

Special Education

Degrees: Master of Arts
Division: Teacher Education
Building 85, Room 125
(850) 474-2983
[http://uwf.edu/education/
dted@uwf.edu](http://uwf.edu/education/dted@uwf.edu)
College: Professional Studies

The division offers two specializations in Special Education: Comprehensive and Exceptional Student Education/ESOL (K-12). There is a critical shortage of certified teachers, administrators, related professionals, and specialists in many areas of special education.

Special Education continues to be a critical shortage area and teacher education students may be eligible for the Critical Teacher Shortage Loan Forgiveness Program and/or the Critical Teacher Shortage Tuition Reimbursement Program.

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

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

ADMISSION REQUIREMENTS

In addition to meeting the minimum University standards for admission to graduate studies, students should contact the Office of Teacher Education for information on admission to professional graduate education programs.

SPECIAL EDUCATION COMPREHENSIVE

The NCATE approved comprehensive Master's degree program in Special Education is not a Florida Department of Education accredited program. Students may use the course work completed, however, to apply for initial teacher certification. This program is designed to develop master teachers who will be prepared for the instructional and leadership roles in special education.

Use of workshop credit: No more than 6 semester hours of credit in workshop courses may be applied toward the Master's degree.

Students in this Master's degree program have 21 semester hours of required core courses as shown below. It should be noted that students will select a Faculty Mentor before completing EDG 5021. This Faculty Mentor will provide career advice, provide advice about the selection of elective courses related to the student's area of interest, provide directions and advisement to the student concerning professional issues, and direct the student's Action Research project.

Students must also complete a Cognate program of study of at least 15 semester hours. The Cognate Area options are:

A. For those teachers who are currently employed and are in an Alternative Certification Program approved by their school district, the Cognate Area will consist of 14 semester hours of course work that is approved by the student's school district and is designed to meet the requirements for Alternative Certification. Additionally, students will be required to take a one semester hour elective course.

B. For those teachers who are entering with initial teacher certification, the Cognate Area will consist of a program of study developed collaboratively between the student

and the Faculty Mentor and approved by the Chair of the Division of Teacher Education. Course work may be designed to allow for additional certification or to develop a depth or breadth of knowledge in an area of inquiry.

C. For those students who do not possess teacher certification, the Cognate Area will consist of the same 14 semester hours of course work required of those students in the Alternative Certification program. Additionally, students will develop with their Faculty Mentor an experiential course component consisting of practica and possibly additional course work designed to provide the professional and instructional skills necessary to become an effective teacher.

Before graduating, students will be required to complete an action research project in cooperation with a Faculty Mentor.

Required Core Course (3 sh)

EDF	6691	Issues in Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	5085	Integrating Curriculum and Instruction	3
EEX	6051	Exceptionalities	3
EEX	6222	Practical Applications and Issues in Assessment and Classroom Management: Special Education	3

Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies & Empirical Foundations in Learning & Development (a Faculty Mentor must be selected before completing EDG 5021)	3
EEX	6340	Action Research	3
EEX	6945	Research Practicum in Special Education	3

Cognate Courses (15 sh minimum)

Course Plan must be approved by Faculty Mentor & Chair before initiating Cognate Courses. Selected courses will be an elective cognate for potential cohort groups and alternative certification students.

EXCEPTIONAL STUDENT/ESOL CERTIFICATION

This is an NCATE/Florida Department of Education accredited program in Exceptional Student/ESOL leading to Florida Certification in Exceptional Student Education. It is designed to prepare teachers and support personnel responsible for services to exceptional children and youth. The course work and field experiences provide the student with a foundation of exceptional student education, standardized and alternative methods of assessment, integrated curriculum and instruction, management of integrated curriculum and instruction, management of individual and group behavior, instructional technology, home/school/community collaboration, and applied research.

Graduates are eligible for certification in the State of Florida to work in public school special education classes for ESE Students (K-12), private schools for children with exceptional student education needs, mental health centers, public correction facilities, and rehabilitation centers such as Florida HRS and Eckerd Camps. Graduates are also

eligible for certification in 27 other states that have interstate agreements with the State of Florida.

Required Core Course (3 sh)

EDF	6691	Issues in Teacher Education: A Bio-Psycho-Social Understanding	3
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Divisional Core Courses (9 sh)

EEX	5085	Integrating Curriculum & Instruction	3
EEX	6051	Exceptionalities	3
EEX	6222	Practical Applications and Issues in Assessment and Classroom Management: Special Education	3

Educational Investigative Sequence (9 sh)

EDG	5021	Investigative Strategies and Empirical Foundations in Learning & Development	3
EEX	6340	Action Research	3
EEX	6945	Research Practicum in Special Education	3

Cognate Courses (12 sh)

EDG	6344C	Instructional Management & Technology	3
EEX	5283	Employment, Social, and Building for Exceptional Students	3
EEX	6227	Assessment of Exceptional Children	3
EEX	6612	Classroom Management	3

Certification Requirements (18 sh)

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 Teacher to Teach English to ESOL Students (In accordance with Rule 6A-4.01795)	3

Clinical Field Experience (3 sh)

EDE	4944	ESOL/Reading Professional Practicum III	3
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Student Teaching (6 sh)

EDG	5940	Graduate Student Teaching Course offered 1-6 sh per semester	6
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