

PROFESSIONAL EDUCATION COURSE REQUIREMENTS CONTINUED

Level 2 (15 credit hours) <i>Offered spring semester only</i>			Level 3 continued...		
EDUC 3371	Assistive Technology	1	EDUC 4530	Principles and Applications of Special Education Assessment	3
EDUC 3545	Universal Positive Behavioral Supports Strategies for teachers	2	EDUC 4545	Individualized Behavioral Strategies Using Applied Behavior Analysis	3
EDUC 3585	Working with Students with ELA or Math Disabilities in Inclusion Settings	3	EDUC 4582	Practicum in Special Education B	3
EDUC 4521	Practicum in Special Education A	3	Level 4 (12 credit hours)		
EDUC 4535	Strategic Plan for Disability	3	EDUC 4680	Student Teaching	8
EDUC 4580	Instructional & Transitional Planning	3	EDUC 4686	Integrated Special Education Student Teaching Seminar and Synthesis	4
Level 3 (16 credit hours) <i>Offered fall semester only</i>					
EDUC 3590	Working with Students with ELA or Math Disabilities in Resource Settings	3			
EDUC 4515	IEP Planning and Special Education Law	4			



SPECIAL EDUCATION

When you complete the special education mild-moderate program, you will be prepared to design and prepare 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.

OUR MISSION

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.

WHERE CAN I FIND OUT MORE ABOUT THE PROGRAMS?

Visit the department website at weber.edu/teachered

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CHILDREN’S ADAPTIVE PHYSICAL EDUCATION SOCIETY! (CAPES!)



What is CAPES!?

The Children’s Adaptive Physical Education Society, or CAPES!, is an initiative that began in the fall of 2013. Children with developmental disabilities (e.g., Autism, Down’s Syndrome, Cerebral Palsy, Muscular Dystrophy, etc.) ages 5-12 and their families are eligible to participate. CAPES! is a collaborative effort between the Teacher Education and Health, Physical Education and Recreation departments housed within the Moyes College of Education. James Zagrodnik, assistant professor of physical education, and Natalie Williams, professor of special education, serve as the program’s directors.

How do students get involved?

Students enrolled in the EDUC 2010: Human Exceptionality course and PEP 3660: Adaptive Physical Education course participate in practicum experiences designed to enhance their knowledge, understanding and application of various teaching and learning theories in relation to individuals with disabilities. CAPES! offers a combination of land and aquatic-based activities that assist with social interaction, balance, agility, motor skills, strength and fitness. Sessions are held Tuesdays, from 6:15 p.m. to 7:30 p.m., throughout the fall and spring semesters in the Swenson Gym.

CAPES! Mission:

The mission of CAPES! is to provide children with disabilities within the Weber community the opportunity to enhance their motor, social and cognitive skills with the goals of increasing independence and empowering them to become their own superheroes.





FREQUENTLY ASKED QUESTIONS

Why choose us?

- Preparation to be an effective educator
- Opportunities for continued professional development in teaching and student learning in a changing global society
- Accredited by the Association for Advancing Quality in Educator Preparation (AAQEP)
- Low student/faculty ratio

What degree is available?

Bachelor of Science (BS)

What are the employment opportunities?

There is a high placement rate upon graduation. The major will prepare you to teach in special education. 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 2021 range from \$46,000 to \$50,000 depending on the district, with the potential of earning \$65,000 to \$80,000 with several years of service and additional education.

What will I learn in the program?

WSU teacher preparation programs are based on 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 February and the spring deadline is in September to apply.

What courses will I take in this program?

The required courses are listed inside this sheet. All listed requirements are subject to change. Always consult an advisor for current requirements.



“I am a non-traditional student who struggled for a long time to find a career I wanted to pursue. I wanted to find something that gave me purpose. Finding the special education program has been one of the best things in my life. The program is absolutely amazing; the faculty are knowledgeable, passionate and experienced in working with children with disabilities. I was born and raised in South America, where the resources for children with disabilities are very limited. Our professors are kind and flexible and go above and beyond to help me understand concepts and assignments. I love that we learn in the classroom as well as visit schools where we can learn more and work with children.”

Carolina Rabelo, Class of 2023, Special Education Major

PROGRAM REQUIREMENTS

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. Here is the link for the admission materials: <http://www.weber.edu/teachered/how-to-apply>
- In order to be 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.

