

Special Education Collaborative Teacher (6-12) 2008-2010

University of South Alabama Department of Leadership and Teacher Education

GENERAL STUDIES: (64 hours)

WRITTEN COMPOSITION (2 Courses, 6 hours)

*EH 101 English Composition I _____ 3
*EH 102 English Composition II _____ 3

HUMANITIES / ARTS (4 Courses, 12 hours)

At least one course from EH 215-236. Sequence required in either

EH or HY. Potential EH sequences:

EH (215, 216); EH (225, 226); _____ 3
EH (235, 236) _____ 0 or 3

At least one course from:

ARS 101; MUL 101; DRA 110; _____ 3
ARH 100, 103, 123, _____

If EH sequence is not chosen, take one additional course from advisor approved humanities and fine arts.

Humanities or fine arts elective _____ 0 or 3
*CA 110 Public Speaking _____ 3

MATHEMATICS (4 courses, 12 hours)

MA 201 Math for Elementary Teachers I _____ 3

Three courses from:

MA 110, 112, 113, 115, 120 or 125 _____ 3
Or MA 202 or ST 210 _____ 3

NATURAL SCIENCES (3 Courses, 12 hours)

Three courses from (including lab):

BLY 101 *or* 121, BLY 102 *or* 122; CH 101, 103, _____ 4
131, 132, 141; GY 111, 112; PH 101, 104, 114, _____ 4
115, 201, 202; GEO 101, 102 (and NS transfers) _____ 4

SOCIAL SCIENCES (4 Courses, 12 hours)

At least one course from HY 101, 102, 135, 136. Sequence required in either EH or HY. Potential HY sequences:

HY (101, 102) _____ 3
HY (135, 136) _____ 0 or 3

Two courses from:

AN 100, 101; GEO 114, 115; SY 109, 112; _____ 3
PSC 130; PSY 120; ECO 215, 216 _____ 3

If HY sequence is not chosen, take one additional course from below:

HY 101, 102, 135, 136, AN 100, 101; _____
GEO 114, 115; SY 109, 112; PSC 130; _____
PSY 120, 250; ECO 215, 216; _____ 0 or 3

(Students will only receive credit for 2 history courses)

HEALTH /PHYSICAL EDUCATION (2 courses, 4 hours)

PE 100 Concepts of Health and Fitness _____ 3
PE 101-157 PE Activity Course _____ 1

GENERAL STUDIES ELECTIVES (6 hours)

Electives _____ 3
_____ 3

PROFESSIONAL STUDIES (30 hours)

CURRICULUM & TEACHING (5 courses, 9 hours)

SPE 202, 203, 205 Sequence Field Exp. (1hr. ea) _____ 3
SPE 363 Teach. Adapt. Curric. to Spec Need _____ 3
*EDM 310 Microcomputing Systems in Ed _____ 3

FOUNDATIONS (3 courses, 9 hours)

*SPE 400 Ed for Exceptional Children & Youth _____ 3
EPY 251 Human Growth & Development _____ 3
*EDF 315 Education in a Diverse Society _____ 3
*EDF 211 Clinical & Lab Exp in Ed Found _____ 0
(EDF 315 & 211 must be taken simultaneously)

EVALUATION (1 course, 3 hours)

SPE 410 Formal & Informal Assessment _____ 3

INTERNSHIP (1 course, 9 hours)

SPE 496 Internship 6-12 _____ 9
(Students must apply for student teaching 1 semester in advance)

COLLABORATIVE TEACHING FIELD (34 hours)

RED 451 Content Area Literacy (W) _____ 3
SHS 290 Speech Improvement for Classroom _____ 3
SPE 201 Field Exp in Special Ed Setting _____ 1
SPE 311 Intro to Partnerships in Spec Ed _____ 3
SPE 313 Learning & Behavioral Disorders _____ 3
SPE 342 Develop & Teach Ecological Curric _____ 3
SPE 362 Behavior Mgt of Except Child (W) _____ 3
SPE 373 Teach Read to Students w/Disability _____ 3
SPE 432 Impact of Typical and Atypical Dev. _____ 3
SPE 443 Voc Ed & Career Dev of Disabled _____ 3
SPE 454 Curric & Method for Develop Young _____ 3
SPE 484 General Education Curriculum _____ 3

TEST REQUIREMENTS

*IDE 010 College of Education Reading Exam _____
*(exempt if scored 19 on ACT in Reading) or
(480 or better on SAT Critical Reading component.)*
*COE Math Modules or Math Test _____
*APTT (Reading, Writing, & Math) _____
EXIT EXAM _____
*PRAXIS II test is NOT required at this time for
Special Education Collaborative Teacher (6-12)*

TOTAL HOURS = 128

*** Prerequisite courses for Teacher Candidacy
(W) Courses that satisfy university writing requirement**

Students must be admitted to teacher candidacy before beginning the courses listed above in bold type.

