

## PROGRAM MODIFICATION

SPE3000P - Exceptional Student Education/ESOL

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### Current Program Information:

Program Number: SPE3000P

Program Name: Special Education

Specialization: Exceptional Student Education/ESOL

Degree: Bachelor of Arts

Hours in Program: 129-130

Department: Teacher Education

College: Professional Studies

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### Program Description

The B.A. degree program in Special Education is designed to prepare students who plan to teach children and youth with exceptionalities. Many aspects of the program provide the student with opportunities to work with exceptional children. With judicious planning and completion of appropriate electives, graduates of the Exceptional Student, Education/ESOL Specialization may become eligible for certification in special education and elementary education. The challenges and intrinsic rewards, together with the NCATE professional endorsement quality, make our B.A. program in special education a rewarding and satisfying career. The second specialization, Educational Studies, is NCATE, but not DOE approved. It prepares students to work in private settings or agencies that do not require graduation from an initial certification program. Students graduating with this specialization are not eligible for certification under Florida Department of Education criteria but may subsequently earn certification as they become eligible in one of Florida's school district alternative certification programs.

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### Program Requirements

In addition to general University requirements, students seeking the B.A. in Special Education must meet the requirements listed below.

Consult with your academic advisor for courses which may satisfy both the General Studies requirements and common prerequisites.

Candidates for admission to UWF's NCATE/DOE approved teacher education specialization must meet and complete admission requirements detailed under Admission to Teacher Education. These requirements include, but are not limited to, satisfactory completion of all areas of the College-Level Academic Skills Test (CLAST) and the General Knowledge, Professional, and Subject Area portions of Florida Teacher Certification Examination (FCTE). Requirements for teacher education programs may change due to legislative mandate. Therefore, the actual program requirements may differ from those listed in the Catalog. Candidates must inquire with the Chair of the Division of Teacher Education or with the Professional Studies Student Center to obtain the most current program requirements.

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

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## General Studies (36 sh)

The State of Florida mandates specified courses for the Exceptional Student Education program. These common prerequisites, when combined with the University's general studies program requirements, comprise 60 hours of lower division courses. In addition to three specified education courses (EDF 1005, EDG 2701, and EME 2040), 51 hours must be chosen from the following liberal arts and sciences areas: communications; mathematics; natural and/or physical sciences; fine arts and/or humanities; and social sciences. The hours must include at a minimum:

- Nine hours in English to include writing, literature, and speech.
- Nine hours in science to include earth science, life science, and physical science with a minimum of one associated lab.
- Nine hours in mathematics to include college algebra or above and geometry.
- Twelve hours in the social sciences to include American history and general psychology.
- Six hours in the humanities to include philosophy and fine arts.

In addition to EDG 2701, a minimum of 6 hours with an international or diversity focus is required.

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## Common Prerequisites (9 sh)

See above

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## Lower Division Electives (0 sh)

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## Major Courses (69-70 sh)

This is an NCATE/DOE approved specialization that leads directly to Florida DOE certification in the subject area.

Major (69-70 sh)

Exceptional Student Education/ESOL Core (58 sh)

EDF 3234	Applied Foundations of Education	3
EEX 2010	Introduction to Exceptional Children	3
EEX 4050	Foundations of Teaching Students with Exceptionalities	3
EEX 4141	Survey of Normal & Abnormal Language & Speech Development	3
EEX 4221C	Evaluation & Prescriptive Instruction for the Exceptional Child	3
EEX 4241	Curriculum for Teaching Students with Severe Disabilities	3
EEX 4243	ESOL/Reading Professional Practicum II	3
EEX 4254	Instructional Strategies for Teaching Students with Exceptionalities	3
EEX 4255	Curriculum for Teaching Students with Exceptionalities	3
EEX 4257	ESOL/Reading Professional Practicum III	3
EEX 4261	Educational Management of Exceptional Children	3
EEX 4660	Advanced Behavior Management for Students with Exceptionalities	3
EEX 4772	Personal, Social & Employment Skills for Exceptional Students	3
EME 3410	Integrating Technology Across the Curriculum	1
LAE 3314	Language Skills & Literature in the Elementary School	3
MAE 4310	Teaching Mathematics in the Elementary School	3
RED 3310	Teaching Developmental Reading in the Elementary School	3
RED 4542	Teaching Developmental Reading in the Elementary School II	3
TSL 4080	ESOL Principles & Practices	3
TSL 4081	Empowering Teachers to Teach English to ESOL Students	3

Student Teaching (11-12 sh)

EDG 4936	Senior Seminar	2
EDG 4940	Student Teaching Course offered 3-12 sh per semester	6-7
EEX 4843	Professional Development Practicum IV: Teaching Students with Exceptionalities	3

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## Major-Related Courses (0 sh)

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## Upper Division Electives (0 sh)

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## Additional Program Information

None Listed

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## General CCR Information

Date Initiated: 08/08/2006

Effective Date: Fall, 2007

Department Chair: Joseph Peters, x2843, [jpeters@uwf.edu](mailto:jpeters@uwf.edu)

Department Contact: Keith Whinnery, x3269, [kwhinnery@uwf.edu](mailto:kwhinnery@uwf.edu)

Does this CCR affect DOE/NCATE approved program(s)? Yes

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**NOTE:** Items below indicated with an (\*) asterisk, are required fields.

