

**APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A
NEW, AMENDED, OR DELETED EDUCATION PROGRAM**

INSTITUTION: **University of Sioux Falls**

DATE: **July 11, 2013**

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Julie McAreavey
Chair, Fredrikson School of Education

Dr. Brett Bradfield
Provost/VP of Academic Affairs

I certify that all information contained in this application is complete and accurate.

Signature *Julie McAreavey*

Signature *Brett Bradfield*

Section I. Action Requested

X **New Program Approval**

Amendment of Approved Program

Innovative/Experimental Program

Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

Section II. Education Program Certification Level

Birth through Preschool Birth through Age Eight Early Childhood

Birth through Age Eight Early Childhood & Birth through Age Eight Special Education

K-8 Elementary Education K-8 Elementary Education/Special Education

5-8 Middle Level Education 7-12 Secondary Education _____
(major)

X **K-12 Education Special Education**

Administrative Program _____

School Service Specialist _____

Masters _____

PROPOSAL TO ADD MAJOR

AREA: FREDRIKSON SCHOOL of EDUCATION

DISCIPLINE TO ADD: BA in SPECIAL EDUCATION: MAJOR/LICENSE IN SPECIAL EDUCATION

RATIONALE FOR PROPOSED MAJOR:

The Fredrikson School of Education seeks to add a special education major. In the past, students seeking a double major took their coursework through a reciprocal agreement with Augustana College. Students limited their credits to six per semester. The University of Sioux Falls then paid the difference in cost. This arrangement worked well in the past because very few students elected to pursue special education, and the professors were pleased to work with our students. However, Augustana has recently made the decision to drop the reciprocal agreement. Although they are willing to ‘teach out’ our current students, we will be unable to send new students. Special education is considered a high needs area, and schools of education are now being required to address those needs. From our recent Title II report comes this directive, “Each institution of higher education that conducts a traditional teacher preparation program...and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.”

MISSION: The teacher education program at the University of Sioux Falls is grounded in the conceptual framework, “Educator as Developing Professional.” Students gain knowledge, skills, and dispositions related to the framework and to the national education standards.



Student Learning Outcomes are aligned to the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012):

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experience for individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Coursework

EDU 201 Foundations of Education (3)

EDU 202 Exceptional Students (3)

EDU 218 Paraprofessional in Education (3)

***SED 2XX Introduction to Cognitive, Learning and Emotional/Behavior Disabilities (3)**

EDU 250 Parent and Community Relations (3)

EDU 260 Language Development (3)

EDU 322 Differentiated Instruction (3)

***SED 3XX Strategic Instruction for Learning and Emotional/Behavior Disabilities (3)**

***SED 3XX Strategic Instruction for Cognitive Disabilities (3)**

EDU 405 Instructional Management (3)

***SED 4XX Classroom Interventions for Exceptional Students (3)**

***SED 4XX Topics in Secondary Special Education (3)**

***SED 4XX K-12 Special Education Student Teaching (5-8)**

COURSE PROPOSAL/CHANGE FORM

Area: **Discipline or Program:**

Course Name: **S.H.:**

Recommended Course Level: 100 200 300 400

Prerequisites:

If this course is cross-listed, please specify the discipline and course number:

Type of Course (check all that apply):

- Liberal arts core
- Requirement in major
- Elective in major
- Elective only
- Cultural Awareness Course (pending approval) Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Cultural Awareness requirements](#)
- Critical thinking (pending approval). Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Critical Thinking requirements](#)
- Change of major (please attach change of major form)

Frequency of offering and anticipated enrollment:

Course Description (to be used in catalog):

mild disabilities. The course is designed to provide the prospective teacher of students with mild disabilities with the knowledge of the characteristics of learning disabilities and the consequent academic challenges students may experience. Coursework emphasizes math, reading, writing, and language processing deficits and how they interfere with academic achievement and social relationships, use of assessment accommodations, and intervention approaches for students with learning disabilities.

