General Chemistry Lab* | 1 |
| CHM 2046 General Chemistry II* | 3 |
| CHM 2046L General Chemistry II Lab* | 1 |
| or | |
| PHY 2053, 2053L Physics and Lab* | |
| MAC 2311 or MAC 2281 | |

Specialization (37 credit hours):

| | |
|--|---|
| CHM 2210, 2210L Organic Chemistry I and Lab | 5 |
| CHM 3120C Elementary Analytical Chemistry | 3 |
| CHM 3400 Elementary Physical Chemistry I | 3 |
| CHM 3610, 3610L Intermediate Inorganic Chemistry and Lab | 4 |
| CHM 4070 Historical Perspectives in Chemistry | 3 |
| BCH 3023 Introductory Biochemistry | 3 |
| SCE 4320 Teaching Methods in Middle Grades Science | 3 |
| SCE 4330 Teaching Methods in Secondary School Science | 3 |
| SCE 4305 Communication Skills in the Science Classroom | 3 |
| SCE 4236 Science, Technology, Science Interaction | 3 |
| MAC 2281 Engineering Calculus I | 4 |
| or | |
| MAC 2311 Calculus I | |

Science Education (SCE), Chemistry (BSC), BS/BA, 120

The curricula and courses presented below are a guide for remaining on track towards the bachelor's degree. Please note that alternative courses exist for many of the courses and that this is not an official degree plan. It is an advising tool and students should consult with an advisor in their major to ensure that all degree requirements are met.

Fall Semester - Year 1

| | |
|--|----|
| ENC 1101 Composition I | 3 |
| MAC 2281 Engineering Calculus I (or MAC 2311 Calculus I) | 4 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 13 |

Spring Semester - Year 1

| | |
|--|----|
| EME 2040 Introduction to Technology for Educators | 3 |
| ENC 1102 Composition II | 3 |
| XXX XXXX FKL Mathematics (recommended: MAC 2282 or MAC 2312) | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 12 |

Fall Semester - Year 2

| | |
|---|----|
| BSC 2010 Biology I - Cellular Processes (or PHY 2048 or PHY 2053) | 3 |
| BSC 2010L Biology I Cellular Processes Laboratory (or PHY 2048L or PHY 2053L) | 1 |
| EDF 2005 Introduction to the Teaching Profession and Field Experience | 3 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| XXX XXXX FKL Human and Cultural Diversity in a Global Context | 3 |
| Total | 13 |

Spring Semester - Year 2

| | |
|---|----|
| BSC 2011 Biology II - Diversity (or PHY 2049 or PHY 2054) | 3 |
| BSC 2011L Biology II Diversity Laboratory (or PHY 2049L or PHY 2054L) | 1 |
| CHM 2045 General Chemistry I | 3 |
| CHM 2045L General Chemistry I Laboratory | 1 |
| EDF X085 Teaching Diversity for Educators and Field Experience | 3 |
| XXX XXXX FKL Fine Arts | 3 |
| Total | 14 |

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Summer Term - Year 2

| | |
|---|---|
| CHM 2046 General Chemistry II | 3 |
| CHM 2046L General Chemistry II Laboratory | 1 |
| Total | 4 |

Fall Semester - Year 3

| | |
|---|----|
| CHM 2210 Organic Chemistry I | 3 |
| CHM 2210L Organic Chemistry Laboratory I | 2 |
| CHM 3120C Elementary Analytical Chemistry | 4 |
| EDF 3214 Human Development and Learning | 3 |
| EDF 3604 Social Foundations of Education | 3 |
| Total | 15 |

Spring Semester - Year 3

| | |
|--|----|
| BCH 3023 Introductory Biochemistry | 3 |
| CHM 3610 Intermediate Inorganic Chemistry | 3 |
| CHM 3610L Intermediate Inorganic Chemistry Laboratory | 1 |
| EDF 4430 Measurement for Teachers | 3 |
| SCE 4330 Teaching Methods in the Secondary School-Sciences | 3 |
| SCE 4863 Science, Technology, Society Interaction | 4 |
| Total | 17 |

Summer Term - Year 3

| | |
|--|---|
| CHM 4070 Historical Perspectives in Chemistry | 3 |
| ESE 4322 Classroom Management for Diverse School and Society | 3 |
| Total | 6 |

Fall Semester - Year 4

| | |
|--|----|
| CHM 3400 Elementary Physical Chemistry I | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| FLE 4365 ESOL Competencies and Strategies | 3 |
| SCE 4305 Communication Skills in the Science Classroom | 3 |
| SCE 4320 Teaching Methods in Middle Grade Science | 3 |
| Total | 14 |

Spring Semester - Year 4

| | |
|--|----|
| SCE 4936 Senior Seminar in Science Education | 2 |
| SCE 4940 Internship: Science Education | 10 |
| Total | 12 |