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 elementary education majors, four (4) areas of course work are required:

- (1) general education/degree requirements
- (2) support course requirements
- (3) area(s) of specialization or teaching minor and
- (4) professional education course requirements

Details for each of these required areas follow.

GENERAL EDUCATION/DEGREE REQUIREMENTS

BS

Composition:	
ENGL 2010 or ENGL 2015	3/4
Quantitative Literacy:	
MATH 2020 QL	3
(This course requires MATH 2015 as a prerequisite)	
American Institutions:	
POLS A1100, HIST A1700, ECON A11740 (Select one)	3
Information Literacy (included with ENGL 2015)	
LIBS/EDUC 2604 - Info. Resources in Education (Recommended)	
- OR - LIBS 1704 - Information Navigator	1
Humanities/Creative Arts:	
Choose COMM HU1020 or COMM 2110	9
Social Sciences:	
CHF SS1500 and GEOG SS/DV1300 or GEOG SS/DV1520	6
Physical & Life Sciences (one science course with a lab is required):	
BTNY, MICR, ZOOL LS1370, GEO PS1350, PHYS PS1360	
(Select one course)	9

DEGREE REQUIREMENT

Diversity Requirement	3
Note: CHF SS1500 and COMM HU1020/2110 may count as support courses as well as general education courses.	

SUPPORT COURSE REQUIREMENTS

Support courses will not be counted in specialization areas. Support courses may be taken prior to admission to the teacher education program and must be taken prior to enrolling in education methods courses for which they are prerequisites.

EDUC 1010	Exploring Teaching (required to apply)	3
EDUC 2010	Human Exceptionality (Take prior to Level 1)	3
CHF SS/DV 1500	Human Development	3
COMM HU1020	Principles of Public Speaking - OR -	
COMM HU2110	Interpersonal Communication	3
MATH 2010	Arithmetic for Teachers	3
MATH 2015	Algebra and Functions for Teachers	3
MATH 2020 QL	Mathematics for Elementary Teachers II	3
	(MATH series is a prerequisite for Level 2)	

And at least 6 credit hours from the following:		
ENGL 3300	Children’s Literature	3
*EDUC 3390	Literacy in the Primary Grades	2
EDUC 3430	Creative Processes in Elementary School	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
ECED 2500	Development of the Child	3
ECED 3640	Collaborating with Families of Young Children	3
PSY 3140	Psychology of Adolescence	3
PSY 3000	Child Psychology	3
PEP 3660	Physical Education for students with disabilities	3

*Support courses cannot be used towards specializations.

REQUIRED AREA OF SPECIALIZATION

Required (9 or more credits). Specific courses may vary. For further information concerning the courses involved, see the Teacher Ed. Advisement Center, ED 230.

ASL	ESL	Early Childhood
Family Studies	Mathematics	Language Arts
ASL		
ASL 1010	First Semester ASL	3
ASL 1020	Second Semester ASL	3
ASL 2010	Third Semester ASL	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. (take w/ Level 4)	2

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

Early Childhood

ECED 2500	Development of the Child	3
ECED 2610	Child Guidance	3
ECED 3500	Young Children: Adversity and Resilience	3
ECED 3570	Infants and Toddlers: Development & Practice	3
ECED 3640	Collaborating with Families of Young Children	3

Family Studies

CHF 2400	Family Relations	3
FAM 3350	Diverse Families	3
FAM 3550	Parenting Education	3
FAM 4400	The Family in Stress	3

Mathematics (All courses required for secondary mathematics for special educators)

Refer to the list of Secondary Mathematics for Special Educators on the Utah State Board of Education (USBE) website: www.schools.utah.gov

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 2750	Young Adult Literature	3
*EDUC 4320	Language Arts Methods	3

* Recommended - need to be admitted into TED program

Students may choose any academic teaching minor or other approved specializations (see advisor for details).

PROFESSIONAL EDUCATION COURSE REQUIREMENTS

(56 credit hours)

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.)

You will need to register concurrently for all courses in a level.

Level 1 (14 credit hours)		
EDUC 3120	Reading Instruction in the Primary Grades	3
EDUC 3145	Educ. Psy., Child Development & Classroom Mgmt.	3
EDUC 3115	Media Integration in Elementary Ed Settings	3
EDUC 3205	Culturally & Linguistically Responsive Teaching	3
EDUC 3270	Differentiation and Collaboration for Inclusive Teaching	3

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