Goals and Major Objectives:

KNOW:

- the characteristics of individuals with learning disabilities, including intelligence, perception, memory, thinking skills, and language development
- methods for monitoring the progress of individuals with learning disabilities
- the history and current trends of terminology, philosophies, and theories that relate to teaching children with learning disabilities

UNDERSTAND:

- the relationship between individuals with learning disabilities and other conditions, including attention deficit disorder, reading, math, writing, and language disorders, and traumatic brain injury.

DO:

- Apply effective teaching practices to enhance reasoning and thinking skills, and to integrate academic and nonacademic activities
- Design an appropriate learning environment for students with learning disabilities

Text or Texts used and other references of importance:

Option: *Learning Disabilities: Characteristics, Identification, and Teaching Strategies*
William N Bender
Strategies for teaching students with learning and behavior problems
CS Bos & S Vaughn

Outline of Content:

Unit 1: History, Identification, Characteristics, and Terminology
Unit 2: LRE: Instructional & Assessment Accommodations in the Gen Ed Classroom
Unit 3: LRE: Pull-Out Instruction
Unit 4: Reading and Writing
Unit 5: Math
Unit 6: Listening and Speaking
Unit 7: ADD/ADHA: organization and time management
Unit 8: Lesson Planning and Strategic Instruction Strategies

Methods for Student Evaluation:

Formative Assessments: 100 pts

<p>LMS Post/Response to Readings: 10@ 10 pts each (knowledge & comprehension)</p> <p>Classroom Participation: 36 classes @ 5 pts each = <u>180 pts</u></p> <p>Interactive Lectures</p> <p>Jigsaw</p> <p>Small Group Tasks</p> <p>Journal: <u>100 pts</u></p> <p>LMS Private Reflections: 10 @ 10 pts each (evaluation & analysis)</p> <p>Project: <u>150 pts</u></p> <p>Summative Assessments: <u>150 pts</u></p> <p>Mid-Term: 75 pts</p> <p>Final: 75 pts</p>
TOTAL POINTS: 680

Supporting Rationale: Specify the reasons for the course development or proposed change. How did program assessment influence the decision to change?

REQUIRED FOR K-12 SPED TEACHING LICENSE

Course/Program Assessment: How will your area/discipline faculty assess this course to determine if it is meeting its intended purpose?

<p>CEC OUTCOMES: 1-3 AND 5-7 INTASC PRINCIPLES: 1, 2 - 10</p> <p>PASSING SCORE ON REQUIRED PRAXIS TESTS</p>

COURSE PROPOSAL/CHANGE FORM

Area:	<input type="text" value="Education"/>	Discipline or Program:	<input type="text" value="Special Education"/>
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Course Name:	<input type="text" value="Strategic Instruction and for Students with Cognitive Disabilities"/>	S.H.:	<input type="text" value="3"/>
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Recommended Course Level: 100 200 300 400

Prerequisites:	<input type="text" value="Admission to the teacher education program; SED 2XX Intro to Cognitive, Learning"/>
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& Emotional/Behavior Disabilities

If this course is cross-listed, please specify the discipline and course number:

Type of Course (check all that apply):

- Liberal arts core
- Requirement in major
- Elective in major
- Elective only
- Cultural Awareness Course (pending approval) Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Cultural Awareness requirements](#)
- Critical thinking (pending approval). Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Critical Thinking requirements](#)
- Change of major (please attach change of major form)

Frequency of offering and anticipated enrollment:

Once per academic year

Course Description (to be used in catalog):

Strategic Instruction for Students with Cognitive Disabilities is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with moderate to severe cognitive disabilities. This course is designed to provide the prospective teacher of students with moderate and severe cognitive disabilities with a basic knowledge concerning the learning characteristics of this student population, assessment strategies, curriculum development, program design, instructional strategies, material development, and community transition. The focus of this course will be the design of functional programming across home, school, community, and vocational environments to meet the needs of individual students with cognitive disabilities.

