

**Admission Requirements For This Major**

1. New freshmen admitted to USU in good standing qualify for admission to the department as premajors.
2. Transfer students from other institutions or from other USU majors will be admitted as premajors in good standing, with a GPA of at least 2.75.
3. Admission to the major is competitive, based on GPA and completion of required prerequisite classes. Applications to the department are due in the fall, one year before beginning the special education sequence.

**The Program**

The Department of Special Education and Rehabilitation offers training programs for individuals desiring to work with children and adults with disabilities. A student fulfilling the undergraduate course requirements will qualify for a BS or BA degree in special education and be eligible for a license to teach students with mild/moderate disabilities, students with severe disabilities, or young children with disabilities. The severe and mild/moderate endorsements allow graduates to teach pupils with disabilities from kindergarten through 12th grades. The early childhood special education license allows graduates to teach children with disabilities from birth to five years old.

In addition, the department offers composite teaching majors with the Elementary Education Program and dual teaching majors with the Secondary Education Program, both of which are part of the School of TEAL. Students completing the dual major requirements in secondary education will be eligible for teacher licensure in one of the special education endorsement areas and the secondary education content major.

The department also offers special education mild/moderate licensure courses at selected USU Regional Campuses and Distance Education sites. A Birth to Age 3 minor is available for Family, Consumer, and Human Development majors. For more information, contact the Family, Consumer, and Human Development Department.

The undergraduate special education program uses a hybrid format, which consists of a balance of both online (Web-based) and live course activities. The amount of time spent online or in live classes varies depending on the instructor and the course. For example, students may attend class every other week, and during the inbetween weeks complete work using an online tool (e.g., Blackboard). The online components may include activities such as listening to recorded lectures/podcasts, posting and responding to discussion questions or participating in discussion groups, submitting online quizzes and assignments, or other Web-based activities. Live sessions are still important components of all courses, and provide opportunities for interactions with instructors, guest speakers, and classmates.

The undergraduate training program is designed to provide students with firsthand experiences teaching pupils with disabilities through practica. Practica experiences enable students to teach pupils of various ages and abilities for approximately one to two hours per day. In each practicum, students learn new teaching techniques and have the opportunity to teach several subjects over a period of time. Practica sites are located primarily in the Logan City and Cache County School Districts.

Along with the practica experiences, students participate in didactic courses each semester. These courses are designed to complement the practica, as well as provide the student with a broader understanding of the field of special education. Didactic courses cover subjects such as behavior analysis, effective instructional techniques, legal aspects of special education, curriculum, and effective communication and coordination between educators and parents.

A majority of the special education major courses are scheduled during one academic year, generally the junior year. Courses are arranged in semester blocks containing 13 to 18 credits. These blocks are designed to be taken sequentially starting fall semester and continuing through spring semester.

Undergraduate students desiring a special education endorsement must complete a bachelor's degree, in which 44-60 credits in special education are required. Additional courses should be selected to satisfy requirements for the following:

1. University Studies
2. Professional Education
3. Teaching Support Courses
4. Diversity

**Career Opportunities**

Career opportunities in special education are abundant. There is a shortage of special education teachers nationally, as well as in Utah. This situation has existed for a long period of time, and projections into the future indicate it will continue.

Former special education graduates have found employment opportunities both in and out of state. Employment opportunities have been primarily in public school settings. Other fields of employment include hospitals, private residential schools, group homes, institutional settings, and sheltered workshops.

**Degrees and Programs Offered Through This Department**

- Special Education:** Bachelor of Science (BS)  
Bachelor of Arts (BA)  
Master of Education (MEd)  
Master of Science (MS)  
Educational Specialist (EdS)

**Rehabilitation Counseling:** Master of Rehabilitation Counseling (MRC)

**Disability Disciplines:** Doctor of Philosophy (PhD)

**Academic Advisement**

All students should contact their academic advisor for assistance with course selection, program planning, and meeting graduation requirements. If they do not know who their advisor is, students should contact their department, college, or the Office of University Advising.