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## Nature of Program Curriculum Request

The modifications to this program include: Program Title, Program Description, Program Requirements, Major Courses, Major-Related Courses, Upper Division Electives, General Studies Courses, Lower Division Electives, Diploma Wording, Degree, Hours in Program, Common Prerequisites

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## \*Rationale

Program change is due to current legislation that requires all special education teachers to be "highly qualified," or also certified in other general education content areas. Local school districts require new special education teachers to be dually certified (special education and another content area).

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## \*Program Outcomes

### Content

- Collect and use data gathered from a variety of sources, including formal and informal measures, to develop educational goals for students
- Identify the cognitive, linguistic, emotional, and physical needs of students and match them appropriately to instructional plans
- Draw upon human development/learning theories and concepts as the foundation for instructional planning for students
- Implement a variety of strategies to motivate and help students acquire knowledge and skills needed to succeed in life
- Demonstrate knowledge in relevant subject fields through integration of real world learning activities designed for students
- Design and establish effective learning environments that are conducive to high achievement of students

### Critical Thinking

- Master performance assessment techniques to promote and measure the thinking skills of students
- Develop a repertoire of realistic projects and problem solving activities that will enable students to improve their life skills and creative thinking abilities

### Communication

- Communicate accurately and effectively through oral presentation skills and the written word to deliver high quality education for students
- Effectively collaborate with families of students and colleagues to facilitate optimal educational experiences for the student
- Establish high performance expectations for students and communicate these expectations to colleagues, families, and students

Values/Integrity

- Engage in self-reflection regarding performance and pursue opportunities for feedback to demonstrate commitment to continuous improvement in effective goal-setting
- Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession

Project Management

- Use instructional and adaptive technology to manage, evaluate, and improve instruction for students
- Seek the involvement of students to design effective learning experiences to meet students' needs and interests

Diversity Skills

- Practice and teach strategies of tolerance and acceptance related to individual and cultural differences
- Create educational climates that foster openness, inquiry and concern for others
- Employ suitable strategies resulting in successful conflict resolutions
- Use appropriate ESOL strategies and instructional methods to develop experiential and literary activities to effectively deliver instruction to ESOL students

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**\*Articulation**

Might this CCR impact academic units, programs, or courses outside the initiating department? **no**

This curriculum change does not impact other academic units.

**Additional Articulation Information**

I approve the CCR's below.

Thank you,  
Sandra Davis

Sandra B. Davis. Ph.D.  
College of Professional Studies  
Division of Teacher Education  
The University of West Florida  
11000 University Parkway  
Pensacola, FL 32514  
Ph. 850.474.2025  
FAX 850.474.2856

-----Original Message-----

From: CCRSystem [mailto:CCRSystem]  
Sent: Monday, September 18, 2006 3:01 AM  
To: Sandra Davis  
Cc: Linda Kelley  
Subject: CCRs Pending Professional Education Council

\*\*\*\*\*  
You are receiving this e-mail as a member of the Professional Education Council. The CCR System indicates that as of midnight September 17, 2006 the 6 CCRs listed below are pending the review and/or approval of this committee. Please update your records accordingly.

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CCR: EVT3002P Technology Education

URL: <http://ccr.enroll.uwf.edu/ccr/programview.cfm?ccrid=6698>

Request: New Program

CCR: MCI5004P CUR&INS/ESOL COMP

URL: <http://ccr.enroll.uwf.edu/ccr/programview.cfm?ccrid=6543>

Request: Program Modification

CCR: MCI5014P Curr & Inst Technology Education

URL: <http://ccr.enroll.uwf.edu/ccr/programview.cfm?ccrid=6699>

Request: New Program

CCR: PRI3000P Prekindergarten/Primary Education

URL: <http://ccr.enroll.uwf.edu/ccr/programview.cfm?ccrid=6549>

Request: Program Modification

CCR: SPE3000P Exceptional Student Education/ESOL

URL: <http://ccr.enroll.uwf.edu/ccr/programview.cfm?ccrid=6529>

Request: Program Modification

CCR: TED1000P Education Minor

URL: <http://ccr.enroll.uwf.edu/ccr/programview.cfm?ccrid=6789>

Request: Program Modification

If you require additional information, please contact Linda Kelley at x2228.