Goals and Major Objectives:

Upon completion of *Strategic Instruction for Students with Cognitive Challenges*, students will:

KNOW:

- how to identify appropriate assessment strategies for people with moderate or severe cognitive disabilities
- how to describe and define appropriate learner goals/objectives/benchmarks for students with moderate or severe cognitive disabilities

- how to compose a technically correct IEP to meet the unique needs of students with cognitive disabilities

UNDERSTAND:

- read and understand/synthesize relevant information from professional journals
- understand the criteria for determining eligibility for cognitive disabilities

DO:

- consider and plan for critical aspects of the educational environment, including community-based services (transition – as appropriate)
- develop age and skill appropriate curriculum tasks for persons with moderate or severe cognitive disabilities

Text or Texts used and other references of importance:

TBD

Outline of Content:

Unit 1: Introduction: LRE and Instructional Placement Considerations
 Unit 2: Alternate Curriculum - Academic Standards and Design
 Unit 3: Instructional Strategies
 Unit 4: Meaningful Assessment: Measurement and Evaluation of Learning
 Unit 5: Functional Curriculum Considerations
 Unit 6: Community Participation: Behavior, Safety and Peer-Relationships
 Unit 7: The Promise of the Future: Vocational Training and Transition (as appropriate)

Methods for Student Evaluation:

Formative Assessments: 100 pts
 LMS Post/Response to Readings: 10@ 10 pts each (knowledge & comprehension)
 Classroom Participation: 36 classes @ 5 pts each = 180 pts
 Interactive Lectures
 Jigsaw
 Small Group Tasks
 Journal: 100 pts
 LMS Private Reflections: 10 @ 10 pts each (evaluation & analysis)
 Project: 150 pts

Summative Assessments: 150 pts

Mid-Term: 75 pts

Final: 75 pts

TOTAL POINTS: 680

Supporting Rationale: Specify the reasons for the course development or proposed change. How did program assessment influence the decision to change?

REQUIRED FOR K-12 SPED TEACHING LICENSE

Course/Program Assessment: How will your area/discipline faculty assess this course to determine if it is meeting its intended purpose?

CEC OUTCOMES: 1-3 AND 5-7 INTASC PRINCIPLES: 1 AND 2 - 10
PASSING SCORE ON REQUIRED PRAXIS TESTS

COURSE PROPOSAL/CHANGE FORM

Area: Education

Discipline or
Program:

Special Education

Course Name:

Intro to Cognitive, Learning and Emotional/Behavior
Disabilities

S.H.:

3

Recommended Course Level:

100

200

300

400

Prerequisites:

NA

If this course is cross-listed, please specify the discipline and course number:

Type of Course (check all that apply):

Liberal arts core

- Requirement in major
- Elective in major
- Elective only
- Cultural Awareness Course (pending approval) Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Cultural Awareness requirements](#)
- Critical thinking (pending approval). Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Critical Thinking requirements](#)
- Change of major (please attach change of major form)

Frequency of offering and anticipated enrollment:

Once per academic year

Course Description (to be used in catalog):

Intro to Cognitive, Learning and Emotional/Behavior Disabilities is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with moderate to severe cognitive disabilities. This course is designed to provide the prospective teacher of students with moderate and severe cognitive, learning and/or emotional/behavior disabilities with a basic knowledge concerning the learning characteristics of these student populations, assessment strategies, curriculum development, program design, instructional strategies, material development, and community transition. The focus of this course will be the design and coordination of programming across home, school, community, and vocational environments to meet the needs of individual students with disabilities.

Goals and Major Objectives:

Upon completion of *Strategic Instruction for Students with Cognitive Challenges*, students will:

KNOW:

- how to identify appropriate assessment strategies for people with disabilities
- how to describe and define appropriate learner goals/objectives/benchmarks for students with disabilities
- how to compose a technically correct IEP to meet the unique needs of students with disabilities

UNDERSTAND:

- read and understand/synthesize relevant information from professional journals
- understand the criteria for determining eligibility for disabilities

DO:

- consider and plan for critical aspects of the educational environment, including

- community-based services (transition – as appropriate)
- develop age and skill appropriate curriculum tasks for persons with disabilities