**Graduation Requirements: BS\* Degree in Special Education**

**Minimum University Requirements\*\***

Total credits . . . . .	120
Grade point average (most majors require higher GPA) . . . . .	2.00 GPA
Credits of C- or better . . . . .	100
Credits of upper-division courses (#3000 or above) . . . . .	40
USU credits . . . . .	30
(20 of which must be upper division, including 10 required by major)	

Completion of approved major program of study . . . . . See department  
 Credits in minor (if required by department) . . . . . 12  
 Credits in American Institutions (ECN 1500; HIST 1700,  
 2700, or 2710; POLS 1100; or USU 1300). . . . . 3  
 University Studies requirements . . . . . See next page

\*A BA degree requires foreign language training. For further information, see the *General Catalog*.

\*\*Colleges and departments may require more credits or a higher GPA. See requirements on this sheet.

## Special Education Program Requirements

### University Studies Requirements for Special Education Major

**Note:** Approved University Studies courses and requirements are listed in the *General Catalog*. The most current listings are shown online at: <http://www.usu.edu/generalcatalog/>

### General Education Requirements (30-33 credits)

#### Competency Requirements (9 credits)

##### Communications Literacy (CL1 and CL2) (6 credits)

ENGL 1010 (CL1) (3 credits) or satisfactory AP, CLEP, IBO, ACT, or SAT score

##### AND

ENGL 2010 (CL2) (3 credits) or satisfactory IBO score

##### Quantitative Literacy (QL) (3 credits)

STAT 1040 (3 credits)

##### Computer and Information Literacy (0 credits)

Passing grade on six computer and information literacy related examinations. (Effective Spring Semester 2010, students must fulfill this requirement prior to enrolling in ENGL 2010.)

#### Breadth Requirements (18-20 credits)

Select at least one approved course from each of the following six categories: **American Institutions (BAI)**, **Creative Arts (BCA)**, **Humanities (BHU)**, **Life Sciences (BLS)**, **Physical Sciences (BPS)**, and **Social Sciences (BSS)**. At least two of the six breadth courses must be University Studies courses with a **USU prefix** (excluding USU 1000, 1010, 1100, 3330, 4900, and 6900). (CLEP or AP credit may be used.) FCHD 1500 fulfills the Social Sciences requirement for students in the Special Education major.

#### Exploration Requirement (3-4 credits)

Choose an additional class from one of the following General Education categories: QL, BAI, BCA, BHU, BLS, BPS, or BSS.

### Depth Education Requirements

#### Communications Intensive (CI) (2 courses)

ELED 3000 and SPED 5200 or 5210 fulfill this requirement.

#### Quantitative Intensive (QI) (1 course)

SPED 5010 fulfills this requirement.

#### Depth Course Requirements (4 credits minimum, including 2 credits minimum completed in each of two courses)

Complete at least 2 credits in approved 3000-level or above courses from each of two of the following three categories: **Humanities and Creative Arts (DHA)**, **Life and Physical Sciences (DSC)**, and **Social Sciences (DSS)**.

## Emma Eccles Jones College of Education and Human Services Requirements

### Admission to Teacher Education

Students seeking a BS degree in special education must be admitted to the Teacher Education Program prior to enrolling in selected courses. Admission requirements are as follows:

1. ACT scores of at least 21 (25 in Math) or relevant University Studies requirements

2. 40 or more credits of approved university coursework
3. 2.75 grade point average
4. Completion of FCHD 1500 or PSY 1100
5. Diagnostic Writing Exam
6. Speech and Hearing Test
7. Computer and Information Literacy competency exams
8. Special Education Math Test

## Special Education Major Requirements

### Endorsement Courses

Students are required to complete the **Mild/Moderate Disabilities Endorsement**, the **Severe Disabilities Endorsement**, or the **Birth to Age 5 Certificate**.<sup>1</sup>

The following courses are required for the special education training programs. A minimum grade point average of 2.75 is required for admission to the endorsement courses. Most of the courses should be taken during the junior year. Students enrolled in the endorsement programs are required to maintain a GPA of at least 2.75.

### Admission to Endorsement Courses in Special Education

Students should apply for admission to endorsement courses during the fall semester prior to the academic year in which they will begin their endorsement courses. Admission to these classes will be competitive based on several factors. These include: the student's current GPA; the number of credits completed by the end of fall semester; completion of premajor classes, such as STAT 1040 and FCHD 1500; and the student's career goals and experiences.