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## Proposed Program Information

Program Number: SPE3000P

\*Program Title: Special Education/Elementary Education Dual Major

\*Degree: Bachelor of Arts

\*Program Hours: 129-130

\*Diploma Wording: Special Education/Elementary Education Dual Major

Department: Teacher Education

College: Professional Studies

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## \*Program Description

The B.A. degree program in Exceptional Student Education is an NCATE/DOE approved specialization that leads directly to Florida DOE certification in Exceptional Student Education, Elementary Education, and the ESOL Endorsement. It is designed to prepare students who plan to teach children and youth with exceptionalities. Many aspects of the program provide the student with opportunities to work with exceptional children. Graduates of the Exceptional Student Education/Elementary Education/ESOL program will be certified and "highly qualified" based upon the No Child Left Behind Act. Students must successfully complete the Florida Teacher Certification Exam in Exceptional Student Education, Elementary Education, General Knowledge, and Professional Education.

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## Program Requirements

In addition to general University requirements, students seeking the B.A. in Exceptional Student Education/Elementary Education must meet the requirements listed below.

Consult with your academic advisor for courses which may satisfy both the General Studies requirements and common prerequisites.

Candidates for admission to UWF's NCATE/DOE approved teacher education specialization must meet and complete admission requirements detailed under Admission to Teacher Education. These requirements include, but are not limited to, satisfactory completion of the General Knowledge, Professional, and Subject Area portions of Florida Teacher Certification Examination (FCTE). Requirements for teacher education programs may change due to legislative mandate. Therefore, the actual program requirements may differ from those listed in the Catalog. Candidates must inquire with the advisor for special program requirements.

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

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## General Studies (36 Hours)

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### Common Prerequisites (9 Hours)

EDF 1005	Introduction to Education	3
EDG 2701	Teaching Diverse Populations	3
EME 2040	Introduction to Educational Technology	3

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

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### Lower-Division Electives (15 \*Hours)

Students should take EEX2010 to fulfill an upper division requirement.

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### \*Major Courses (69-75 Hours)

EDF 3234	Applied Foundations of Education	3
EDG 4XX1	Elementary and Special Education Integrated Arts	3
EDG 4940	Student Teaching	6-12
EEX 2010	Introduction to Exceptional Children	3
EEX 4141	Survey of Normal & Abnormal Language & Speech Development	3
EEX 4221C	Evaluation & Prescriptive Instruction for the Exceptional Child	3
EEX 4241	Curriculum for Teaching Students with Severe Disabilities	3
EEX 4243	ESOL/Reading Professional Practicum II	3
EEX 4254	Instructional Strategies for Teaching Students with Exceptionalities	3
EEX 4255	Curriculum for Teaching Students with Exceptionalities	3
EEX 4257	ESOL/Reading Professional Practicum III	3
EEX 4261	Educational Management of Exceptional Children	3

EEX 4772	Personal, Social & Employment Skills for Exceptional Students	3
EEX 4843	Professional Development Practicum IV: Teaching Students with Exceptionalities	3
LAE 3314	Language Skills & Literature in the Elementary School	3
MAE 4310	Teaching Mathematics in the Elementary School	3
RED 3310	Teaching Developmental Reading in the Elementary School	3
RED 4542	Teaching Developmental Reading in the Elementary School II	3
SCE 4310	Teaching Science in the Elementary School	3
SSE 4113	Social Studies for Elementary Teachers	3
TSL 4080	ESOL Principles & Practices	3
TSL 4081	Empowering Teachers to Teach English to ESOL Students	3

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## Major-Related Courses (0 \*Hours)

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## Upper-Division Electives (0 \*Hours)

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## Review Committee Comments/Notes:

DEPARTMENT:

ACADEMIC AFFAIRS REVIEW:

09/11/2006 Concerns resolved - this program replaces the existing one.  
Forwarded to dean. RES

09/01/2006 CCR reviewed and concerns forwarded to chair. RES  
From: Bob Shaw  
Sent: Friday, September 01, 2006 3:04 PM  
To: Joe Peters  
Cc: Laura Tissington; Keith Whinnery  
Subject: SPE3000P - Exceptional Student Education/ESOL

This CCR has been reviewed and the following concerns identified:

SSE4113 lists EDE4200 as a prerequisite. EDE4200 is not included in the program.  
EEX4241 lists EEX4050 as a prerequisite. EEX4050 is not included in the program.

Please confirm that this will replace the existing ESOL Specialization. (I guess this means we will no longer have to contend with the dual major scenario.)

Please let me know how the concerns are resolved as soon as possible as today is the deadline for CCR submissions to the dean.

Thanks, Bob

COLLEGE DEAN (Including College Level Review):

PEC comment added to Articulation 09/18/06 lk  
ACADEMIC COUNCIL:

FACULTY SENATE:

PROVOST:

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### **CCR System Approval Dates:**

**Department:** August 31, 2006

**Department Chair:** August 31, 2006

**Academic Affairs:** September 11, 2006

**College Dean:** September 27, 2006

**Academic Council:** December 08, 2006

**Faculty Senate:** December 11, 2006

**Provost:** February 26, 2007

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