Text or Texts used and other references of importance:

TBD

Outline of Content:

Unit 1: Introduction: Identification, Characteristics, LRE and Instructional Placement Considerations
Unit 2: Academic Standards and Instructional Design
Unit 3: Instructional Strategies and Accommodations
Unit 4: Meaningful Assessment: Measurement and Evaluation of Learning
Unit 5: Functional Curriculum and Post-Secondary Considerations
Unit 6: Coordination of Community Services
Unit 7: The Promise of the Future: Vocational Training and Transition (as appropriate)

Methods for Student Evaluation:

Formative Assessments: 100 pts
LMS Post/Response to Readings: 10@ 10 pts each (knowledge & comprehension)
Classroom Participation: 36 classes @ 5 pts each = 180 pts
Interactive Lectures
Jigsaw
Small Group Tasks
Journal: 100 pts
LMS Private Reflections: 10 @ 10 pts each (evaluation & analysis)
Project: 150 pts
Summative Assessments: 150 pts
Mid-Term: 75 pts
Final: 75 pts

TOTAL POINTS: 680

Supporting Rationale: Specify the reasons for the course development or proposed change. How did program assessment influence the decision to change?

REQUIRED FOR K-12 SPED TEACHING LICENSE

Course/Program Assessment: How will your area/discipline faculty assess this course to determine if it is meeting its intended purpose?

CEC OUTCOMES: 1-3 AND 5-7 INTASC PRINCIPLES: 1 AND 2 - 10
PASSING SCORE ON REQUIRED PRAXIS TESTS

COURSE PROPOSAL/CHANGE FORM

Area: **Discipline or Program:**

Course Name: **S.H.:**

Recommended Course Level: 100 200 300 400

Prerequisites:

If this course is cross-listed, please specify the discipline and course number:

Type of Course (check all that apply):

- Liberal arts core
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- Critical thinking (pending approval). Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Critical Thinking requirements](#)
- Change of major (please attach change of major form)

Frequency of offering and anticipated enrollment:

Once per academic year

Course Description (to be used in catalog):

Classroom Management & Behavior Intervention for Exceptional Students is required for all special education teacher candidates seeking an endorsement or license in k-12 special education. The primary goal of the course is to help prospective special education teachers develop an understanding of various classroom and behavior management strategies. This course introduces classroom management and behavior management strategies for today's classroom. It is designed to offer **pre-service** teachers an opportunity to investigate current research-based techniques that are considered "best practices". The course will further introduce students to models, methods, and materials for managing atypical classroom behaviors of children with exceptional needs. The course will focus on providing prospective teachers with skills to:

- manage behaviors that are counterproductive to learning in the classroom
- teach pro-social interpersonal behaviors that facilitate successful functioning in the classroom and society
- structure the classroom environment so that both academic and social/interpersonal behaviors facilitate appropriate consequences/actions for children.

Goals and Major Objectives:

Upon completion of *Classroom Management & Behavior Intervention for Exceptional Students*, students will:

KNOW:

- methods for identifying and analyzing behavior – including data collection
- best practice interventions for interrupting behavior that interferes with instruction and learning
- classroom organization and instructional methods that pro-actively prevent disruptive behavior

UNDERSTAND:

- understand the biological, psychodynamic, sociological, and behavioral theories/explanations of behavior
- understand and apply behavior management systems (data collection) in facilitating behavior change

DO:

- articulate a reflective philosophy model of discipline
- plan developmentally appropriate behavior management and classroom management systems to optimize learning.