### Professional Education Requirements

#### Required Courses (16-20 credits)

	Credits
<input type="checkbox"/> FCHD 1500 (BSS) Human Development Across the Lifespan (F,Sp) (3 cr)	
<b>Or</b>	
PSY 1100 Developmental Psychology: Infancy and Childhood (F,Sp) (3 cr) . . . . .	3
<input type="checkbox"/> SPED 4000 Education of Exceptional Individuals (F,Sp,Su) . . . . .	2
<input type="checkbox"/> SPED 5530 Technology for Teaching Exceptional Learners (Sp) . . . . .	3
<input type="checkbox"/> PSY 3660 Educational Psychology for Teachers (Sp) . . . . .	2
<input type="checkbox"/> ELED 3000 (CI) Foundation Studies and Practicum in Teaching and Classroom Management Level II (Sp) . . . . .	6
<input type="checkbox"/> FCHD 2600 Seminar in Early Childhood Education (Sp) . . . . .	(2)
<input type="checkbox"/> FCHD 2630 Practicum in Early Childhood Education (Sp) . . . . .	(2)
(FCHD 2600 and 2630 are required <i>only</i> for students completing the Birth to Age 5 Certificate)	

### Mild/Moderate Disabilities Endorsement (48 credits)

	Credits
<input type="checkbox"/> SPED 5010 (QI) Applied Behavioral Analysis 1: Principles, Assessment, and Analysis (F) . . . . .	3
<input type="checkbox"/> SPED 5040 Foundations of Effective Assessment and Instructional Practices (F) . . . . .	3
<input type="checkbox"/> SPED 5050 Applied Behavioral Analysis 2: Applications (Sp) . . . . .	3
<input type="checkbox"/> SPED 5060 Consulting with Parents and Teachers (Sp) . . . . .	3
<input type="checkbox"/> SPED 5070 Policies and Procedures in Special Education (F) . . . . .	3
<input type="checkbox"/> SPED 5200 (CI) <sup>2</sup> Student Teaching in Special Education (F or Sp) . . . . .	15
<input type="checkbox"/> SPED 5310 Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities (F) . . . . .	4
<input type="checkbox"/> SPED 5320 Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities (Sp) . . . . .	3
<input type="checkbox"/> SPED 5330 Eligibility Assessment for Students with Mild/Moderate Disabilities (F) . . . . .	1
<input type="checkbox"/> SPED 5340 Teaching Math to Students with Mild/Moderate Disabilities (Sp) . . . . .	3
<input type="checkbox"/> SPED 5410 Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities (F) . . . . .	3
<input type="checkbox"/> SPED 5420 Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities (Sp) . . . . .	4

**Severe Disabilities Endorsement  
(45 credits)**

**Credits**

- **SPED 5010 (QI)** Applied Behavioral Analysis 1: Principles, Assessment, and Analysis (F) . . . . . 3
- **SPED 5040** Foundations of Effective Assessment and Instructional Practices (F) . . . . . 3
- **SPED 5050** Applied Behavioral Analysis 2: Applications (Sp) . . . . . 3
- **SPED 5060** Consulting with Parents and Teachers (Sp) . . . . . 3
- **SPED 5070** Policies and Procedures in Special Education (F) . . . . . 3
- **SPED 5200 (CI)<sup>2</sup>** Student Teaching in Special Education (F or Sp) . . . 15
- **SPED 5510** Curriculum for Students with Severe Disabilities (F) . . . . 4
- **SPED 5520** Curriculum for Secondary-Level Students with Severe Disabilities (Sp) . . . . . 3
- **SPED 5540** Assessment of Persons with Severe Disabilities (Sp) . . . . . 1
- **SPED 5600** Practicum: Introduction to Instruction of Students with Severe Disabilities (F) . . . . . 3
- **SPED 5610** Practicum: Advanced Systematic Instruction of Students with Severe Disabilities (Sp) . . . . . 4

