### Signature Page

**College of Education**

**Signature Page**

**TYPE:** Graduate Program Change

**LEVEL:** Graduate

**Name of Program:** Master of Arts in Teaching - Exceptional Student Education

**Faculty Sponsor:** Karen Colucci

**Telephone:** 974-1398

### APPROVALS

List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean Approving:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Dr. Daphne Thomas</td>
<td></td>
<td>2/16/10</td>
</tr>
<tr>
<td>Department Chair</td>
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</tr>
<tr>
<td>Valerie Janesick</td>
<td></td>
<td>3/5/10</td>
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<tr>
<td>Committee Chair</td>
<td></td>
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<tr>
<td>Bill Young</td>
<td></td>
<td>3/24/10</td>
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<td>Faculty Council Chair</td>
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<tr>
<td>Harold Keller, Ph.D.</td>
<td></td>
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<tr>
<td>Associate Dean</td>
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### CONCURRENCE

List other units and department of the University that have been consulted, comments and supporting remarks:

**UNIT**

**CHECK ONE:**

- [ ] CONCURRENCE
- [ ] NON-CONCURRENCE
- [ ] DEFER RECOMMENDATION

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**UNIT**

**CHECK ONE:**

- [ ] CONCURRENCE
- [ ] NON-CONCURRENCE
- [ ] DEFER RECOMMENDATION

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### COUNCIL/DEAN APPROVALS

Recommendation of Council:

- [ ] Graduate Council
- [ ] Undergraduate Council

Signature of Council Chair:

[ ] Approved [ ] Disapproved

Date

Action by the Dean of:

- [ ] Graduate Studies
- [ ] Undergraduate Studies

Signature of Dean:

[ ] Approved [ ] Disapproved

Date

Effective Date (Term):
Graduate Curriculum Approval Form
Changes to Degree Programs

Degree: M.A.T.
Name of Program: Exceptional Student Education
Program CIP or X code: 13.1001
Name of Concentration: Exceptional Student Education
Proposed Effective Term: Fall 2010
Faculty Contact: Karen Colucci
Email: Colucci@tempest.coedu.usf.edu
College: Education
Dept and Mail Code: EDU 105

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BRIEF Summary of Changes:
Addition of two, one-hour practica (EEX 6943) to the program of study.

Changes to a Degree Program
Follow the guidelines outlined by the Graduate Council at: [http://www.grad.usf.edu/curriculum.asp](http://www.grad.usf.edu/curriculum.asp)

1. List the CURRENT requirements as presented in the Graduate Catalog and then using track changes, illustrate what the NEW requirements will be:

DEGREE PROGRAM REQUIREMENTS

Program of Study: 50 48 hours

College Requirements

Core Requirements:
- EDF 6211 Psychological Foundations of Education (3)
- EDF 6432 Foundations of Measurement (3)

Concentration Requirements: 29 7 hrs. min.
- 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 and Evaluating Individualized Programs for Students with Disabilities (6)
Practicum in Exceptional Student Education (2)
RED 6514  The Reading Process in the Elementary School (3)
RED 6544  Remediation of Comprehension Problems (3)
MAE 6117  Math Methods

ESOL Requirements
TSL 5085  Theory and Practice of Teaching English Language Learners (3)
TSL 5086  Second Language Acquisition and Literacy in Children and Adolescents (3)
TSL 5240  Language Principles, Acquisition, and Assessment for Teaching English Language Learners (3)

NOTE: The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) TSL 5085, TSL 5086, and TSL 5240, with a minimum grade of 70% or better on all three sections of the ESOL Comprehensive Exam administered in the three ESOL courses; (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 5240 with the appropriate program and college approvals.

Internship
EDG 6947  Internship and Classroom Research

Practicum and Internship

Practicum Requirements:
All students are required to register for and complete a 1-hour practicum (EEX 6943) be working in a K-12 classroom setting (with students who have identified disabilities) during the semesters they are taking EEX 6225 Developing Individualized Educational Programs for students with Disabilities and EEX 6247 Implementing and Evaluating Individualized Programs for Students with Disabilities. Students who are employed may be working as a teacher with temporary certification or as a teaching assistant/paraprofessional may complete the practicum in the classroom where they are employed. Students who are not employed as a in a teaching teacher or teaching assistant/para position will be placed in a classroom practicum setting with a mentor teacher in the local school district, must register for and complete a 2-credit-hour practicum EEX 6943 Practicum during those semesters.

2. What are these changes necessary or desired?

Previously, supervision of imbedded fieldwork in EEX 6224 and EEX 6247 was funded through a federal grant. The grant has now ended and in order to provide appropriate and adequate supervision of the fieldwork, a practicum taken concurrently with EEX 6224 and EEX 6247 is needed.