TOTAL CREDIT HOURS TO DEGREE 120

Physics Education

Prerequisites (16 credit hours):

| | |
|---|---|
| BSC 2010, 2010L Biology I and Lab* | 4 |
| or | |
| CHM 2045, 2045L General Chemistry I and Lab* | 4 |
| PHY 2048, 2048L General Physics I and Lab* (with Calculus) | |
| and | |
| PHY 2049, 2049L General Physics II and Lab* (with Calculus) | |
| or | |
| PHY 2053, 2053L General Physics I and Lab* | |
| and | |
| PHY 2054, 2054L General Physics II and Lab* | |
| and | |
| MAC 2311 or MAC 2281 | |

Specialization (39 credit hours):

| | |
|-----------------------------|---|
| PHY 2020 Conceptual Physics | 3 |
| PHY 3101 Modern Physics | 3 |
| PHY 3221 Mechanics I | 3 |

| | |
|--|---|
| PHY 3323C Electricity and Magnetism | 3 |
| PHY 4031 Great Themes in Physics | 3 |
| Physics Electives (Select from PHY3 to PHY5, PHZ3 to PHZ5) | |
| Computer Applications in Physics | 3 |
| SCE 4320 Teaching Methods in Middle Grade Science | 3 |
| SCE 4330 Teaching Methods in Secondary School Science | 3 |
| SCE 4305 Communication Skills in the Science Classroom | 3 |
| SCE 4236 Science, Technology, Society Interaction | 3 |
| MAC 2311 Calculus I | 4 |
| MAC 2312 Calculus II | 4 |
| MAC 2313 Calculus III | 4 |

*May be part of Foundations of Knowledge and Learning Core Curriculum Requirements

Science Education (SCE), Physics (BSY), BS/BA, 120

The curricula and courses presented below are a guide for remaining on track towards the bachelor's degree. Please note that alternative courses exist for many of the courses and that this is not an official degree plan. It is an advising tool and students should consult with an advisor in their major to ensure that all degree requirements are met.

Fall Semester - Year 1

| | |
|--|-----|
| ENC 1101 Composition I | 3 |
| MAC 2281 Engineering Calculus I (or MAC 2311 Calculus I) | 4 |
| PHY 2020 Conceptual Physics | 3 |
| XXX XXXX FKL Fine Arts | 3 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| Total | 16S |

Spring Semester- Year 1

| | |
|---|----|
| BSC 2010 Biology I - Cellular Processes (or CHM 2045 General Chemistry I) | 3 |
| BSC 2010L Biology I Cellular Processes Laboratory (or CHM 2045L General Chemistry I Lab) | 1 |
| ENC 1102 Composition II | 3 |
| MAC 2282 Engineering Calculus II (or MAC 2312 Calculus II) | 4 |
| XXX XXXX FKL Social and Behavioral Sciences | 3 |
| Total | 14 |

Fall Semester - Year 2

| | |
|--|----|
| EDF X085 Teaching Diversity for Educators and Field Experience | 3 |
| MAC 2283 Engineering Calculus III (or MAC 2313 Calculus III) | 4 |
| PHY 2048 General Physics I (or PHY 2053 General Physics I) | 3 |
| PHY 2048L General Physics I Laboratory (or PHY 2053L General Physics I Laboratory) | 1 |
| XXX XXXX FKL Humanities | 3 |
| Total | 14 |

Spring Semester - Year 2

| | |
|---|----|
| BSC 2011 Biology II - Diversity (or CHM 2046 General Chemistry II) | 3 |
| BSC 2011L Biology II Diversity Laboratory (or CHM 2046L General Chemistry II Lab) | 1 |
| EDF 2005 Introduction to the Teaching Profession and Field Experience | 3 |
| EME 2040 Introduction to Technology for Educators | 3 |
| PHY 2049 General Physics II (or PHY 2054 General Physics II) | 3 |
| PHY 2049L General Physics II Laboratory (or PHY 2054L General Physics II Laboratory) | 1 |
| XXX XXXX FKL Human and Cultural Diversity In a Global Context | 3 |
| Total | 17 |

Summer Term - Year 2

| | |
|--|---|
| EDF 3214 Human Development and Learning | 3 |
| EDF 3604 Social Foundations of Education | 3 |
| XXX XXXX FKL Humanities | 3 |
| Total | 9 |

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Fall Semester - Year 3

| | |
|--|----|
| EDF 4430 Measurement for Teachers | 3 |
| ESE 4322 Classroom Management for Diverse School and Society | 3 |
| PHY 4031 Great Themes in Physics | 3 |
| SCE 4305 Communication Skills in the Science Classroom | 3 |
| SCE 4320 Teaching Methods in Middle Grade Science | 3 |
| Total | 15 |

Spring Semester - Year 3

| | |
|--|----|
| FLE 4365 ESOL Competencies and Strategies | 3 |
| PHY 3101 Modern Physics | 3 |
| PHY 3221 Mechanics I | 3 |
| PHZ 4151C Computational Physics | 3 |
| SCE 4330 Teaching Methods in the Secondary School-Sciences | 3 |
| Total | 15 |