**Birth to Age 5 Certificate  
(46 credits)**

Students who are completing this certificate in addition to the Mild/Moderate Disabilities Endorsement or the Severe Disabilities Endorsement will need to complete only those courses which they have not already taken under their endorsement.<sup>3</sup>

**Credits**

- **SPED 5010 (QI)** Applied Behavioral Analysis 1: Principles, Assessment, and Analysis (F) . . . . . 3
- **SPED 5040** Foundations of Effective Assessment and Instructional Practices (F) . . . . . 3
- **SPED 5050** Applied Behavioral Analysis 2: Applications (Sp) . . . . . 3
- **SPED 5060** Consulting with Parents and Teachers (Sp) . . . . . 3
- **SPED 5070** Policies and Procedures in Special Education (F) . . . . . 3
- **SPED 5200 (CI)<sup>2</sup>** Student Teaching in Special Education (F or Sp) . . . 15
- **SPED 5710** Young Children with Disabilities: Characteristics and Services (Sp) . . . . . 3
- **SPED 5730** Intervention Strategies for Young Children with Disabilities (F) . . . . . 3
- **SPED 5810** Seminar and Field Experiences with Infants and Families (Sp) . . . . . 4
- **SPED 5820** Preschool Practicum with Young Children with Disabilities in Community Environments (F) . . . . 4
- **SPED 5840** Seminar: Preschool Practicum with Young Children with Disabilities (F) . . . . . 2

<sup>1</sup>After acceptance to the Special Education major and before beginning the practica, students are required to complete a background check for conviction of violating any law (except traffic violations).

<sup>2</sup>SPED 5200 should be taken during the senior year.

<sup>3</sup>Students working toward the Birth to Age 5 Certificate are encouraged to complete *either* the mild/moderate disabilities endorsement *or* the severe disabilities endorsement, as well as courses included in the Birth to Age 5 Certificate. For additional information, see the special education advisor.

**Departmental Policies**

**Grades**

All endorsement courses must be passed with a *C* (2.0) or higher grade. Students receiving a grade below a *C* will be required to retake the course.

**Course Repetitions**

Students are required to earn a grade of *C* or better in *all* teacher licensure courses. Students must retake any licensure course for which a grade of less than a *C* was received. Each student will be allowed to repeat a *maximum of only one* didactic, practica, or student teaching course. Students who receive *two* grades of less than a *C* or who withdraw from *two* practica courses (or from one practica course two times) will *not* be permitted to continue enrolling in special education coursework. A student who desires to repeat a student teaching course must appeal to the appropriate special education program committee, and receive the committee's approval, *before* he or she may repeat the course.

**Teaching Support (15 credits)**

Special Education majors must complete 15 credits of teaching support courses in an area that enhances the major. Students have the option of completing the 15 credits by taking 8 credits in two different areas *or* 15 credits in one area. The teaching support credits should be selected and approved by an advisor in the Department of Special Education and Rehabilitation. Students are encouraged to take courses which will prepare them for the PRAXIS exam.

**Diversity Requirement (3 credits)**

Special Education majors must complete one 3-credit course that meets the diversity requirement of the major. This class may also fulfill a University Studies breadth or depth education requirement *or* a teaching support requirement. A list of approved classes is available from the Special Education advisor.

**Requirement Changes**

Graduation requirements shown on this sheet are subject to change. Students should check with their assigned advisor concerning possible changes.

**Materials for Persons with Disabilities**

This requirement sheet is available in digital format, recordings, or large print upon request to the USU Disability Resource Center.

**For information contact**

**Special Education and Rehabilitation Department;** Education 313; Utah State University; 2865 Old Main Hill; Logan UT 84322-2865; tel. (435) 797-3252; e-mail [darci.peterson@usu.edu](mailto:darci.peterson@usu.edu); <http://sper.usu.edu>

*Prepared by Registrar's Office, Utah State University*

## Sophomore Year

	Fall	Spring
	<p>Apply to the Special Education Program before October 1. Admission is competitive. The application may be found at <a href="http://sped.usu.edu">http://sped.usu.edu</a></p>	<p>SPED 4000 (2 cr)      Education of Exceptional Individuals                      ELED 3000 (6 cr)      Foundation Studies and Practicum in Teaching and Classroom Management Level II</p> <p>PSY 3660 (2 cr)      Educational Psychology for Teachers                      SPED 5530 (3 cr)      Technology for Teaching Exceptional Learners</p> <p><b>In addition, Early Childhood Majors take:</b>                      FCHD 2600 (2 cr)      Seminar in Early Childhood Education                      FCHD 2630 (2 cr)      Practicum in Early Childhood Education</p>