Undergraduate Teacher Education Program Sheet for Majors in Leadership & Teacher Education

The Course Schedule under **PAWS** should be consulted for all registration matters and reviewed prior to advising and registration. You may see your assigned advisor during his/her office hours or during the scheduled advising weeks each semester. Bring with you (1) an **unofficial copy** of your transcripts printed from **PAWS** and (2) a prepared list of courses you want to take. Students are responsible for maintaining their personal program-advising sheet. Advisors are available to answer questions.

The University Bulletin should be consulted in all matters of program or certification requirements.

The program sheet on the reverse side of this page provides information regarding the number of courses required within specific areas. Please be reminded of **important** University requirements listed below.

Writing Requirement – The University requires that a candidate for graduation must have completed two designated writing credit courses at USA, with at least one course chosen from offerings in the candidate’s major or minor. Courses meeting this requirement are designated with a (W) after the course title in the “Courses” section of the USA Bulletin. Individuals who transfer in credit to substitute for a course(s) designated as a “W” course must meet the writing requirement by taking a “W” course(s) at USA.

Transient Approval – Students must have prior approval to enroll as a transient student at another institution. Only 64 semester hours will be accepted from a two-year institution.

Residency Requirement – A candidate for graduation must complete a minimum of 32 credit hours of USA upper division course work (300 and 400 levels). In addition to the University Residency Requirement, a student seeking a degree in the College of Education must complete 32 hours of the last 45 semester hours as a student at USA.

Teacher Candidacy Admission Requirements for Majors in Leadership & Teacher Education

Completion of 60 semester hours of coursework (a minimum of 48 must be in *General Studies*). A minimum of 12 semester hours must be taken at USA. Completion of the required Freshman Experience, if applicable.

Completion of Courses: CA 110 (or SHS 290 for Special Education majors *only*), EH 101& 102, EDF 315 & 211, EDM 310, and SPE 400. Additionally, Elementary Education majors must complete EEC 300. Successful completion of COE Math Test or COE Math Modules.

4x12: Completion of the following courses is required of Elementary and Special Education majors for “Highly Qualified” status – 12 semester hours in each of the four areas: English/language arts, math, science, and social science, with a grade of “C” or better.

GPA Requirements: A minimum overall GPA of 2.50 on all work attempted at USA. A minimum program GPA (all courses used on the advising sheet) of 2.75, including transfer work. A minimum GPA of 2.75 in *Professional Studies* and in *Teaching Field*, including transfer work. For Elementary Education majors no grade below a “C” will be accepted in *Professional Studies* and *Teaching Field* courses. For Special Education majors no grade below a “C” will be accepted in *Professional Studies* and *Block* courses. For Secondary Education majors no grade below a “C” will be accepted in *Professional Studies* courses.

Satisfactory performance on the College of Education’s Reading Test (IDE 010). Students seeking a second bachelor’s degree or students with E-ACT scores of 19 Reading (or higher) or (480 or better on SAT Critical Reading component.) are exempt from IDE 010. Students are limited to two attempts for IDE 010. After two unsuccessful attempts individuals are required to seek remediation and register for RDG 151 until they meet the requirement.

Satisfactory performance on all parts (Reading, Writing, Mathematics) of the Alabama Prospective Teacher Test (APTT). Official passing scores must be on file with the Office of Student Services. You may register for the test by calling 1-800-294-2105 or via the web: <http://www.act.org/alabamaptt>. See Student Services (UCOM 3020) or the Advising Center (UCOM 3360) for deadlines.

Proof of a Clear SDE fingerprinting/background check and professional liability insurance.

Completion of the *Dispositions Survey* and a signed teacher candidacy application form at the beginning of the semester prior to entry into teacher candidacy. Surveys and applications are available in the Advising Center. Watch for posted deadlines.

Completion of a satisfactory departmental interview with your assigned advisor. Recommendation of advisor and department chairperson.

Sufficient physical ability and emotional stability to perform successfully as a teacher.