

Education of Students with Exceptionalities (ESE) Program

The Florida State
University

Department of
Special Education and
Rehabilitation
Counseling Services
(SERCS)

The Education of Students with Exceptionalities (ESE) program is a three year teacher education program requiring lower division or AA degree coursework, followed by a junior, senior, and master's level sequence of courses. The program requires a minimum of 93 semester hours total (junior, senior, and Master's years). In order to complete the program, students must meet criteria for admission to the Master's degree graduate program in the College of Education and to the Department of Special Education and Rehabilitation Counseling Services (SERCS). Graduates receive the Bachelor's and Master's Degrees simultaneously upon graduation and are eligible for Florida teaching certification in Exceptional Student Education (ESE). In addition, graduates meet the requirements for the English Speakers of Other Languages (ESOL) Endorsement.¹

Program Mission

The mission of the ESE Program (with ESOL endorsement) is to graduate individuals who are competent and confident educators who have a commitment to improving the lives of people with disabilities and the lives of members of other minority groups. As such, students will be encouraged to:

- establish a value base that requires them to understand and respect persons with disabilities and members of other minority groups,
- focus professional efforts on empowering and enabling individuals with disabilities, members of other minority groups, and their families and on promoting their inclusion in all aspects of community and family life, and
- develop the abilities to think independently and creatively.

Conceptual Framework

The conceptual framework of the ESE Program is defined by five dimensions. These five dimensions, abbreviated in the acronym TORCH, are:

¹ This program is appropriate for undergraduate students beginning Fall, 2002, or after. Students wishing to earn only a Master's degree or students who already hold a Bachelor's degree should seek advice from the Program Coordinator.

- **T** Technological Literacy,
- **O** Open to Diverse and Global Needs,
- **R** Research and Scientific Inquiry,
- **C** Community of Professional Partners, and
- **H** High Academic and Professional Standards.

Additional information about the Conceptual Framework can be found at:

<http://saint.coe.fsu.edu/ncate/ncateprep.cfm>.

Program Philosophy

The Philosophy of the ESE Program is developed around the six tenants below:

- Learners with disabilities and members of other minority groups should receive services in normalized, natural, and least restrictive settings.
- A collaborative approach is needed to meet the needs of students with disabilities and students who are members of other minority groups.
- Instruction should occur within the context of meaningful and age-appropriate activities, including the general education curriculum.
- Learners with disabilities, members of other minority groups, and their families should be self-determining.
- Positive behavioral supports are humane, effective, and socially valid methods of addressing behavior problems.
- Professionals must be responsive to the changing needs of the population who receive services.

Program Content

The content of the ESE Program is based on national and state guidelines. The guidelines are provided by the Council for Exceptional Children (CEC), Preprofessional Educator Accomplished Practices developed by the Florida Department of Education, and the 25 Performance Standards for ESOL preparation established by the Florida Department of Education.

The competencies identified by the CEC Common Core of Knowledge and Skills center around:

- *Philosophical, historical, and legal foundations of special education*
- *Characteristics of learners*
- *Assessment, diagnosis, and evaluation*
- *Instructional content and practice*
- *Professional and ethical practices*
- *Planning and managing the teaching and learning environment*
- *Managing student behavior and social interaction skills*
- *Communication and collaborative partnerships*

Competencies for the Florida Preprofessional Educator Accomplished Practices are arranged under the following categories of knowledge:

- *Assessment*
- *Communication*
- *Continuous Improvement*
- *Critical Thinking*
- *Diversity*
- *Ethics*
- *Human Development and Learning*
- *Knowledge of Subject Matter*
- *Learning Environments*
- *Planning*
- *Role of the Teacher*
- *Technology*

Indicators for the 25 ESOL Performance Standards established by the state fall into the following categories of knowledge:

