Why choose the Special Education major at WSU?
- Preparation to be an effective educator
- Opportunities for continued professional development in the processes of teaching and student learning in a changing, global society
- Accredited by the Teacher Education Accreditation Council (TEAC)
- Low student/faculty ratio

What kind of degree is available?
Bachelor of Science (BS)

What are the employment opportunities?
There is a high placement rate upon graduation and all of our 2015 graduates who are highly qualified have found teaching positions. The major will prepare you to teach students with mild to moderate disabilities (grades K-12). WSU graduates are hired by local districts as well as districts throughout Utah and around the country.

What are the starting salaries for graduates?
In Utah, starting salaries in 2015 range from $35,000 to $40,000 depending on the district, with the potential of earning $50,000 to $55,000 with several years of service and additional education.

What will I learn in the program?
WSU Special Education preparation program is based on Council for Exceptional Children (CEC) and Utah Effective Teaching Standards that address the content knowledge, teaching skills, and professional dispositions for beginning teachers. At the conclusion of your program, you will be able to: (1) demonstrate mastery of the subject matter that you teach; (2) use knowledge of child/adolescent development and diversity to teach all of today’s children; (3) learn how to plan curriculum, use technology, and foster communication in on-going instructional planning; and (4) collaborate with others as you reflect upon your professional teacher preparation.

Is there an application deadline?
Yes, the department processes applications twice a year. The fall deadline is in September and the spring deadline is in February.
SPECIAL education

When you complete the Special Education Mild-Moderate program, you will be prepared to design and provide teaching and other educational services to children with special learning needs or disabilities in grades K-12. The program includes instruction in diagnosing learning needs, developing individual education plans, teaching and supervising special education students, and applying appropriate laws and policies.

Teacher Education Mission Statement:
We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Community: We recognize that effective educator preparation is a cooperative endeavor involving faculty and staff members within the Teacher Education Department, the Moyes College of Education, and Weber State University. Our community also includes school districts, administrators, and teachers as well as professional organizations. Our success depends on effective and consistent collaboration between all groups.

Caring, Competent Educators: Our central aim is to ensure that teacher candidates develop necessary skills and dispositions as outlined in the Utah Effective Teaching Standards. We also acknowledge that it is of indispensable importance that each teacher develops an enduring ethic of care—the propensity and ability to meet the educational needs of each student.

Equitable, Inclusive, and Transformative Education Practices: We believe that processes and institutions of teaching and learning can and should become increasingly equitable, promoting the well being of all students, with special emphasis on underserved populations. To that end, we are committed, where necessary, to transforming the attitudes and beliefs of teacher candidates and to extending our research and professional outreach in shaping general educational practice and policy.

PROGRAM ADMISSION REQUIREMENTS
- Declare your major as Special Education in the Department of Teacher Education.
- Admission to the teacher education program is a separate process from WSU admission and is on a provisional basis until the semester you student teach.
- Admission into the teacher education program is a selective process. Submit your application materials to the Department of Teacher Education. Visit the website for more information: weber.edu/coe/tedadvise.html
- After being admitted, you must be fingerprinted and have a background clearance check before starting the professional education course work. If the background check reveals criminal misconduct that has not been cleared by the Utah Professional Practice Commission, admission will be revoked.

Note: Students who complete A.S. in Pre-Education also meet general education and support course requirements

ADVISEMENT
You should meet with an advisor in the Teacher Education Advisement Center, located in the Education Building, Room 230. Call 801-626-7694 for more information or to schedule an appointment. All listed requirements are subject to change. Always consult an advisor for current requirements.

GRADE REQUIREMENTS
You must meet minimum grade requirements for major courses, maintain an overall GPA of 3.00 or higher in all college work and achieve at least a “B-” grade in each professional education course to continue in the program.

COURSE REQUIREMENTS
For special education majors, four (4) areas of course work are required:
1. general education/degree requirements
2. support course requirements
3. professional education and special education course requirements
4. area of specialization.
Details for each of these required areas follow.

GENERAL EDUCATION/DEGREE REQUIREMENTS

DEGREE REQUIREMENT
Diversity Requirement

SUPPORT COURSES REQUIRED (or equivalent)

Note: CHF SS1500 and COMM HU1020 or COMM HU2110 may count as support courses as well as general education courses.

SUPPORT COURSES REQUIRED (or equivalent) (18 Credits)

EDUC 1010 Exploring Teaching (required to apply) 3
EDUC 2010 Human Exceptionality (prerequisite for Level 1) 3
CHF SS 1500 Human Development 3
COMM HU 1020 Principles of Public Speaking 3
or COMM HU 2110 Interpersonal & Small Group Communication 3
MATH 2010 Math for Elem. Teachers I 3
MATH 2020 Math for Elem. Teachers II 3

and at least 6 credit hours from the following:

ENG 3300 Children’s Literature (rec. for AS degree in Pre-Ed.) 3
*EDUC 3390 Literacy in the Primary Grades 2
EDUC 3430 Creative Processes in Elementary School (rec. for AS degree in Pre-Ed.) 3
*EDUC 4250 Second Language Acquisition: Theories and Implementation 3
*EDUC 4270 Literacy Strategies for Teaching English Language Learners 3
CHF 2400 Family Relations 3
*CHF 2500 Development of the Child: Birth to Eight 3
CHF 2570 The Child from Six to Twelve 3
CHF 3640 Working with Parents 3
PSY 3140 Psychology of Adolescence 3
PSY 3300 Applied Behavior Intervention 3
PEP 3860 Physical Education for students with disabilities 3

*Support courses cannot be used towards specializations.
COURSES REQUIRED FOR THE MAJOR (55 credits)

All 3000 & 4000 level EDUC courses are open only to students who have been PROVISIONALLY ADMITTED TO THE TEACHER EDUCATION PROGRAM. (See teacher education admission requirements.)