Text or Texts used and other references of importance:

TBD

Outline of Content:

Unit 1: Creating an Effective Learning Environment
Unit 2: Setting Standards for Classroom Behavior
Unit 3: Developing Positive Relationships
Unit 4: Encouraging Pro-Social Behavior
Unit 5: Responding to Disruptive Behavior
Unit 6: Responding to Aggressive Behavior
Unit 7: Designing Individual Behavior Intervention Plans

Methods for Student Evaluation:

Formative Assessments: 100 pts
LMS Post/Response to Readings: 10@ 10 pts each (knowledge & comprehension)

Classroom Participation: 36 classes @ 5 pts each = 180 pts
Interactive Lectures
Jigsaw
Small Group Tasks

Journal: 100 pts
LMS Private Reflections: 10 @ 10 pts each (evaluation & analysis)

Project: 150 pts
Summative Assessments: 150 pts
Mid-Term: 75 pts
Final: 75 pts

TOTAL POINTS: 680

Supporting Rationale: Specify the reasons for the course development or proposed change. How did program assessment influence the decision to change?

REQUIRED FOR K-12 SPED TEACHING LICENSE

Course/Program Assessment: How will your area/discipline faculty assess this course to determine if it is meeting its intended purpose?

CEC OUTCOMES: 1, 2, AND 5-7 INTASC PRINCIPLES: 3 - 10
PASSING SCORE ON REQUIRED PRAXIS TESTS

COURSE PROPOSAL/CHANGE FORM

Area: Discipline or Program:

Course Name: S.H.:

Recommended Course Level: 100 200 300 400

Prerequisites:

If this course is cross-listed, please specify the discipline and course number:

Type of Course (check all that apply):

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- Critical thinking (pending approval). Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Critical Thinking requirements](#)
- Change of major (please attach change of major form)

Frequency of offering and anticipated enrollment:

Course Description (to be used in catalog):

Topics in Secondary Special Education is required for all special education teacher candidates seeking an endorsement or license in secondary special education. The primary goal of the course is to help

prospective teachers learn about the unique transition to adulthood needs of special education students at the secondary level as described in *IDEA*.

Coursework will focus on the specifics of “transition services” which *must* include a “coordinated set of activities” that facilitates a student’s movement from school to post-school activities. Study of post-school activities will include: employment, vocational training – including vocational evaluation, post-secondary education, supported employment, and independent living.

Goals and Major Objectives:

Upon completion of *Topics in Secondary Special Education*, students will:

KNOW:

- Graduation requirements for secondary special education students
- The elements of and process for completing a technically correct transition IEP
- The process for implementation/facilitation of successful transition from high school to community-based services as determined appropriate
- The requirements for vocational and transition planning and programming, including an overview of internal and community resources such as rehabilitation services and interagency services.

UNDERSTAND:

- understands and identifies transition needs for secondary students with disabilities
- understands adult adjustment and post-school life for students with disabilities and their impact on educational programming at the secondary level
- understands the different approaches/accommodations in educational settings as related to adult services
- understands the importance of student/parent participation in the selection of community resources for development of life goals.

DO:

- read and interpret research articles and determine how current research can be used to advise and improve practice
- identify how technology can be used in educating secondary students with disabilities
- identify the potential challenges facing secondary special education today
- be familiar with the challenges and controversy over instructional environments and curriculum for secondary students with disabilities (functional, vocational, academic)
- understand potential issues of transition for secondary students with disabilities
- understand adult adjustment and post-school considerations for students with disabilities and how they impact educational programming at the secondary level

Text or Texts used and other references of importance:

TBD

Outline of Content:

Unit 1: Federal & State Legislation: Planning and IEP Requirements
Unit 2: Self-Determination and Transition Assessment
Unit 3: Student Populations: Coordinated Activities and Transition Needs
Unit 4: Transition – Independent Living
Unit 5: Transition - Instruction/Training
Unit 6: Transition - Employment
Unit 7: Community Tours: Interagency Transition Council, Adjustment Training Centers and Supported Housing
Unit 8: Transition to Post-High School Settings

Methods for Student Evaluation:

Formative Assessments: 100 pts
LMS Post/Response to Readings: 10@ 10 pts each (knowledge & comprehension)
Classroom Participation: 36 classes @ 5 pts each = 180 pts
Interactive Lectures
Jigsaw
Small Group Tasks
Journal: 100 pts
LMS Private Reflections: 10 @ 10 pts each (evaluation & analysis)
Project: 150 pts
Summative Assessments: 150 pts
Mid-Term: 75 pts
Final: 75 pts

TOTAL POINTS: 680

Supporting Rationale: Specify the reasons for the course development or proposed change. How did program assessment influence the decision to change?