Fall Semester - Year 4

| | |
|---|----|
| PHY 3323 Electricity and Magnetism I | 3 |
| PHY 3424 Optics | 4 |
| PHY 4324 Electricity and Magnetism II | 3 |
| SCE 4863 Science, Technology, Society Interaction | 4 |
| Total | 14 |

Spring Semester - Year 4

| | |
|--|----|
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| SCE 4936 Senior Seminar in Science Education | 1 |
| SCE 4940 Internship: Science Education | 10 |
| Total | 13 |

TOTAL CREDIT HOURS TO DEGREE 127

• SOCIAL SCIENCE EDUCATION

Requirements for the B.S. Degree (BSS): In addition to the courses listed below, students must complete "Preliminary Requirements for Students entering Teacher Education Programs." 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 X005 Introduction to the Teaching Profession (3)
- EDF X085 Teaching Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)
- Other program prerequisites**:

American Government (3)

Select four of the six areas for a total of 12 credit hours: Anthropology (3), Cultural Geography (3), Economics (3), History (3), Psychology (3), Sociology (3)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the Florida College System institution or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

** Courses specified in this category may apply to Foundations of Knowledge and Learning (FKL) Core Curriculum coursework.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures – Foundations of Knowledge and Learning Core Curriculum" section of the catalog.)

The following are the courses recommended by the Social Science Education program to fulfill the State Mandated Common Prerequisites:

- 1 POS 2041 American National Government

| | |
|--|-----|
| or | |
| POS 2080 American Political Tradition | |
| ² ANT 2000 Introduction to Anthropology | |
| or | |
| ANT 2410 Cultural Anthropology | |
| or | |
| ³ GEA 2000 Global Geography | |
| or | |
| ⁴ ECO 1000 Basic Economics | |
| or | |
| ECO 2013 Macroeconomics | |
| or | |
| ⁵ SYG 2000 Introduction to Sociology | |
| or | |
| SYG 2010 Contemporary Sociology | |
| or | |
| PSY 2012 Introduction to Psychological Science | |
| AMH 2010 American History I | |
| AMH 2020 American History II | |
| Professional Education Core (17 credit hours): | |
| EDF 3214 Human Development and Learning | 3 |
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| TSL 4324 ESOL Competencies and Strategies | 3 |
| ESE 4322 Classroom Management | 3 |
| Social Sciences Specialization (44-45 credit hours): | |
| AMH 2010 American History I | 3 |
| AMH 2020 American History II | 3 |
| AMH 3421 Early Florida | 4 |
| AMH 3423 Modern Florida | 4 |
| GEA 2000 World Regional Geography | 3 |
| HUM 2210 Studies in Culture: Classical through Medieval | 3 |
| HUM 2230 Studies in Culture: Renaissance through the 20th Century | 3 |
| INR 3018 World Ideologies | 3 |
| POS 2112 State and Local Government | 3 |
| Any 3000/4000 level Social Science course | 3/4 |
| Any course from African, Asian, or Latin American, or Middle Eastern History | 3 |
| One of the following: | |
| ANT 2000 Introduction to Anthropology | 3 |
| ANT 2410 Cultural Anthropology | 3 |
| One of the following: | |
| ECO 1000 Basic Economics | 3 |
| ECO 2013 Macroeconomics | 3 |
| One of the following: | |
| SYG 2000 Introduction to Sociology | 3 |
| SYG 2010 Contemporary Problems | 3 |
| One of the following: | |
| POS 2041 American National Government | 3 |
| POS 2080 The American Political Tradition | 3 |
| Social Science Education (27 credit hours): | |
| SSE 4333 Teaching Middle Grades Social Science | 3 |
| SSE 4334 Teaching Secondary Grades Social Science | 3 |
| SSE 4335 Teaching Social Science Themes* | 3 |
| SSE 4600 Reading and Basic Skills in the Social Sciences | 3 |

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| | |
|--|----|
| SSE 4936 Senior Seminar in Social Sciences Education | 2 |
| SSE 4940 Internship: Social Science Education** | 10 |

*SSE 4333 must be successfully completed prior to SSE 4335.

**Only SSE 4936 can be taken at the same time as SSE 4940.

Social Science Education (BSS), BS/BA, 120

The curricula and courses presented below are a guide for remaining on track towards the bachelor's degree. Please note that alternative courses exist for many of the courses and that this is not an official degree plan. It is an advising tool and students should consult with an advisor in their major to ensure that all degree requirements are met.