Block 1 (Level 1) (15 Credits)

EDUC 3120  Reading Instruction in the Primary Grades  3  
EDUC 3140  Educ. Psy., Interpersonal Skills & Classroom Mgmt.  3  
EDUC 3205  Culturally & Linguistically Responsive Teaching  3  
EDUC 3270  Differentiation and Collaboration for Inclusive Teaching  3  
EDUC 4550  Instructional Planning and Learning Environment for Special Ed Students  3  

Block 2 (14 Credits) Offered Spring Semester only

EDUC 3545  Universal Positive Behavioral Supports Strategies for teachers  2  
EDUC 3565  Elementary ELA: Evaluation, Remediation and supports  2  
EDUC 3575  Elementary MATH: Evaluation, Remediation and supports  2  
EDUC 4521  Practicum  2  
EDUC 4530  Assessment  3  
EDUC 4515  Special Education Law and Practice  3  

Block 3 (14 Credits) Offered Fall Semester only

EDUC 3370  Advanced Instructional Technology  2  
EDUC 4545  Individual Behavior  2  
EDUC 4565  Secondary ELA: Evaluation, Remediation and supports  2  
EDUC 4575  Secondary MATH: Evaluation, Remediation and supports  2  
EDUC 4580  Transition  3  
EDUC 4582  Practicum  3  

Block 4 Student Teaching in Special Education (12 Credits)

EDUC 4680  Student Teaching in Special Education  8  
EDUC 4686  Special Education Student Teaching Seminar  4  

REQUIRED SPECIALIZATION OPTIONS

Required (9 or more credits). Choose from the following specialization areas:

- Early Childhood
- ESL
- Family Studies
- Mathematics
- Language Arts

Early Childhood

CHF 2500  Development of the Child: 0-8  3  
CHF 2570  Development of the Child: 6-12  3  
CHF 3500  Young Children at Risk  3  

ESL - choose from the following:

EDUC 4250  Second Language Acquisition: Theories and Implementation  3  
ENGL 4420  English Phonology and Syntax for ESL/Bilingual Teachers  3  
EDUC 4270  Literacy Strategies for Teaching English Language Learners  3  
*ENGL 4410  Strategies and Methodology of Teaching ESL/Bilingual  3  
ENGL 4450  ESL/Bilingual Assessment: Theories, Methods and Practices  3  
EDUC 4740  Building School Partnerships with ESL/Bilingual Families  1  
EDUC 5770  Field Experience in ESL/Bilingual Ed.  2  

*FL 4400 Methods of Teaching a Foreign Language can be used in lieu of this course.

Family Studies

CHF 3350  Diverse Families  3  
CHF 3550  Parenting Education  3  
CHF 4400  The Family in Stress  3  

Mathematics (All courses required for Secondary Mathematics for Special Educators)

MATH 1040  Statistics  3  
MATH 1060  Trigonometry  3  
MATH 1210  Calculus I  4  
MATH 3110  Foundations of Algebra  3  
MATH 3120  Foundations of Euclidian & Non-Euclidian Geometry  3  
Praxis - Middle School Mathematics (5169)

Language Arts

ENGL 2200  Intro to Literature  3  
ENGL 3210  Advanced College Writing  3  
*EDUC 3240  Reading Instruction in the Intermediate Grades  3  
ENGL 3300  Children's Literature  3  
ENGL 3310  Young Adult Literature  3  
*EDUC 4320  Language Arts Methods  3  
Praxis - Middle School English Language Arts (5047)

* Recommended – need to be admitted into TED Program

Students may choose any academic teaching minor or other approved specializations (see advisor for details).
## SPECIAL EDUCATION MAJOR
### Suggested Four Year Planning Sheet

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<th>Freshman Year</th>
<th>Sophomore Year</th>
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<th>Senior Year</th>
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<td>COMM HU1020 OR 2110  (3)</td>
<td>MATH 2010  (3)</td>
<td>Fall-Block I</td>
<td>EDUC 3370 (2)</td>
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<td>MATH QL1050  (4)</td>
<td>MATH 2020  (3)</td>
<td>EDUC 3120 (3)</td>
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<td>AI  (3)</td>
<td>EDUC 2010  (3)</td>
<td>EDUC 3140 (3)</td>
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<td>NTM 1700  (3)</td>
<td>Support Course Recommended:</td>
<td>EDUC 3205 (3)</td>
<td>EDUC 4565 (2)</td>
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<td>OR CIL Exams (1.5)</td>
<td>(3) SUPPORT COURSE RECOMMENDED</td>
<td>EDUC 3270 (3)</td>
<td>EDUC 4575 (2)</td>
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<td>*PS  (3)</td>
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*Students are required to take One (3) credit hour Science with a Lab Course that also counts towards General Education Requirements. Choose one of the following: CHEM PS 1360 or PHYS PS 1360 Principles of Physical Science (3) OR GEO PS 1350 Principles of Earth Science (3) OR BTNY LS 1370 or MIOIR LS 1370 or ZOOL LS 1370 Principles of Life Science (3)