TECHNICAL STANDARDS
Department of Teaching & Learning
Early Childhood, Primary, Elementary Education Concentrations

Students admitted to a program leading to a Bachelor of Science in Interdisciplinary Studies, Bachelor of Science in one or more of the related content areas that has an approved teacher education program, or a Master of Science in Education with a major in elementary, secondary education, reading, or a non-degree licensure program can be expected to complete course requirements which necessitates the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning program requirements and possible accommodation through technical aids and assistance.

1. Communicate effectively by:
   a. Demonstrating good understanding of spoken and written language.
   b. Demonstrating the appropriate use of spoken and written language.
   c. Organizing ideas in spoken language and written documents that use formal grammar, style, and mechanics.

2. Demonstrate the ability to distinguish and produce individual sounds within the spoken word.

3. Grade student papers, maintain a grade book and attendance records, and monitor student behavior.

4. Accomplish or supervise the accomplishment of the following: To write legibly on a chalkboard, overhead transparency, smart board or graphics tablet; to operate projection devices including overhead projectors, digital projectors, digital video recorders/players, etc.

5. Supervise children and adolescents while managing various classroom environments.

6. Demonstrate required professional dispositions necessary to establish and maintain relationships with constituents (students, parents, and other school and community professionals) with a wide range of social, emotional, intellectual and cultural differences.

7. Demonstrate mental, psychological, and physical capabilities and judgment to accomplish satisfactory performance in the classroom environment and within the school as a whole.

8. Apply theoretical concepts to instructional and practical situations in a field placement (on or off campus).

TECHNICAL STANDARDS
Department of Communication Disorders and Special Education
Special Education Licensure Concentrations

Students admitted to a Bachelor of Science in Interdisciplinary Studies teacher preparation or a post-baccalaureate non-degree licensure only program in special education can be expected to complete course requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the Office of Educational Accessibility concerning program requirements and possible accommodation through technical aids and assistance.

1. Communicate effectively by:
   a. Demonstrating the understanding of spoken and written language.
   b. Demonstrating the use of spoken and written language.
   c. Organizing ideas in spoken language and written documents that use formal grammar, style, and mechanics.

2. Demonstrate the ability to distinguish and produce individual sounds within the spoken word.

3. Grade student papers, maintain a grade book and attendance records, and monitor student behavior.

4. Accomplish or supervise the accomplishment of the following: To write legibly on a chalkboard, overhead transparency, smart board or graphics tablet; to operate projection devices including overhead projectors, digital projectors, digital video recorders/players, etc.

5. Supervise children and adolescents while managing various classroom environments.

6. Demonstrate required professional dispositions necessary to establish and maintain relationships with constituents (students, parents, and other school and community professionals) with a wide range of social, emotional, intellectual and cultural differences.

7. Demonstrate mental, psychological, and physical capabilities and judgment to accomplish satisfactory performance in the classroom environment and within the school as a whole.

8. Apply theoretical concepts to instructional and practical situations in a field placement (on or off campus).

9. Conduct standardized testing and formal, and informal assessment for placement, planning, monitoring and evaluating students with disabilities and develop a plan of intervention based on assessment data and knowledge of students’ strengths and weaknesses and individual instructional objectives.

10. Meet professional standards and competencies in a practicum/internship placement in a setting relevant to the area of specialization.

11. Demonstrate and use the basic principles of lifting, handling and positioning with children and adolescents with disabilities.