



Alignment of Degree Programs

CIP Code & Title: 13.1001 Special Education and Teaching, General

Level: Master's

Area of Strategic Emphasis: Education

PROGRAM DESCRIPTION:

M.A.:

The Masters of Arts in Exceptional Student Education provides an in-depth view of research, theories, and the application of theory to classroom teaching in Exceptional Student Education (ESE). The major prepares Special Education teacher leaders for work in public and private schools and in-state, federal, or community settings. The major is designed to ensure that all graduates are prepared to be reflective practitioners, able to evaluate and continuously learn from their own teaching; collaborative professionals who affirm diversity; knowledgeable of theory and research; and skilled in the best practices of Special Education. Graduates of this major will have advanced clinical and pedagogical skills in working with children with disabilities and their families. The major is structured so that students can maintain full-time employment while pursuing their degrees through on-line course delivery.

M.A.T.:

The Master of Arts in Teaching (M.A.T.) is a graduate major in Special Education for individuals teaching with temporary certification and/or individuals who hold an undergraduate degree in an area other than Special Education. The major leads to certification in Exceptional Student Education (ESE) and endorsements in Reading and English to Speakers of Other Languages (ESOL). Students can be admitted to the major during any semester throughout the year; however, the Special Education core course sequence begins in the fall. Students in the M.A.T. benefit from an integrated curriculum taught in six-hour blocks; mentors who are master teachers within the district that provide one-on-one mentoring for each major participant; and accelerated delivery of course content which allows for completion of the degree in one summer and four academic semesters. All students are required to conduct action research in their classrooms, investigating how they can more effectively use research-based interventions. This requires that students link theory and practice and encourages an inquiry approach to teaching.

CURRICULUM:

A. Student Learning Outcomes:

M.A.:

Goal 1: Discipline Specific Content

- 1a. Outcome: Candidates in the Master of Arts in Exceptional Student Education major will be able to gather formative assessment data, use the data to make instructional decisions, plan/implement instruction and evaluate the outcomes.

M.A.T.:

Goal 1: Discipline Specific Knowledge and Skills

- 1a. Outcome: Candidates in the Master of Arts in Teaching major will effectively demonstrate:
 - Alignment of instruction with state-adopted standards at the appropriate level of rigor;
 - Sequencing lessons and concepts to ensure coherence and required prior knowledge;
 - Design of instruction for students to achieve mastery;
 - Selection of appropriate formative assessments to monitor learning;
 - Use of diagnostic student data to plan lessons; and
 - Development of learning experiences that require students to demonstrate a variety of applicable skills and competencies.

B. Admission Standards for the Program:

B1. University Admissions:

Admission to the University is based on the University's Graduate Admission Requirements that may be found by clicking on the following url:

- **Graduate:** <https://www.usf.edu/admissions/graduate/admission-information/requirements-deadlines.aspx>

B2. Program Admission Requirements:

M.A.:

A letter of application that addresses why the candidate desires to pursue an M.A. degree in education.

M.A.T.:

- A letter of application that addresses why the candidate desires to pursue a master's degree in education.
- At least one letter of recommendation from a person who has observed the candidate teach and/or work with children and youth.
- Demonstrate mastery of general knowledge by one of the following:
 - Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce>) **or**
 - Achievement of passing scores, (effective for tests administered on or after July 1, 2015,) as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test:
 - GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay
 - GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics
 - GRE Verbal Reasoning scaled score of 151 acceptable for both GK English

Language Skills and GK Reading

C. Graduation Requirements for the Program:

- Minimum GPA of 3.0
- Successful completion of the following:
 - All degree requirements and the required minimum degree program credit hours;
 - Completion of the requirements associated with the thesis or non-thesis requirement.

D. M.A. Curricular Framework:

D1. Required Courses: (30 credit hours)

D1a. Major Core Courses: 2 courses; 6 credit hours

- EDF 6481 Foundations of Educational Research (3)
- EEX 6943 Practicum in Exceptional Student Education (3)*

*A portfolio/project is required to fulfill the comprehensive examination requirement and is completed while enrolled in EEX 6943 Practicum in Exceptional Student Education (3).