## Junior Year

	Fall	Spring
Mild/Moderate Disabilities Endorsement	<p>SPED 5010 (3 cr)      Applied Behavioral Analysis 1: Principles, Assessment, and Analysis                      SPED 5040 (3 cr)      Foundations of Effective Assessment and Instructional Practices                      SPED 5070 (3 cr)      Policies and Procedures in Special Education                      SPED 5310 (4 cr)      Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities                      SPED 5330 (1 cr)      Eligibility Assessment for Students with Mild/Moderate Disabilities                      SPED 5410 (3 cr)      Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities</p> <p style="text-align: center;"><b>Total = 17 credits</b></p>	<p>SPED 5050 (3 cr)      Applied Behavioral Analysis 2: Applications                      SPED 5060 (3 cr)      Consulting with Parents and Teachers                      SPED 5320 (3 cr)      Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities                      SPED 5340 (3 cr)      Teaching Math to Students with Mild/Moderate Disabilities                      SPED 5420 (4 cr)      Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities</p> <p style="text-align: center;"><b>Total = 16 credits</b></p>
Severe Disabilities Endorsement	<p>SPED 5010 (3 cr)      Applied Behavioral Analysis 1: Principles, Assessment, and Analysis                      SPED 5040 (3 cr)      Foundations of Effective Assessment and Instructional Practices                      SPED 5070 (3 cr)      Policies and Procedures in Special Education                      SPED 5510 (4 cr)      Curriculum for Students with Severe Disabilities                      SPED 5600 (3 cr)      Practicum: Introduction to Instruction of Students with Severe Disabilities</p> <p style="text-align: center;"><b>Total = 16 credits</b></p>	<p>SPED 5050 (3 cr)      Applied Behavioral Analysis 2: Applications                      SPED 5060 (3 cr)      Consulting with Parents and Teachers                      SPED 5520 (3 cr)      Curriculum for Secondary-Level Students with Severe Disabilities                      SPED 5540 (1 cr)      Assessment of Persons with Severe Disabilities                      SPED 5610 (4 cr)      Practicum: Advanced Systematic Instruction of Students with Severe Disabilities</p> <p style="text-align: center;"><b>Total = 14 credits</b></p>
Birth to Age 5 Certificate	<p>SPED 5010 (3 cr)      Applied Behavioral Analysis 1: Principles, Assessment, and Analysis                      SPED 5040 (3 cr)      Foundations of Effective Assessment and Instructional Practices                      SPED 5070 (3 cr)      Policies and Procedures in Special Education                      SPED 5730 (3 cr)      Intervention Strategies for Young Children with Disabilities                      SPED 5820 (4 cr)      Preschool Practicum with Young Children with Disabilities in Community Environments                      SPED 5840 (2 cr)      Seminar: Preschool Practicum with Young Children with Disabilities</p> <p style="text-align: center;"><b>Total = 18 credits</b></p>	<p>SPED 5050 (3 cr)      Applied Behavioral Analysis 2: Applications                      SPED 5060 (3 cr)      Consulting with Parents and Teachers                      SPED 5710 (3 cr)      Young Children with Disabilities: Characteristics and Services                      SPED 5810 (4 cr)      Seminar and Field Experiences with Infants and Families</p> <p style="text-align: center;"><b>Total = 13 credits</b></p>

## Senior Year

	Fall	Spring
Mild/Moderate, Severe, or Early Childhood	<p>SPED 5200 (15 cr)      Student Teaching in Special Education (May be taken Fall or Spring Semester)</p>	<p>SPED 5200 (15 cr)      Student Teaching in Special Education (May be taken Fall or Spring Semester)</p>

Dual majors (Severe and Early Childhood; Elementary Education and Mild/Moderate; etc.) should check with their advisor for course sequence.