- *Conducting ESOL programs*
- *Knowledge of cultural groups*
- *Cultural stereotypes*
- *Cultural characteristics*
- *ESOL instructional methods*
- *ESOL teaching methodology*
- *Resources related to ESOL methodology*
- *ESOL content*
- *ESOL literacy*
- *Language development*
- *Language intervention*
- *Instructional materials, media, and technology for ESOL in the content areas*
- *Social and communication skills intervention*
- *Instructional outcomes*
- *Instructional materials, media, and technology for ESOL*
- *Unit and lesson plans*
- *Classroom environments*
- *Trends and issues*
- *Testing*
- *Alternative methods of assessment*
- *Community resources*
- *Attitudes*
- *Program development*
- *Indicators of disabilities*
- *Content-based ESOL approaches to instruction*

Additional information can be found at the following websites:

- <http://www.cec.sped.org/>
- <http://saint.coe.fsu.edu/ncate/ncateprep.cfm>.
- <http://www.firn.edu/doe/sas/ftce/ftcecomp.htm>

Advising Process

The advising process outlined below should be taken seriously by all students in the ESE Program. Self-advisement is NOT recommended. Program faculty are happy to advise and assist students. Office hours during which faculty are available for advising are posted on each faculty member's office doors by the end of the first week of each semester.

It is suggested that students obtain, retain, and read a copy of the FSU General Bulletin published the year of admittance to the ESE undergraduate program AND a copy of the FSU Graduate Bulletin published the year of admittance to the ESE Graduate Program. These Bulletins contain information regarding university regulations and procedures that must be followed, but are not necessarily contained in this document. In addition, legislative directives and rules and regulations of the State Board of Education may be implemented at anytime.

Undergraduate Advisement. Ms. Melanie Presnell, ESE Program Undergraduate Advisor, provides advise to undergraduate students in the ESE Program. Ms. Presnell provides advice regarding individual student program requirements, regulations, procedures, etc. Ms. Presnell also can provide initial advice regarding graduate specializations. She posts and holds regularly-scheduled office hours each semester. She can be reached at 850-644-4880 or at mpresnel@fsu.edu.

Graduate Advisement. When accepted into the Master's degree component of the program, a graduate Major Advisor will be assigned to each student based on the student's specialization. This faculty member will serve as the Major Advisor on Master's degree Supervisory Committees.

New Student Orientation Meeting. Each semester, an orientation meeting will be held for new students. Information about the program, student organizations, faculty and staff, and sources of student support will be discussed.

Department Blackboard Site. The Department of SERCS maintains a Blackboard Website for students. All students with a special education major code are entered into the listserve of this Blackboard Site if they have an FSU e-mail account. On each student's "My FSU" page, a link to the organization of "Department of SERCS -Students" should appear. The link to "ESE Jr-Sr-MS" along the left-hand of the Website provides information for your ESE program. The Blackboard site will be used to send e-mails to students via FSU e-mail accounts. Advising and other information is routinely passed onto students through this communication vehicle. In addition, it is imperative that students check frequently throughout the semester the Department Blackboard site. Information of which students should be aware is posted on a regular basis.

Advising Responsibilities. PLEASE NOTE THAT MAJOR ADVISORS, COMMITTEE MEMBERS, FACULTY, AND STAFF OF THE OF SERCS AND THE OFFICE OF ACADEMIC SERVICES WILL BE GLAD TO PROVIDE ASSISTANCE. HOWEVER, IT IS ULTIMATELY THE RESPONSIBILITY OF EACH STUDENT TO MEET PROGRAM AND DEGREE REQUIREMENTS AND TO MEET DEADLINES.

Accommodations for Students with Disabilities. Students needing accommodations in the advising process are advised to speak with their assigned Major Advisor as soon as possible to arrange for necessary and needed accommodations.

Summer Advising. It is strongly advised that students register for fall semester courses before spring semester ends. Major Advisors may or may not be employed and/or available for advising during the summer semester. Although advising will be available by appointment with the Program Coordinator, it is best for students to maintain continuity in relation to obtaining advice from their Major Advisor.