REQUIRED FOR K-12 SPED TEACHING LICENSE

Course/Program Assessment: How will your area/discipline faculty assess this course to determine if it is meeting its intended purpose?

CEC OUTCOMES: 1, 2, AND 5-7 INTASC PRINCIPLES: 2,3,6,9 AND 10
PASSING SCORE ON REQUIRED PRAXIS TESTS

COURSE PROPOSAL/CHANGE FORM

Area: Discipline or Program:

Course Name: S.H.:

Recommended Course Level: 100 200 300 400

Prerequisites:

If this course is cross-listed, please specify the discipline and course number:

Type of Course (check all that apply):

- Liberal arts core
- Requirement in major
- Elective in major
- Elective only
- Cultural Awareness Course (pending approval) Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Cultural Awareness requirements](#)
- Critical thinking (pending approval). Note: A duplicate Course Proposal must also be sent to CLAE for approval. [Click here for Critical Thinking requirements](#)
- Change of major (please attach change of major form)

Frequency of offering and anticipated enrollment:

Course Description (to be used in catalog):

K-12 Special Education Student Teaching is required for all special education teacher candidates seeking an endorsement or license in secondary special education. Under the direction and supervision of the cooperating teachers and USF instructors, teacher candidates student teach in two of the three levels: elementary, middle level, secondary.

Goals and Major Objectives:

See Student Teaching Manual, which details the major objectives, responsibilities, evaluations, and timelines. This manual is updated each year. Attached is the Table of Contents.

Text or Texts used and other references of importance:

NA

Outline of Content:

See Student Teaching Manual

Methods for Student Evaluation:

See Student Teaching Manual

Supporting Rationale: Specify the reasons for the course development or proposed change. How did program assessment influence the decision to change?

REQUIRED FOR K-12 SPED TEACHING LICENSE

Course/Program Assessment: How will your area/discipline faculty assess this course to determine if it is meeting its intended purpose?

CEC OUTCOMES: 1-7 INTASC PRINCIPLES: 1-10
PASSING SCORE ON REQUIRED PRAXIS TESTS: Praxis II Content prior to student teaching; Praxis II PLT prior to licensure and program completion

Course Descriptions

EDU 201 Foundations of Education: An introduction to the history, philosophy and purposes of American schools; to teaching as a profession; and to problems, issues, and trends in education today. Career opportunities in education and certification requirements are reviews. (3 s.h.)

EDU 202 Exceptional Students: An introductory study of the history, philosophy and legal implications of the education of the exceptional child. It includes identification and classification of various exceptionalities and the identification of effective educational strategies, with opportunities to meet with community resource persons. (3 s.h.)

EDU 218 Paraprofessional in Education: The first field experience in the teacher education program. Elementary, secondary, and special education candidates work as teacher assistants for 15-17 full school days. Students will be placed in a school that has a diverse population. Performance evaluation serves as one of the admission criterion for admittance into the teacher education program. (3 s.h.)

SED 220 Introduction to Cognitive, Learning and Emotional/Behavior Disabilities: This class is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with moderate to severe cognitive disabilities. This course is designed to provide the prospective teacher of students with moderate and severe cognitive, learning and/or emotional/behavior disabilities with a basic knowledge concerning the learning characteristics of these student populations, assessment strategies, curriculum development, program design, instructional strategies, material development, and community transition. The focus of this course will be the design and coordination of programming across home, school, community, and vocational environments to meet the needs of individual students with disabilities. (3 s.h.)

EDU 250 Parent and Community Relations: This course will assist candidates establishing relationships and partnerships with families and community to promote healthy development of children. Interactions with and on behalf of families will be the focus of learning and practice. (3 s.h.)