Submit the signed original and 1 electronic copy of the complete packet to the Graduate School by the deadline posted online http://www.grad.usf.edu/coursepro.asp. For questions, contact Carol Hines-Cobb at carlhinescobb@grad.usf.edu or 813-974-4239.

*Concurrence - Consultation with units and departments providing related offerings or expertise is expected and encouraged
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<td>EEX 6943 - 1-hour practicum</td>
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The College of Education CAREs

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** EEX 6943
   
   **Credit Hours:** 1-4

2. **Course Title:** Practicum in Special Education

3. **Regular Instructors:**
   - Dr. Elizabeth Doone
   - Dr. Phyllis Jones
   - Dr. Barbara Loeding

4. **Course Prerequisites:** Admission to program and consent of instructor

5. **Course Description:** This is an individualized course that is tailored to meet individual student needs based upon previous experience, previous degrees, and individualized planned program. The purpose of EEX 6943 is to provide a supervised clinical experience for students who are training to become teachers of children who have behavior disorders, mental retardation, and learning disabilities. This practicum requires students to demonstrate their skills in applying concepts, theories, and research studies during the course work when working with children who have the above disabilities.

6. **Course Goals and Objectives:**

   1.0 Assess the educational and behavioral needs of students with disabilities.
   2.0 Manage and motivate students with disabilities.
   3.0 Instruct students with disabilities in both group and individual settings for both diagnostic and remedial purposes.
   4.0 Consult and collaborate with colleagues, families, and other professionals about student needs.

7. **Content Outline:**
1.0 Assess the educational and behavioral needs of students with disabilities.
   1.1 Read and apply test data obtained from other professionals’ reports.
   1.2 Administer, score, and interpret a variety of norm-referenced and criterion-referenced assessment measures.
   1.3 Conduct error analyses.
   1.4 Plan and conduct systematic observations of children in various educational settings.
   1.5 Administer and interpret informal child self-report and teacher/parent behavior ratings.
   1.6 Use a variety of assessment data for IEP planning.
   1.7 Write assessment reports integrating the results of several different tests.
   1.8 Select administer, score, and interpret measures that are appropriate for evaluating one’s instructional program.

2.0 Manage and motivate students with disabilities.
   2.1 Plan and implement prevention strategies (e.g., room arrangement, schedules, rules and shared expectations for behavior, smooth transitions, etc.).
   2.2 Plan and implement individualized behavior management strategies such as contracts, point and level systems, and self-monitoring.
   2.3 Shape students behaviors by increasing appropriate behaviors and decreasing inappropriate behaviors through systematic rewards.
   2.4 Plan, conduct, and evaluate individual behavior change programs.
   2.5 Possess knowledge and skills in conducting problem-solving discussions with students.
   2.6 Possess knowledge and skills in crisis management.

3.0 Instruct students with disabilities in both group and individual settings for both diagnostic and remedial purposes.
   3.1 Select, design, adapt curricula materials to match individual student’s needs.
   3.2 Plan a sequence of instruction appropriate to individual children (e.g., task analyze objectives, plan activities, and evaluate student mastery).
   3.3 Collect and use daily formative data to evaluate student’s educational progress.
   3.4 Apply direct instruction to teach mastery of basic skills.
   3.5 Select and teach appropriate learning strategies.
   3.6 Demonstrate knowledge of and ability to teach functional living skills, prevocational and vocational educational skills.
   3.7 Demonstrate knowledge of and ability to teach social skills curricula.

4.0 Consult and collaborate with colleagues, families, and other professionals about student needs.
   4.1 Communicate feelings, thoughts, and wishes tactfully and clearly.
   4.2 Demonstrate the ability to apply theories of consultation in clinical practice.
   4.3 Assist teachers in modifying their instructional behavior.
   4.4 Communicate effectively with parents of exceptional children.
   4.5 Demonstrate knowledge of and sensitivity to cultural differences.
   4.6 Demonstrate knowledge of alternative instructional settings that serve exceptional children.
   4.7 Demonstrate an understanding of skills and services offered by other professionals and child serving agencies.
   4.8 Demonstrate the ability to participate appropriately and effectively in conferences with other professionals.
4.9 Demonstrate knowledge of legal issues related to assessment, placement, parental rights, confidentiality, etc.

8. **Evaluation of Student Outcomes:**

Students develop a final portfolio of materials, reports, lesson plans, videos, and various other documentation of mastery of the above listed objectives. See Key Assessment materials and rubric.

**Program Key Assessment: Special Education MA Portfolio**

The *Special Education MA Portfolio* is a Program Key Assessment for Department of Special Education MA Program. This assessment is aligned with the USF College of Education Conceptual Framework Outcomes and the National Board Professional Teaching Standards – Exceptional Needs. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the MA student is progressing toward competency in the standards listed above. Students must demonstrate competency by performing satisfactorily on all standards associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each of the components in the Program Key Assessment Rubric. If the MA student does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted until competency is achieved. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus and/or portfolio contract in order to receive a passing grade for the course.