Fall Semester - Year 1

| | |
|--|----|
| AMH 2010 American History I | 3 |
| ENC 1101 Composition I | 3 |
| XXX XXXX FKL Fine Arts | 3 |
| XXX XXXX FKL Mathematics (select MGF 1106 or MGF 1107) | 3 |
| Total | 12 |

Spring Semester - Year 1

| | |
|---|----|
| AMH 2020 American History II | 3 |
| EDF 2005 Introduction to the Teaching Profession and Field Experience | 3 |
| ENC 1102 Composition II | 3 |
| XXX XXXX FKL Mathematics or Quantitative Reasoning (recommended: STA 2023 Introductory Statistics I) | 3 |
| XXX XXXX FKL Natural Sciences (Life) | 3 |
| Total | 15 |

Fall Semester - Year 2

| | |
|---|----|
| ECO 2013 Economic Principles (Macroeconomics) | 3 |
| EME 2040 Introduction to Technology for Educators | 3 |
| GEA 2000 World Regional Geography | 4 |
| XXX XXXX FKL Natural Sciences (Physical) | 3 |
| Total | 13 |

Spring Semester - Year 2

| | |
|---|----|
| ANT 2000 Introduction to Anthropology (or ANT 2410 Cultural Anthropology) | 4 |
| EDF X085 Teaching Diversity for Educators and Field Experience | 3 |
| HUM 2230 Studies in Culture: The Renaissance Through the Twentieth Century | 3 |
| POS 2041 American National Government (or POS 2080 The American Political Tradition) | 3 |
| SYG 2000 Introduction to Sociology (or SYG 2010 Contemporary Social Problems) | 3 |
| Total | 16 |

Fall Semester - Year 3

| | |
|--|----|
| EDF 3604 Social Foundations of Education | 3 |
| HUM 2210 Studies in Culture: The Classical Through Medieval Periods | 3 |
| INR 3018 World Ideologies | 3 |
| POS 2112 State and Local Government and Politics | 3 |
| XXX XXXX Social Science Course (must be a 3000-level or 4000-level course) | 3 |
| Total | 15 |

Spring Semester - Year 3

| | |
|--|----|
| AMH 3421 Early Florida | 4 |
| EDF 3214 Human Development and Learning | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| FLE 4365 ESOL Competencies and Strategies | 3 |
| SSE 4333 Teaching Middle Grades Social Science | 3 |
| Total | 16 |

Summer Term - Year 3

| | |
|---|---|
| ESE 4322 Classroom Management for Diverse School and Society | 3 |
| SSE 4600 Reading and Basic Skills in the Social Studies Class | 3 |
| XXX XXXX Other Cultures Historical Perspectives Course (select AFH, ASH or LAH) | 3 |
| Total | 9 |

Fall Semester - Year 4

| | |
|--|----|
| AMH 3423 Modern Florida | 4 |
| EEX 4070 Integrating Exceptional Students in the Regular Classroom | 2 |
| SSE 4334 Teaching Secondary Grades Social Science | 3 |
| SSE 4335 Teaching Social Science Themes | 3 |
| Total | 12 |

Spring Semester - Year 4

| | |
|---|----|
| SSE 4936 Senior Seminar in Social Science Education | 2 |
| SSE 4940 Internship: Social Science Education | 10 |
| Total | 12 |

| | |
|------------------------------|-----|
| TOTAL CREDIT HOURS TO DEGREE | 120 |
|------------------------------|-----|

Department of Educational Measurement and Research

The Department of Educational Measurement and Research offers EDF 4430, Measurement for Teachers, that provides students with the measurement and evaluation skills and dispositions they need to be effective classroom teachers. Students use curriculum-based, learner-based, context-based, and professionally-based standards to develop and use objective, product, and live performance tests; attitude observation and self-report assessments; they analyze and evaluate learner progress, their tests, and their instruction; and they communicate learner progress using portfolios, grades, and standardized test profiles. The course is delivered using web-based distance and web-enhanced laboratory formats.

School of Physical Education & Exercise Science

The School of Physical Education & Exercise Science offers a variety of Elective Physical Education courses and conducts a Physical Education Teacher Preparation Program, and an Exercise Science Program. For Athletic Training, please refer to the College of Medicine - Department of Orthopaedics and Sports Medicine.

• PHYSICAL EDUCATION ELECTIVE PROGRAM

Physical Education elective offerings in the School of Physical Education and Exercise Science 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 EXERCISE SCIENCE

Students must enroll in one of the following programs: a) Physical Education K-12 (Florida Teacher Certification); or b) Exercise Science.

Requirements for the B.S. Degree (PET, BPW): The two-year programs are offered beginning in the junior year and include mandatory attendance during the summer session between the junior and senior years. Students in Physical Education and Exercise Science may enter in the Fall Semester of each year only. Students proceed through the programs in cohorts and are required to complete all required courses each semester with a grade of "C-" or better in order to progress to the next semester. Students who do not complete the requirements will be dismissed from the program and may reapply for the next cohort.

For K-12 Physical Education Major (PET):

The physical education program is a full-time program. Students must be available for classes from 8:00 am - 5:00 pm, Monday through Friday each semester. Additional time commitments may be necessary for course work in the evenings. Entrance requirements are:

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1. An overall GPA of 2.50.
2. Completion of all the following "common statewide prerequisites" for physical education programs prior to fall admission with a C- or higher.

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

- EDF X005 Introduction to the Teaching Profession (3)
- EDF X085* Teaching Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)
- Other program prerequisites**

- Anatomy & Physiology I (3-4)
- Care and Prevention of Athletic Injuries or Anatomy & Physiology II w/ lab (3-4)
- Skill Development Courses in Physical Activities (4-5)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

** Courses specified in this category may apply to Foundations of Knowledge and Learning Core Curriculum coursework.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements" section of the catalog.)