EDU 260 Language Development: This course will examine language development theories, brain development and its impact on the acquisition of language, and normative language development. Techniques and materials to facilitate language and cognitive development for early childhood/kindergarten education will be explored. Candidates will be responsible for planning and implementing language-based activities, as well as observing language development of children enrolled in ECE settings. (3 s.h.)

EDU 304 Assessment and Evaluation in the Classroom: This course is based on INTASC standard 8 – the teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. This class will examine the difference between assessment and evaluation and how to use assessment data to drive curriculum planning, instruction, evaluation, and the decision-making process in classrooms. Teacher candidates will have opportunities to gain knowledge about assessment (characteristics, uses, advantages and limitations of different types of assessments and grading schemes); select, use, and construct assessments related to objectives for diagnostic purposes; identify elements of measurement theory; and use, observe and construct a variety of formal and informal assessment measures to assess student

development and growth. Students will learn the importance of self-assessment, peer assessment and modifying instruction based on assessment data. The course is designed for elementary, secondary or K-12 teacher candidates. Prerequisite: Admission to the teacher education program. (3 s.h.)

EDU322 Differentiated Instruction: Differentiated instruction provides pre-service teachers with the knowledge, skills, and conceptual understanding needed to address a wide range of learners in the regular classroom setting. Building on previous foundational courses, students will gain further background in essential aspects of special education including placement, IEPs, current issues and case study experiences. In addition, students will apply critical thinking skills to solve classroom challenges and design learning opportunities with regard to Section 504, culturally and linguistically diverse learner needs and gifted learners. Focus will be on the practical applications of theory, law, and research towards differentiating instruction so that all children are able to learn and succeed. Prerequisite: Admission to the teacher education program. (3 s.h.)

SED 340 Strategic Instruction for Cognitive Disabilities: This course is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with moderate to severe disabilities. This course is designed to provide prospective teachers with basic knowledge concerning the learning characteristics of this student population, assessment strategies, curriculum development, program design, instructional strategies, material development, and community transition. Designing functional programming across home, school, community, and vocational environments to meet the needs of individual students will be targeted. The study of highly specialized instructional strategies will include but is not limited to: Project MASTERY, TEAACH, “folder activities” and assistive technology applications. A significant portion of the class will be spent in task analysis of academic and functional skills and the development of specialized instructional materials to meet learning goals. Prerequisite: Admission to teacher education program. (3 s.h.)

SED 342 Strategic Instruction for Learning and Emotional/Behavior Disabilities: This course is required for all special education teacher candidates seeking an endorsement or license in K-12 special education teaching students with mild to moderate disabilities. The course is designed to provide the prospective teacher with the knowledge of the characteristics of learning and emotional/behavior disabilities and the consequent academic challenges students may experience. Coursework emphasizes math, reading, writing, and language processing deficits and how they interfere with academic achievement and social relationships, use of instruction and assessment accommodations, and intervention approaches for these students. Prerequisite: Admission to the teacher education program. (3 s.h.)

SED 402 Topics in Secondary Special Education: This course is required for all special education teacher candidates seeking an endorsement or license in secondary special education. The primary goal of the course is to help prospective teachers learn about the unique transition to adulthood needs of special education students at the secondary level as described in *IDEA*. Coursework will focus on the specifics of “transition services” which *must* include a “coordinated set of activities” that facilitates a student’s movement from school to post-school activities. Study of post-school activities will include: employment, vocational training –

including vocational evaluation, post-secondary education, supported employment, and independent living. Prerequisite: Admission to the teacher education program. (3 s.h.)

SED 404 Classroom Interventions for Exceptional Students: This course is required for all special education teacher candidates seeking an endorsement or license in k-12 special education. The primary goal of the course is to help prospective special education teachers develop an understanding of various classroom and behavior management strategies. This course introduces classroom management and behavior management strategies for today's classroom. It is designed to offer **pre-service** teachers an opportunity to investigate current research-based techniques that are considered "best practices". The course will further introduce students to models, methods, and materials for managing atypical classroom behaviors of children with exceptional needs. The course will focus on providing prospective teachers with skills to:

- manage behaviors that are counterproductive to learning in the classroom
- teach pro-social interpersonal behaviors that facilitate successful functioning in the classroom and society
- structure the classroom environment so that both academic and social/interpersonal behaviors facilitate appropriate consequences/actions for children.