Major Code

All students must check their major code and be certain that it is 220707. Students may check their major codes on their individual student data base. If the major code is not 220707, students must work with their Major Advisors to change the code.

Finger Printing/Background Checks

Students will be required to have a background check in Introduction to Mental Disabilities, one of the first courses in this program. In addition, many school districts are now requiring finger printing, background checks, drug tests and/or health forms for student teachers. Please note that "sealed" records are open for background checks of persons working with children. An arrest does not necessarily prevent one from teaching, but students must be honest in reporting arrests. Students are advised to speak with their Major Advisors if they are concerned about the ability to "pass" a fingerprinting or background test.

Annual Reviews and Expectations for Continuing in the Program

At the end of each academic year, Program Faculty will meet and discuss each individual student's progress in the program. Based on the professional judgment of Program Faculty, at each annual review, students will be either:

- granted approval to continue in the program,
- be provided with a corrective/remedial plan that must be successfully completed in order to continue in the program, or
- not be allowed to continue in the ESE program.

Factors that will be considered in this review process include:

- grades in required and elective courses,
- performance in practicum and other field-based activities,
- professional behavior and attitude, and
- potential for being an effective teacher.

Students must earn a minimum grade of "C-," "satisfactory," or "pass" in each required course. Students must maintain an overall GPA of 3.0 during the junior/senior years of study or earn a 1000 on the GRE in order to be admitted to the third year of the program.

Students are expected to behave according to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida and according to the code of ethics of the Council for Exceptional Children (CEC). Professional behavior and attitude will be evaluated based on the standards established by these two codes of ethics.

The Florida Code of Ethics speaks to the teacher's:

- obligation to the student,
- obligation to the public, and
- obligation to the profession of education.

Students will receive a copy of the Code of Ethics and the Principles of Professional Conduct at the new student orientation meeting. In addition, the information can be accessed at the Department Blackboard Website or at <http://www.politicsol.com/govsites/state-education-depts/fl.html>.

The Council for Exceptional Children (CEC) Code of Ethics states that special education professionals:

- Are committed to developing the highest educational and quality of life potential of exceptional individuals;
- Promote and maintain a high level of competence and integrity in practicing their profession;
- Engage in professional activities that benefit exceptional individuals, their families, other colleagues, students or research subjects;
- Exercise objective professional judgment in the practice of their profession;
- Strive to advance their knowledge and skills regarding the education of exceptional individuals;
- Work within the standards and policies of their profession;
- Seek to uphold and improve, where necessary, the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession; and
- Do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Department Blackboard Website has a link to the Council for Exceptional Children homepage. CEC's homepage contains a detailed Code of Ethics.

Admission to Teacher Education

Students who are granted approval to continue in the program after their first year of study must apply to the Teacher Education Program. Applications are available in the Office of Academic Services (STB 108).

Undergraduate Graduation Checks

All undergraduate students are required to request a graduation check from the Office of the University Registrar, Graduation Section, A3900 University Center. This undergraduate check will be an overview of university requirements needed to complete the BS degree. It does not review your ESE Program requirements. This request must be made at the time the student has earned ninety (90) semester hours of credit or two terms prior to the planned graduation/ completion of undergraduate requirements. Registration stops will be placed on students who have exceeded 109 hours earned, but have not applied for a university graduation check. Students are encouraged to apply for the AA degree at this time if the AA degree is not posted.

Undergraduate (Junior and Senior) Coursework

A total of 60 semester hours of upper division coursework must be completed as part of the ESE Program. If a student has taken a required course prior to admission to the ESE Program, 60 hours still must be completed in addition to lower division work. Required courses and the semester in which they must be taken are identified in the table below.

Additional courses may be taken at any time in the program. In order to take a 5000-level course before accepted into graduate school, students must obtain a permission form from the Program Assistant in the SERCS Suite. S/he will provide instructions for completing the form.