Requirements, After Admission:

Students accepted into the physical education program must meet the following additional requirements:

1. Sign an agreement to abide by the standards set forth in the School of Physical Education and Exercise Science *Student Handbook on Professional Behavior and Ethical Conduct*.
2. Pay for costs in addition to tuition, fees, and books such as:
 - a. Attendance at the state professional organization conference (minimally 1 year)
 - b. Student membership in the state physical education professional organizations
 - c. Transportation to and from school sites required in courses and internships
 - d. Physical Education Teacher Education uniform for internships
 - e. Criminal background checks and finger printing for internships
 - f. Assignments in some classes (e.g., printing/binding of group project reports, academic and professional portfolio, professional file, etc.)
 - g. Electronic assignment portfolio throughout program
4. Receive a grade of C- or higher in all required courses and maintain a 2.50 GPA in order to progress to the next semester.
5. Complete professional development plans throughout the program.
6. Complete and pass individual development plans in identified skill areas during the program.

Semester I:

| | |
|--|----------|
| EDF 3122 Learning and the Developing Child | 3 |
| or | |
| EDF 4131 Learning and the Developing Adolescent | 3 |
| TSL 4324 ESOL Competencies and Strategies | 3 |
| PET 3421 Curriculum & Instruction in Phys. Ed. | 3 |
| PET 4432 Instructional Design & Content: Physical Education Elementary | 3 |
| PET 4942 Phys. Ed. Pre-Internship: Elementary | <u>3</u> |
| Total | 15 |

Semester II:

| | |
|---|----------|
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| PET 3031 Motor Behavior | 3 |
| PET 3010 Personal/Professional Dev. Seminar | 3 |
| PET 4433 Instructional Design & Content: Physical Education Elementary II | <u>3</u> |
| Total | 15 |

Semester III:

| | |
|---|---|
| PET 3012 Professional Development in Phy. Ed. I | 1 |
|---|---|

| | |
|---|----------|
| PET 3441 Instructional Design & Content: Middle School Physical Education | 3 |
| RED 4310 Reading and Learning to Read | 3 |
| PET 3640 Adapted Physical Education | 3 |
| PET 4304 Principles and Issues in Coaching | <u>3</u> |
| Total | 13 |

Semester IV:

| | |
|---|----------|
| PET 3013 Professional Development in Phys. Ed. II | 1 |
| EDG 4909 Directed Studies * | 3 |
| PET 4401 Class Management, Safety, Ethics, Law and Organization and Administration of Physical Education | 3 |
| PET 4442 Instructional Design & Content: Physical Education Secondary | 3 |
| PET 4944 Phys. Ed. Pre-Internship: Secondary | <u>3</u> |
| Total | 13 |

*Please see academic advisor for required Directed Studies course.

Semester V

| | |
|--|----------|
| PET 4946 Internship in Phys. Ed.: Elementary | 6 |
| PET 4947 Internship in Phys. Ed.: Secondary | 6 |
| PET 3252 Issues in Sport (exit) | <u>3</u> |
| Total | 15 |

For Exercise Science Major (BPW):

Students who successfully complete the undergraduate Exercise Science Major earn a B.S. degree in Physical Education with a Specialization in Exercise Science. This program is offered in the School of Physical Education & Exercise Science in the College of Education. The Exercise Science program is endorsed by the American College of Sports Medicine (ACSM) and prepares students for a variety of entry level positions in the exercise science field. See our website (<http://www.coedu.usf.edu/main/departments/physed/programs/progEs.html>) for the types of jobs and job settings available as well as other important information. Successful completion of the program qualifies students for national professional certifications such as ACSM's Certified Health Fitness Specialist (HFS) and the National Strength and Conditioning Association's (NSCA's) Certified Strength and Conditioning Specialist (CSCS).

The course work is offered over a two-year period beginning in the fall semester of the student's junior year as shown below. The summer session (Session C – 10 weeks) between the junior and senior year is mandatory. Students can enter the program during the fall semester only and they progress through the program in a cohort.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog. (For USF, see "Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements" section of the catalog.)

Major Requirements:

The exercise science program is a full-time program. Students must be available for classes from 8:00 am – 5:00 pm, Monday through Thursday each semester. Additional time commitments may be necessary for course work such as PET 3940 (Practicum) and PET 4941 (Internship). The exercise science program is a *limited access* program meaning that enrollment is limited to 30 students each fall semester. Selection of the 30 students is based on the following criteria:

1. An overall GPA of 2.50. This is a College of Education criterion.
2. Completion of all the following "common statewide prerequisites" for exercise science programs by the spring semester prior to fall admission with a C- or higher.
3. Students with the top 30 composite GPAs will be selected for admission into the program. A composite GPA score will be calculated for each student by adding 30% of the overall GPA and 70% of the common statewide prerequisite GPA.