D2. Other Required Courses: (24 credit hours)

D2a. Other Required Courses: 8 courses; 24 credit hours

- EEX 6612 Management and Motivation of Exceptional and At-Risk Students (3)
- EEX 6222 Advanced Psychoeducational Assessment of Exceptional Students (3)
- EEX 6245 Transitional Programming for the Adolescent and Young Adult Exceptional Student (3)
- EEX 6732 Consultation and Collaboration in Special Education (3)
- EEX 5752 Working with Families: A Pluralistic Perspective (3)
- EEX 6248 Instructional Approaches for Exceptional Populations (3)
- EEX 6939 Advanced Seminar: Paradigms, Practices, and Policies in Special Education (3)

Select from one of the following Varying Exceptionalities courses (1 course; 3 credit hours):

- EBD 6215 Advanced Theories and Practices in Emotional Handicaps (3)
- ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities (3)
- EEX 6476 Curriculum and Instruction for Students with Low Incidence Disabilities (3)

D. M.A.T. Curricular Framework:

D1. Required Courses: (6 credit hours)

D1a. Major Core Courses: 2 courses; 6 credit hours

- EDF 6481 Foundations of Educational Research (3)
- EEX 6943 Practicum in Exceptional Student Education (3)*

*The successful completion of a comprehensive exam in the form of an action research project is required of all students in their final semester of the program and is completed while enrolled in EEX 6943 Practicum in Exceptional Student Education (3). If the student does not successfully complete the action research project in the last semester of the program, the student must pass 2 credit hours of EDG 6975 Project: Master's/Specialist the following semester for a maximum of two attempts.

D2. Other Required Courses: (45 credit hours)

D2a. Other Required Courses: 7 courses; 30 credit hours

- EEX 6051 Creating Positive Learning Environments for Students with Disabilities (6)
- EEX 6224 Developing Individualized Educational Programs for Students with Disabilities (6)
- EEX 6247 Implementing Programs for Students with Disabilities (6)
- EDF 6211 Psychological Foundations of Education (3)
- RED 6514 The Reading Process in the Elementary Grades (3)
- RED 6544 Cognition, Comprehension, and Content Area Reading: Remediation of Reading (3)
- MAE 6117 Teaching Elementary Math (3)

D2b. ESOL Requirements: 3 courses; 9 credit hours

- TSL 5085 ESOL I - Theory and Practice of Teaching English Language Learners (3)
- TSL 5086 ESOL II - Secondary Language & Literacy Acquisition in Children & Adolescents (3)
- TSL 5242 ESOL III - Language Principles, Acquisition & Assessment for English Language Learners (3)

The special requirements for ESOL endorsement through infusion are as follows:

Successful completion of:

1. The following three ESOL courses with a minimum grade of 70 percent or better on all three sections of the ESOL Comprehensive Exam administered in the three ESOL courses:
 - TSL 5085 ESOL I - Theory and Practice of Teaching English Language Learners (3)
 - TSL 5086 ESOL II-Secondary Language & Literacy Acquisition in Children & Adolescents (3)
 - TSL 5242 ESOL III-Language Principles, Acquisition & Assessment for English Language Learners (3);
2. A 20-hour early ESOL field experience in ESOL 1;
3. A late ESOL field experience where students plan, implement, and evaluate lessons for one or more ESOL students over a series of weeks; and
4. An ESOL folder, containing all assignments and test results from ESOL 1, 2, and 3.

NOTE: If a student obtains a state-approved ESOL Endorsement prior to internship, consideration will be given to waiving TSL 5085, TSL 5086 and TSL 5242 with the appropriate program and college approvals.

D2c. Internship Requirements: 1 courses; 6 credit hours

- EDG 6947 MAT Final Internship (6)

ADDITIONAL REQUIREMENTS:

M.A./M.A.T.:

- A project is required to fulfill the comprehensive examination requirement and is completed while enrolled in EEX 6943 Practicum in Exceptional Student Education (3).

M.A.T.:

- All students must pass the following examinations:
 - General Knowledge Test (all four subtests) – if the CLAST (taken after July 1, 2002) was used to fulfill admission requirements instead of the General Knowledge Test (GKT), the GKT must be passed before internship.
 - Florida Teacher Certification Professional Education Test – must be passed prior to graduation.
 - Florida Teacher Certification ESE Subject Area Test – must be passed prior to graduation.
- Practicum Requirements: All students are required to register for and complete 3 total hours of practicum (listed above under core requirements). Students who are employed as an ESE-teacher, or as teaching assistant/paraprofessional may complete the practicum in the classroom where they are employed. Students who are not employed as a teacher or teaching assistant/paraprofessional will be placed in a classroom practicum setting with a mentor teacher in the local school district.
- Internship Requirements: All students are required to complete a full-time semester long internship as a special education teacher in a K-12 classroom setting. The internship can be a supervised paid internship which an employed teacher can complete in his/her own classroom. If a student is not employed as a special education teacher, he/she must complete the internship (non-paid) in a supervising teacher's (Professional Practice Partner) classroom.
- 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.

NOTES:

- Do not anticipate any significant increase in students and the student to faculty ratio post consolidation is expected to be stable.