Semester	Required Courses
First Fall Semester <i>Introduction to the Profession: Values, Attitudes, and Behaviors</i> 17 semester hours	EEX 4770: Study of Human Exceptionality EEX 4843: Introductory Practicum in Special Education RED 4510: Teaching Reading in the Elementary School EEX 4201: Typical and Atypical Development and Learning EEX 4014: Introduction to Mental Disabilities FLE 4794: Applied Linguistics (even years) OR FLE 4591: Second Language Testing and Evaluation (odd years)

<p>First Spring Semester</p> <p><i>Instruction and Behavior Support Methods for Diverse Population</i></p> <p>17 semester hours</p>	<p>EEX 3601: Applied Behavior Analysis for Special Educators EEX 3820: Practicum in Direct Observation EEX 4250: Individualized Reading Instruction for Students with Disabilities EEX 4070: Including Students with Disabilities in the General Education Curriculum EEX 4251: Teaching Math to Learners with Disabilities EEX 4050: Introduction to Learning and Behavior Disabilities</p>
<p>Second Fall Semester</p> <p><i>Assessment and Methods for Students with High Incidence Disabilities</i></p> <p>17 semester hours</p>	<p>EEX 4223: Individual Educational Planning EEX 4212: Educational Assessment for Students with Disabilities EEX 5258: Advanced Reading Instruction for Students with Disabilities EEX 4941: Practicum with Students with High Incidence Disabilities EEX 5245: Introduction to Special Education Technology FLE 4794: Applied Linguistics (even years)</p> <p style="text-align: center;">OR</p> <p>FLE 4591: Second Language Testing and Evaluation (odd years)</p>
<p>Second Spring Semester</p> <p><i>Specialized Techniques for Students with Low Incidence Disabilities</i></p> <p>17 semester hours</p>	<p>EEX 4235: Functional Reading and Life skills for Individuals with Disabilities EEX 4842: Practicum with Students with Low Incidence Disabilities SPA 4422: Nature of Autism and Severe Communication Disorders EEX 5237: Methods for Teaching Students with Low Incidence Disabilities EEX 5286: Preparing Individuals for Transition EEX 4751: Collaboration with Families, Schools, and the Community</p>
<p>Graduate Program</p> <p><i>Begin Specialization</i></p>	<p>EEX 5920: Pre-Student Teaching Seminar EEX 5235: Instructional Environments: Ethical, Legal, Safety, and Classroom Management Considerations</p>
<p>Internship Semester:</p> <p><i>Complete Specialization</i></p>	<p>EEX 5841: Field Lab Internship EEX 8966: Master's Comprehensive Examination</p>

Tasks to Complete

In addition to successfully completing coursework, students must complete the tasks identified below in the specified semester:

First Semester
in the Program

- Register to take the GRE in Semester 2
- Check major code on student data base; change to 220707 if needed
- Meet with Major Advisor before registering for the next semester
- Maintain a minimum grade of C-, satisfactory, or pass in each required course
- Take and pass General Knowledge section of the Florida Teacher Certification Examination (FTCE)

Second Semester
in the Program

- Take the GRE
- Meet with Major Advisor before registering for the next semester
- Maintain a minimum grade of C-, satisfactory, or pass in each required course

Third Semester
in the Program

- Obtain undergraduate graduation check
- Apply for AA degree
- Apply to Teacher Education Program
- Maintain a minimum grade of C-, satisfactory, or pass in each required course
- Apply to Master's degree program
- Meet with Major Advisor before registering for the next semester

Fourth Semester
in the Program

- Maintain a minimum grade of C-, satisfactory, or pass in each required course
- Meet with Major Advisor before registering for the next semester