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.

| | |
|--|---|
| Human Anatomy and Physiology I and lab | 4 |
| or | |
| Human Anatomy and lab | 4 |

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| | |
|---|---|
| Human Anatomy and Physiology II and lab | 4 |
| or | |
| Human Physiology and lab | 4 |
| College Algebra or higher | 3 |
| Statistics or Pre-Calculus | 3 |
| General Psychology | 3 |
| General Nutrition | 3 |
| Survey of Chemistry or higher and lab | 4 |
| Public Speaking | 3 |

The following are "recommended" prerequisite courses and the grades in these courses will not be used to calculate the "common statewide prerequisite" GPA for admission.

| | |
|-------------------------------|---|
| 1. PEM 2131 Weight Training | 2 |
| 2. HLP 2081 Personal Wellness | 3 |

NOTE: Though no computer course is recommended, students need to possess excellent computer skills, e.g., MS applications.

Admission Criteria: Students must:

1. Apply to the University of South Florida.
2. Submit a completed application to the Exercise Science program, including official transcripts between June 1st and July 15th for fall admission.
3. Complete the Foundations of Knowledge and Learning Core Curriculum requirements for the University of South Florida or for the Florida public college or university in which the student took his or her Foundations of Knowledge and Learning Core Curriculum requirements.
4. Successfully meet exemption requirements for CLAS.

Requirements, After Admission:

By August 1st, students will be informed if they have been accepted into the program. Students accepted into the program must inform the College of Education advising office by August 15th that they will or will not be enrolling in fall classes. Once admitted, students will need to meet the following requirements:

1. Complete an online College of Education Orientation and attend an Exercise Science Orientation prior to the beginning of the fall semester.
2. Sign an agreement to abide by the standards set forth in the School of Physical Education & Exercise Science *Student Handbook on Professional Behavior and Ethical Conduct*.
3. Pay for costs in addition to tuition, fees, and books such as:
 - a. Material and supply fee for PET 3384
 - b. Student membership for the Exercise Science student organization
 - c. Professional liability insurance
 - d. Student membership in at least one professional organization
 - e. Transportation to and from field experiences required in courses including the practicum and internship
 - f. Possible requirements of practicum/internship sites such as health/medical exam, immunizations/vaccines, criminal background check, finger printing, drug/alcohol screening, personal health insurance, uniforms, and parking
 - g. Possible costs associated with obtaining physician clearance (e.g., medical exam and/or tests) prior to participation in physical activity/exercise. Students complete a Pre-Activity Screening Questionnaire (PASQ) based on American College of Sports Medicine guidelines to determine if physician clearance is needed.
 - h. Assignments in some classes (e.g., printing/binding of group project reports, academic and professional portfolio, etc.)
4. Receive a grade of C- or higher in all required courses and maintain a 2.5 GPA (overall and in major) in order to progress to the next semester.
5. Complete 10 hours of volunteer community service for a non-profit health care organization.
6. Sign and submit an Assumption of Risk and Waiver document.

Semester 1 Fall (12 hours)

| | |
|---|---|
| PET 3211 Stress Management | 2 |
| PET 3314 Professional Development Seminar | 1 |
| PET 3353 Exercise Physiology | 3 |
| PET 3361 Nutrition for Fitness and Sport | 3 |
| PET 4219 Exercise Psychology | 3 |

Semester 2 Spring (15 hours)

| | |
|---|---|
| PET 3312 Biomechanics | 3 |
| PET 3384 Exercise Testing and Prescription | 3 |
| PET 3404 Emergency Response and Planning | 3 |
| PET 4402 Planning and Evaluating Fitness/Wellness Program | 3 |
| XXX XXXX Exit Requirement Course | 3 |

Semester 3 Summer (9hours)

| | |
|---|---|
| PET 3940 Practicum in Fitness/Wellness* | 3 |
| PET 3365 Physical Activity Epidemiology | 3 |
| PET 4093 Strength and Conditioning | 3 |

*Subject to change; Please see your academic advisor

Semester 4 Fall (12 hours)

| | |
|---|---|
| PET 3713 Theory and Practice of Teaching Group Exercise | 3 |
| PET 4406 Individualized Fitness/Wellness Programming | 3 |
| PET 4416 Administration of Fitness/Wellness Centers | 3 |
| PET 4550 Clinical Exercise Testing and Prescription | 3 |

Semester 5 Spring (12 hours)

| | |
|---|---|
| PET 4941 Internship in Fitness/Wellness | 9 |
| PET 3252 Issues in Sport - recommended | 3 |

Department of Psychological and Social Foundations of Education

The Department of Psychological and Social Foundations of Education does not offer a specific major or degree program, but 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. Consequently, these courses should be taken early in the professional program, typically in the junior year.

Professional Education Core (34-39 cr. hrs.):

| | |
|--|---|
| EDF 3122 Learning and the Developing Child | 3 |
| EDF 3214 Human Development and Learning | 3 |
| EDF 3514 History of Education in the United States | 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 4905 Independent Study: Educational Foundations | 1-3 |
| EDF 4909 Directed Study: Educational Foundations | 1-3 |
| EDF 5607 Trends in Social-Political Foundations of Schooling in the U.S. | 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 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 |

Department of Special Education

The Department of Special Education prepares teachers to work with children who have emotional and behavioral disabilities, intellectual disabilities and specific learning disabilities. The undergraduate program is a state-approved program that leads to certification in Exceptional Student Education (ESE).