Prerequisite: Admission to the teacher education program. (3 s.h.)

SED 416 K-12 Special Education Student Teaching: This experience is required for all special education teacher candidates seeking an endorsement or license in secondary special education. Under the direction and supervision of the cooperating teachers and USF instructors, teacher candidates student teach in two of the three levels: elementary, middle level, secondary. Prerequisite: Admission to student teaching. (6 s.h.)

Crosswalk between coursework and CEC standards

<p align="center">→ CEC</p>	<p align="center">1 DEVELOP & INDIVIDUALIZE</p>	<p align="center">2 INCLUSIVE & SELF-DETERM</p>	<p align="center">3 CURR GEN & SPED</p>	<p align="center">4 ASSESSMENT</p>	<p align="center">5 INSTRUCTIONAL STRATEGIES</p>	<p align="center">6 PROFESSIONALISM & ETHICS</p>	<p align="center">7 COLLABORATIVE WITH ALL</p>
<p>↓ COURSE</p>							
EDU 201 FOUNDATIONS OF ED						X	
EDU 202 EXCEPTIONAL STUDENTS	X	X	X	X	X	X	X
EDU 218 PARAPROFESSIONAL		X	X		X	X	X
SED 220 INTRO TO LD/CD/ED	X	X	X		X	X	X
EDU 250 PARENT & COMMUNITY		X				X	X
EDU 260 LANGUAGE DEVELOPMENT	X		X				
EDU 304 ASSESSMENT & EVAL	X		X	X	X	X	X
EDU 322 DIFFERENTIATED INSTRUCTION	X	X	X	X	X		X
SED 342 STRATEGIC INSTRUCTION LD & ED	X	X	X		X	X	X
SED 340 STRATEGIC INSTRUCTION CD	X	X	X		X	X	X
SED 404 CLASSROOM INTERVENTION FOR EXCEPTIONAL STUDENTS	X	X			X	X	X
SED 402 TOPICS IN SECONDARY SPED	X	X			X	X	X
SED 416 K-12 SPED STUDENT TEACHING	X	X	X	X	X	X	X

Crosswalk between coursework and INTASC standards

<div style="text-align: center;"> INTASC </div>	1 CONCEPTS & CONTENT	2 LEARNING & DEVELOP	3 DIVERSITY	4 INSTRUCTIONAL STRATEGIES	5 MOTIVATION & BEHAVIOR	6 COMMUNICATION	7 PLANNING FOR INSTRUCTION	8 ASSESSMENT	9 REFLECTION & GROWTH	10 INTERRELATIONS
COURSE										
EDU 201 FOUNDATIONS OF ED	X		X		X	X			X	
EDU 202 EXCEPTIONAL STUDENTS	X	X	X	X						X
EDU 218 PARAPROFESSIONAL						X	X		X	X
SED 220 INTRO TO LD/CD/ED	X	X	X	X	X	X	X	X		X
EDU 250 PARENT & COMMUNITY RELATIONS			X			X			X	X
EDU 260 LANGUAGE DEVELOPMENT	X	X		X		X	X			
EDU 304 ASSESSMENT & EVALUATION			X	X		X	X	X		
EDU 322 DIFFERENTIATED INSTRUCTION	X		X	X			X			
SED 342 STRATEGIC INSTRUCTION FOR LD & ED	X		X	X	X	X	X	X	X	X
SED 340 STRATEGIC INSTRUCTION FOR CD	X		X	X	X	X	X	X	X	X
SED 404 CLASSROOM INTERVENTION FOR EXCEPTIONAL STUDENTS			X	X	X	X	X	X	X	X
SED 402 TOPICS IN SECONDARY SPED		X	X			X			X	X
SED 416 K-12 SPED STUDENT TEACHING	X	X	X	X	X	X	X	X	X	X