Fifth Semester
in the Program

- Maintain a minimum grade point average of B
- Form Supervisory Committee and file Program of Study
- Take and pass Professional Section of the FTCE
- Take and pass Subject Area Section of the FTCE
- Apply for Internship/Student Teaching
- Apply for graduation; application for Bachelor's and Master's degree must be made
- Obtain graduation check for Master's degree with Major Advisor and with Gwen Johnson in the Office of Academic Services
- Meet with Major Advisor before registering for the next semester

Sixth semester in the
program

- Maintain a minimum grade point average of B
- Retake failed sections of FTCE
- Complete program evaluation activities

Practicum and Service Learning Requirements

Practicum courses are required each semester prior to the semester of student teaching. Students should plan to be available to be in practicum settings for a minimum of 6 hours per week (generally scheduled two days per week) during typical school and/or work daytime hours. In addition, many academic courses require service learning activities in addition to practicum hours throughout the week, requiring an addition 6 to 10 hours per week in the schools and community.

Students must plan work and social activities to insure that they are available for practicum and service learning requirements, as these requirements are considered a vital part of the program. Student performance in practicums will be considered in annual reviews of students. Teaching abilities, professional behavior and attitude, and ethical conduct will be reviewed.

Application to Graduate Study

Students must apply to the Master's degree program in the first semester of the Senior year. Admission requirements are a minimum 3.0 GPA in the Junior and Senior years of study or a minimum score of 1000 on the GRE (verbal and quantitative combined). In addition, applications must be approved by program faculty. Applications also can be made on-line.

An official GRE score must be on record at FSU before admission to the Master's degree ESE Program can be made. The GRE score is considered a factor in the application; students are encouraged to do as well as possible on the examination. The GRE should be taken in the junior year. By taking the GRE early in the program, students who do not earn adequate scores for admission to graduate study have time to retake the examination.

Information about taking the GRE can be obtained at www.gre.org or 609-771-7670. The GRE is administered individually by the Sylvan Learning and Technology Center at 1410 Market Street (385-8696).

Master's Degree Coursework

A minimum of 33 hours is required to complete the Master's degree. No courses taken below a 4000-level may count toward the Master's degree. A maximum of six of the 33 semester hours may be at a 4000-level. No semester hours that are applied to the Bachelor's degree may count toward the 33 semester hours required for the Master's degree. Required courses for the Master's degree are included in the table on pages 8 and 9 of this handbook.

In addition to these required courses, students must take an additional 9 - 12 semester hours in an area of specialization. Areas of specialization include:

- high incidence disabilities
- transition
- special education technology
- preschool special education
- visual disabilities
- autism
- severe/profound disabilities
- infant/toddler intervention

Courses for areas of specialization and the faculty contact are identified in the table at the end of this handbook. Specialization courses will be offered when resources are available to do so. It is critical that students plan ahead with their Major Advisors regarding course availability.

Certificate in Early Childhood Special Education

An FSU Certificate in Early Childhood Special Education is available. The award of this Certificate is noted on the transcripts of students who fulfill requirements. Please see Dr. Hanline for additional information.

Supervisory Committee and Major Professor

Master's degree students must form a Supervisory Committee. This Committee is composed of three tenure-track professors from Florida State University, two of whom must be from a special education program. It is the responsibility of the student to ask faculty to serve on Supervisory Committees. This Committee should be identified in the first semester of graduate work. Students' Major Advisors will serve the Chair of the student's Supervisory Committee. Typically, the Major Advisor is a faculty member with expertise in the student's selected area of specialization.

Program of Study Form

Students are required to file a Program of Study form during the first semester of their Master's degree year of study. Program of Study forms may be obtained on-line at <http://www.coe.fsu.edu/OAS/support.html>. The Program of Study form lists the courses to be taken to complete the Master's degree. The form must be signed by the student's Supervisory Committee and the Department Chair before being registered with the Office of Academic Services (108 Stone Building). Once all signatures are obtained, the form should be given to Ms. Darnella Campbell, Program Assistant. She will file the form with the Office of Academic Services. This form must be completed, approved, and on file before students may take their Comprehensive Written Examination and/or graduate. Assistance to complete this form will be provided in EEX 5920.