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. For USF Tampa, students are assigned to cohorts. All courses are taken with the assigned cohort. The program sequence includes three semesters of part-time field experience and one semester of full-time internship. All part-time field experiences must be successfully completed as a member of a cohort concurrently enrolled in linked specified courses in designated local schools. Final internships are assigned only to designated school districts where partnerships exist. 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 field-experience sites.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

• EXCEPTIONAL CHILD EDUCATION with ESOL and Reading Endorsement

The College of Education offers a full ESOL Endorsement for all Special Education major graduates. The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) FLE 4317 and FLE 4316 with a minimum grade of 70% or better on part one and part two of the ESOL Comprehensive Exam administered in the two ESOL courses; (2) a 20-hour early ESOL field experience in FLE 4317; (3) a late ESOL field experience where students plan, implement, and evaluate lessons for one or more ESOL students over a 10 days; and (4) an ESOL binder, containing all ESOL-related assignments taken in the College of Education and an ESOL-performance Standards Checklist that documents the completion of the necessary number of standards.

The special education requirements for the Reading Endorsement through infusion are as follows: (1) completion of specialized courses with a grade of C or S; (2) completion of RED4511, RED4310, and LAE4314 with a grade of C; (3) a 60 hour field experience with a grade of S where students demonstrate application of all reading competencies, and (4) a Reading Endorsement binder containing the Demonstration of Accomplishment Documentation Form and supporting artifacts.

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 X005 Introduction to the Teaching Profession (3)
- EDF X085* Teaching Diversity for Educators (3)
- EME X040 Introduction to Technology for Educators (3)

*In addition to EDF X085, a minimum of 6 semester hours with an international or diversity focus is required. Eligible courses will be determined by the community college or university where the student is currently earning the Associate in Arts or baccalaureate degree. Foreign language courses may be used to meet this requirement.

Completion of Foundations of Knowledge and Learning Core Curriculum requirements (General Education): Foundations of Knowledge and Learning Core Curriculum courses (General Education) will be determined by the Florida College System institution or university where the student currently is earning the Associate in Arts or baccalaureate degree, and will be published in the institution's existing catalog or in the Counseling Manual. (For USF, see "Academic Policies and Procedures - Foundations of Knowledge and Learning Core Curriculum Requirements" section of the catalog.)

Professional Education Core (31-32 credit hours):

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

| | |
|--|---|
| EEX 4941 Practicum in ESE | 6 |
| Level 1 (1 hour); Level 2 (2 hours); | |
| Level 3 (3 hours) | |
| EDF 3122 Learning and the Developing Child | 3 |
| or | |
| EDF 3214 Human Development and Learning | 3 |
| EDF 3604 Social Foundations of Education (Exit) | 3 |
| EDF 4430 Measurement for Teachers | 3 |
| FLE 4316 Language Principles and Acquisition | 2 |
| FLE 4317 Teaching LEP Students K-12 | 3 |
| EEX 4940 Internship: Exceptional Student Education | 8 |
| EEX 4936 Senior Seminar in Exceptional Student Education | 1 |

Area of Specialization

Exceptional Student Education

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

| | |
|--|---|
| EEX 4012 Foundations of Special Education | 3 |
| EEX 4054 Perspectives on Learning and Behavioral Disorders | 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 (Exit) | 3 |
| EEX 4894 Clinical Teaching in Special Education | 3 |
| EMR 4011 Mental Retardation and Developmental Disabilities | 3 |
| LAE 4314 Teaching Writing | 3 |
| MAE 4310 Teaching Elementary School Mathematics I | 3 |
| RED 4310 Early Literacy Learning | 3 |
| RED 4511 Linking Literature Assessment to Instruction | 3 |

Student Organizations and Activities

The Alliance of Health and Fitness Professionals

The Alliance of Health and Fitness Professionals (AHFP) is an official USF student organization designed to provide exercise science majors with a variety of professional development and leadership experiences. Activities include preparing for certifications in the field, attending professional conferences, participating in volunteer community projects and programs, and coordinating many local educational and social events. Each year, the organization plans an annual awards banquet to recognize graduating seniors.

Association of Physical Education College Students (APECS)

The Association of Physical Education College Students (APECS) is open to all students enrolled in the K-12 Physical Education Program. Social and professional meetings are conducted throughout the year. Professional service to the community is also provided by the association.

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. Undergraduate student applicants must have an overall grade point average of 3.0. Graduate students must have an overall grade point average of 3.5. For more information regarding Kappa Delta Pi please visit www.kdp.org.

National Education Association Student Program (NEASP)

The National Education Association extends its usual member benefits to student teachers, providing opportunities for professional growth, leadership training, and also \$1 million liability insurance coverage while interns are engaged in student teaching. Membership is open to all students (<http://www.nea.org/home/1676htm>).