9. **Grading Criteria:**

To earn a satisfactory grade for the course, the student will complete a satisfactory portfolio. See portfolio key assessment materials and rubric.

10. **Textbook(s) and Readings:** None

11. **Academic Dishonesty:**

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."
“Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.”

12. Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to SafeAssignment.com, or (3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about SafeAssignment and plagiarism, go to [http://www.c21te.usf.edu](http://www.c21te.usf.edu) and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism).

13. Web Portal Information: Every newly enrolled USF student receives and official USF e-mail account that ends with “mail.acomp.usf.edu.” Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link “Activating a Student E-mail Account” for detailed information. Information about the USF Web Portal can be found at: [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.htm).

14. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

15. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.
ATTACHMENT I

Course Prefix and Number: EEX 6943
Course Name: Practicum in Special Education
Credit Hours: 1-4

Briefly describe the following:

- The nature and duration of any field-based experiences.

- Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.

- Activities and assessments that assess the impact on PK-12 student learning.

- Any components of the course that prepare the candidates in the use of technology in instruction, record-keeping, and other professional responsibilities.

- Any components of the course designed to prepare teacher candidates to help PK-12 students achieve the Sunshine State Standards?

- How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. ("all students" includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, regional/geographic origins, and achievement levels.)
### Course Objectives and Topics

1.0 Assess the educational and behavioral needs of students with disabilities.
   1.1 Read and apply test data obtained from other professionals' reports.
   1.2 Administer, score, and interpret a variety of norm-referenced and criterion-referenced assessment measures.
   1.3 Conduct error analyses.
   1.4 Plan and conduct systematic observations of children in various educational settings.
   1.5 Administer and interpret informal child self-report and teacher/parent behavior ratings.
   1.6 Use a variety of assessment data for IEP planning.
   1.7 Write assessment reports integrating the results of several different tests.
   1.8 Select, administer, score, and

### Evidence of Achievement

Portfolio

### Competencies and Guidelines

- National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and
- USF College of Education Conceptual Framework Outcomes [COE]

<table>
<thead>
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<td>COE: 1, 2, 3, 5, 6</td>
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</table>
| 2.0 Manage and motivate students with disabilities. | Portfolio | NBPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14  
| COE: 2, 3, 4, 5, 6 |
| 2.1 Plan and implement prevention strategies. | | |
| 2.2 Plan and implement individualized behavior management strategies. | | |
| 2.3 Shape student behaviors by increasing appropriate behaviors and decreasing inappropriate behaviors through systematic rewards. | | |
| 2.4 Plan, conduct, and evaluate individual behavior change programs. | | |
| 2.5 Possess knowledge and skills in conducting problem-solving discussions with students. | | |
| 2.6 Possess knowledge and skills in crisis management. | | |
| 3.0 Instruct students with disabilities in both group and individual settings for both diagnostic and remedial purposes. | Portfolio  
Personal philosophy of special education | NBPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14  
COE: 2, 3, 4, 5, 6 |
| 3.1 Select, design, adapt curricula materials to match individual student’s needs. | | |
| 3.2 Plan a sequence of instruction appropriate to individual children. | | |
| 3.3 Collect and use daily formative data to evaluate student’s educational progress. | | |
| 3.4 Apply direct instruction to teach mastery of basic skills. | | |
3.5 Select and teach appropriate learning strategies.
3.6 Demonstrate knowledge of and ability to teach functional living skills, prevocational and vocational educational skills.
3.7 Demonstrate knowledge of and ability to teach social skills curricula.

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<tr>
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| Portfolio |

| NBPTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 |
| COE: 1, 2, 3, 4, 5, 6 |
other professionals.

4.9 Demonstrate knowledge of legal issues related to assessment, placement, parental rights, confidentiality, etc.
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Total Hours = 50

Student Signature ___________________ Date ____________ Advisor Signature ___________________ Date ____________

Program Chair Signature ___________________ Date ____________ Coordinator of Graduate Studies ___________________ Date ____________

Only 8 semester hours or 3 courses may be transferred from another university. These courses must be approved by the program advisor and the Coordinator of Graduate Studies. Any student wishing to transfer credits must attach transcripts and course descriptions.

Before admission to the Internship, students must have completed the process core requirements and at least two-thirds of the graduate course requirements in the area of specialization or an equivalency (using undergraduate hours taken in the field of specialization).

As a graduation requirement, students must pass the General Knowledge Test, Professional test, and Subject Area sections of the Florida Teacher Certification Exam (FTCE). The Subject Area Exam must match the student’s major. Proof of passing the FTCE and General Knowledge Test must be provided a semester before the student’s graduation date.