The information attached to the Program of Study form provides information related to program and graduation requirements. It is the student's responsibility to read this information and act accordingly.

Application for Internship/Student Teaching

Application for internship/student teaching must be made the semester before the internship/student teaching experience. Students should be alert to signs posted in the SERC Department and throughout the Stone Building, announcements posted on the Department Blackboard site, and messages sent through garnet account e-mail. Applications are on-line on the College of Education website, Office of Academic Services link. Applications will be completed in conjunction with EEX 5920. Application due dates are strictly enforced.

Students must have grades of "C-," "satisfactory," or "pass" in all attempted courses before being permitted to student teach. All grades of "Incomplete" must have been changed to a letter grade before student teaching. All teaching methodology courses must be taken prior to student teaching. It is highly recommended that all required courses be completed prior to student teaching, but an elective course may be taken during the internship semester if needed. Student teaching is not available in summer semesters.

Comprehensive Written Examination

In addition to coursework, students are required to take a comprehensive written examination during the semester for which they are registered for EEX 8966. The student is responsible for any and all information covered in required classes. Information about the examination is posted in the Department of Special Education, announced on the Department Website, and sent through garnet account e-mail messages. All grades of "Incomplete" must have been changed to a letter grade before taking the comprehensive written examination.

Student responses are evaluated by each member of the student's Supervisory Committee to determine if a student has successfully completed the examination. Students are informed in writing of the outcomes of the evaluation by the Supervisory committee within approximately one month of taking the examination. Students who do not successfully complete the examination are assigned remedial work by their Supervisory Committee.

Portfolio

Each student is required to develop a portfolio as a requirement for EEX 5920. The portfolio must be completed before student teaching. Students will begin collecting information for their portfolios from the first semester in the program. It is advised that students retain copies of course syllabi, papers, projects, practicum evaluations, etc., to include in the portfolio.

Application for Graduation

Students must apply for graduation in the first week of classes during the final semester of the Program. Students who intern outside the Tallahassee area during the semester they apply for graduation must make special arrangements to apply for graduation at the Registrar's Office prior to leaving campus. Application for BOTH the Bachelor's and Master's degrees must be made. In order to graduate from the program, students must have a minimum of 120 undergraduate credit hours (60 lower division and 60 Junior and Senior years) and a minimum of 33 semester hours for the Master's degree. In addition, students must pass the appropriate areas of the Florida Certification Examination in order to receive their degree.

Certification Examinations for Florida Educators

In order to receive either the Bachelors or Master's degree, students must pass the appropriate subtests of the Florida Teacher Certification Examinations. If a student took and passed the CLAST prior to July 1, 2002, the results of the CLAST will be applied to the examination process as the "general knowledge" component of the examination process. If a student has not taken and passed the CLAST prior to July 1, 2002, the "general knowledge" subtest of the CLAST will become part of the Florida teacher certification examination.

Contact the Florida Department of Education for more information at 1-800-445-6739; or locate information on the Florida Department of Education Web Site: www.firn.edu.doe/sas/ftcehome.htm.

Students in the ESE Program are required to take the certification exams according to the timeline below:

- Students required to take the General Knowledge subsection must take it the first semester in the program.
- Students interning Fall semester must take the Professional and Subject Area Sections of the teacher certification exam in May of the spring semester immediately preceding their fall semester internship.
- Students interning Spring semester must take the Professional and Subject Area Sections of the teacher certification exam in October or December of the fall semester immediately preceding their spring semester internship.

It is recommended that students complete as much coursework as possible before taking the appropriate teacher certification test.