Student Council for Exceptional Children (SCEC)

The Student Council for Exceptional Children [SCEC] is an organization opened to students from across the university interested in the education of children and young adults with exceptionalities and who wish to serve this population as they learn to appreciate the diversity present in our schools and society. Activities of the USF Chapter include a variety of service projects, as well as support of the COEDU Children's Festival, Special Olympics, and field trips to various special education facilities, opportunities to hear prominent speakers, attend seminars, visit state and national conferences, and participate in social events. All interested students are invited to join.

SunCoast Area Teacher Training (SCATT)

The SunCoast Area Teacher Training (SCATT) Honors Program is an award-winning teacher training program designed to enhance the outstanding teacher preparation programs offered within the USF College of Education. Its mission is to enhance the teaching profession by establishing high performance expectations for all members and offering research-based learning experiences that support exceptional instruction and encourage reflective practice. To apply, please complete an application available in the SCATT Office, which is located on the second floor of the David C. Anchin Center in the COEDU building, visit our website at <http://scatt.coedu.usf.edu/>, or call (813) 974-2061 for additional information.

COLLEGE OF EDUCATION FACULTY

Adult, Career & Higher Education

Interim Chairperson: A. Cranston-Gingras; *Professors:* W.E. Blank, J.A. Eison, W.B. James, W.H. Young; *Associate Professors:* D. Dellow, V. Hernandez-Gantes, J.B. Scaglione, W.R. Sullins; *Assistant Professor:* R. B. Closson; *Instructor:* D. Mulenga.

Childhood/Language Arts/Reading Education

Chairperson: D. Thomas; *Professors:* , S. Homan, J. King, M. Mann, J. Richards; *Associate Professors:* N. Anderson, I. Berson, , K. Laframboise,, W. Mo, M. L. Morton, , J. Schneider, N. Williams; *Assistant Professors:*, J. Blank, D. Dennis, , J. Manning, A. Parker, S. Quinn ; *Instructors:* A. Hall, C. Lippincott, D. Stewart; *Visiting Instructor:* B. Green; *Professor Emeritus:* J. Klesius.

Educational Measurement and Research

Chairperson: C.V. Hines; *Professors:* R. F. Dedrick; J. M. Ferron, C. V. Hines, J. D. Kromrey; *Associate Professor:* L. Rodriguez-Campos; *Assistant Professor:* Y. Chen; *Visiting Assistant Professor:* D. Vizcain.

Physical Education and Exercise Science

Director: S. Sanders; *Professors:* J. Eickhoff-Shemek, F.N. Faucette, S. Sanders, M. J. Stewart; *Associate Professors:* C.D. Ashley, M. Kilpatrick; *Assistant Professors:* B. Campbell, S. Haichun.

Psychological and Social Foundations

Chairperson: H. Exum; *Professors:* G. Batsche, S. Dorn, E. V. Johanningmeier, H. Keller, K. Marfo; *Professors Emeritus:* D. Bostow, W.W. Burley, M.J. Curtis, J.C. Dickinson, R. J. Drapela, E. Kimmel; *Associate Professors:* J. Baggerly, K. Bradley-Klug, D. Cobb-Roberts, D. DeMarie, W. Henry, R. Marshall, L. Raffaele Mendez, T. Miller, D. Osborn, B. Shircliffe, S. Street, S. Suldo, C. Zalaquett; *Assistant Professors:* S. Kiefer, L. Lopez, M. Mitcham, J. Ogg, T. Tan; *Visiting Assistant Professor:* J. Leavy.

Secondary Education

Chairperson: S. J. Thornton; *Professors:* J.H. Applegate, A. Barron, M. Berson, B.C. Cruz, J.A. Duplass, A.P. Feldman, J.H. Johnston, J.F. Kaywell, C. Kennedy, B.S. Spector, D.R. Thompson, D. Zeidler; *Courtesy Professor:* C.M. Feyten; *Emeritus Professors:* F.D. Breit, J. Golub, D.J. Puglisi, H.E. Steiner; *Associate Professors:* R.A. Austin, P.L. Daniel, G. Kersaint, J.A. White; *Assistant Professors:* S. Downey, C. Ellerbrock, L. Evans, H. Gerretson, E. Howes, D. Kim, G. Smith, M. Van Olphen, E. Vomvoridi-Ivanovic; *Instructors:* P.C. Smith, A. Vasquez; *Visiting Instructors:* J. Ducher, P. Garcia, J. Green, N. Keefer.

Special Education

Chairperson: D. Thomas; *Professors:* D. Allsopp, M. Churton, A. Cranston-Gingras, A. Duchnowski, J. Kleinhammer-Tramill, J. Paul, B. Townsend-Walker; *Associate Professors:*, P. Alvarez McHatton, P. Jones, B. Loeding, S. E. Shaunessy, D. Thomas; *Instructors:* C. Colucci, E. Doone, *Jointly Appointed Faculty:* R. Clark, G. Dunlap, R. Friedman, K. Kutash, M. Hernandez, T. Stokes.