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| **Year 1** |
| Fall | Spring |
| Course |  | Course |  |
| First Year Seminar (FYS) or First Year Writing (FYW) | LL1 | SPE 203--Psychology & Development in Children & Adol. with & without Disabilities | M2 |
| SPE 103--Social & Legal Foundations of Special Education | M1& LL2 | SLP 102--Language, Speech, and Communication Development | M3 |
| Liberal Arts Math (MAT 105 or 106 is a prerequisite for MTT 202) | LL3 | First Year Seminar or Liberal Learning | LL4 |
| HIS210-01 | SM1 | HIS 200-Level | SM2 |
| SPE 099--Advising seminar (no credit) |  |  |  |
| **Year 2** |
| Fall | Spring\* |
| SPE 322--Inclusive Practices *(Formally SPE 324 for students who began program prior to Fall 2014)* | M4 | Liberal Arts Science (BIO 104 is recommended) | LL5 |
| MST 202--Science, Health and the Environment | M5cognate | Liberal Arts Elective (US History if not already taken) | LL6 |
| MTT 202--Teaching Mathematics | M6cognate | Liberal Arts Literature (RAL 225--Children’s Literature) | M7& LL7 |
| HIS200-Level | SM3 | HIS300-Level | SM4 |
| VPA | LL8 |
| **Year 3** |
| Fall\* | Spring\*⯎ |
| RAL 220--Literacy Strategies, Assessment and Instruction – SPED4th Hour: Joint field experience | M8 | RAL 320--Literacy Learning Across the Curriculum -- Special Education4th Hour: field-based project | M10 |
| SPE 214--Exploring Classroom Communities – SPED 4th Hour: Joint field experience | M9 | SPE 324--Teaching Students with Severe Disabilities -- 4th Hour: field-based project  | M11 |
| HIS300-Level | SM5 | HIS300-Level | SM7 |
| HIS300-Level | SM6 | HIS400-Level | SM8 |
| Elective | LL9 | Elective | LL10 |
| **Year 4** |
| Fall | Spring |
| SPED 515--Multicultural Social Studies Instruction for Students With Disabilities | GR1 (3) | SPE 490 --Practicum | M12 | **Awarding of B.S. Degree**§ |
| SPED 522 —Remedial Instruction | GR2 (3) | EDUC 513 -- Collaboration  | GR3(3) |
| HIS400-Level | SM9 | HIS100-Level | SM10 |
| Elective | LL11 | HIS499 | SM11 |
| **Year 5** |
| Fall | Spring |
| SPED 695--Internship - Special Education  | GR4 & 5(6) | SPED 521 -- Assistive Technology | GR8(3) |
| SPED 597--Capstone Seminar: Professional Issues and Practices  | GR6 (1) | SPED 664--Research Trends in Special Education | GR9(3) |
| Specialty 1: SPED 647 OROR SPED 655 OR RDLG 571 | GR7(3) | Specialty 2: SPED 631 OR SPED 648 OR RDLG 673 | GR10(3) |
|  |  | Specialty 3: SPED 648 OR ESLM 597 OR SPED 609 | GR11(3) |
| **Awarding of M.A.T. & Certifications in Teacher of Students with Disabilities & Elementary Ed** |

\*Students with a GPA of 3.3 or higher may take a 5th course

Courses comprising the UG special education major.

Courses comprising the masters degree program.

⯎ At the start of this semester, students will be formally admitted to the teacher-preparation part of the program if they have met the following criteria: A student must have a minimum of 20 earned course units, a grade of B- or higher in RAL 220 and in SPE 214 and a minimum GPA of 2.75 or higher. Praxis core scores are required of students who earned less than the State cutoff on the SAT or ACT. Students are required to provide evidence of passing scores on the praxis core before receiving formal admission into the program.

Please note that academic program standards for retention in the program include:

* A minimum grade of B- for SPE 103, SPE 203, SLP 102, SPE 214, RAL 220, RAL 225, SPE 324, RAL 320 and SPE 322.
* A minimum grade of B for SPE 490
* A minimum grade of C- for MAT 105 or MAT 106
* A minimum grade of B for all graduate courses

§ Students must have 32 units of undergraduate coursework to receive their Bachelor’s degree. The 3 graduate courses taken during Year 4 do NOT count towards the undergraduate degree. Students must make sure that they are on track to graduate on time by taking 3 UG courses as either 5th courses for 3 semesters, or by transferring in course credit.