**EDUCATION OF STUDENTS WITH EXCEPTIONALITIES (ESE) PROGRAM
SPECIALIZATION COURSE OFFERINGS**

**Florida State University
Department of Special Education and Rehabilitation Counseling Services**

Specializations offered reflect the expertise of faculty and special education areas in which Florida is developing or has developed endorsements. (Endorsements are added onto a Florida ESE teacher certificate.) In some endorsement areas, the state has not yet finalized requirements. When requirements are finalized by the state, the course sequence specified below will be submitted to the Florida Department of Education for approval. When courses are offered several semesters and in different instructional delivery formats, students should consult with the specified faculty member to determine which particular courses and which sections are most appropriate. Courses are 3 semester hours unless otherwise specified. Specialization practicums will be offered as needed. Students should consult with the specified faculty member for specialization practicums. Please be advised that courses will be offered when resources are available.

	Semester Offered and Instructional Delivery Format		
	Fall	Spring	Summer
Autism (endorsement requirements not yet finalized): Dr. Hanline			
EEX 5931: Positive Behavior Support			2004: traditional 2005+: on-line
SPA 443: Nature of Autism and Severe Communication Disorders		traditional	
SPA 5432: Autism and Severe Communication Disorders	traditional		2005+: on-line as EEX course
EEX 5931: Practicum in Autism			
High Incidence Disabilities (no endorsement available): Dr. Edwards or Al Otaiba			
EED 5223: Advanced Study of Emotional Disturbance			traditional
EEX 5931: Middle and Secondary Curriculum for Special Educator			2004+ (even years): traditional
OR			
EEX 5931: Early Childhood and Elementary Curriculum for Special Educators			2005+ (odd years): traditional
EEX 5931: Advanced Practicum in High Incidence Disabilities			
Early Intervention (certificate requirements not yet finalized): Dr. Hanline			
EEX 5017: Typical and Atypical Early Development	2004+: on-line 2005: traditional	2005+: on-line	on-line Institute
EEX 5931: Family and Child Assessment	2004+: on-line	2005+: on-line 2006: traditional	2005+: on-line 2005+: Institute
EEX 5931: Family-Centered Service Delivery	2005+: on-line	2005+: on-line	2005+: on-line 2006+: Institute
EEX 5940: Early Childhood Special Education Practicum			

	Semester Offered and Instructional Delivery Format		
	Fall	Spring	Summer
Pre-Kindergarten Disability Endorsement (approved by the state): Dr. Hanline			
EEX: 5017: Typical and Atypical Early Development	2004+: on-line 2005: traditional	2005+: on-line	2004+: on-line 2004: Institute
EEX 5456: Program Development for Young Children with Disabilities	on-line		
EEX 5455: Assessment and Methods in Early Childhood Special Education		on-line	
EEX 4751: Collaboration with Families, Schools, and the Community (required ESE Program course)		traditional	
EEX 5940: Practicum in Early Childhood Special Education			
Severe Disabilities (endorsement requirements not yet finalized): Dr. Menchetti			
EEX 5931: Development and Assessment of Individuals with Severe Disabilities			hybrid
EEX 5931: Collaborative Transition and Career Planning for Students with Severe/Profound Disabilities			hybrid
EMR 5285: Teaching the Student with Profound Disabilities			hybrid
EMR 5803: Advanced Practicum in Mental Retardation			practicum
Special Education Technology (no state endorsement available): Dr. Edwards			
EEX 5931: Assistive Technology		traditional	
elective			
EEX 5931: Practicum in Technology			
Transition (no state endorsement available): Dr. Menchetti			
EEX 5285: Seminar in Transition			hybrid
EEX 5931: Middle and Secondary Curriculum for Special Educators			2004+: traditional even summers
EEX 5943: Practicum in Transition			
Gifted: Dr. Hanline			
The "gifted" endorsement requires five 3-semester hour courses. These may be taken in conjunction with Leon County Schools. Courses are scheduled semester-by-semester.			

*EEX 5931 special topics courses will be changed to non-special topic courses when state requirements for the endorsement courses in the various specialization areas have been finalized.

** A "+" after a year indicates that the course will be offered the specified semester each year after the year above.