

**Minor in Special Education**  
**Program Requirements 18 hours**

Student Name	ID Number	Student Major	Date
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1. All Special Education Minors are required to successfully complete SPED 240 as the first course in the minor.
2. SPED Minors must meet with a SPED Minor Coordinator during SPED 240 and prior to registration each term.
3. The SPED Minor Coordinator will work with students to identify additional courses which best fit their career goals and document an individual plan of study that allows them to complete their desired courses.
  - a. When planning, careful consideration needs to be given to the integration of minor courses with major requirements as single sections of SPED courses are only offered in one term per year.
  - b. All minors can select from the following courses.

Course #	Course Title	Disability Focus	Term Offered
SPED 241	Exceptional Learners in the Adapted Curriculum	Adapted Curriculum	Spring (Odd) 2019, 2021...
SPED 310	Evaluation of the Exceptional Child	General Curriculum	Spring
SPED 311	Positive Behavior Supports	Adapted Curriculum	Fall (Odd) 2019, 2021...
SPED 315	Post-Secondary Education for Students w Intellectual Disabilities	General Curriculum	Spring
SPED 344	Assistive Technology for Severe Disabilities	Adapted Curriculum	Spring (Even) 2020, 2022...
SPED 400	Creative Thinking and Problem Solving <i>*One week field experience required in June</i>	AIG – Online	Summer
SPED 401	Exceptional Learners in the General Curriculum Designing	General Curriculum	Spring
SPED 407	Behavioral Issues in the General Curriculum	General Curriculum	Spring
SPED 414	Curriculum / Methods for Students in the Adapted Curriculum	Adapted Curriculum	Fall (Even) 2020, 2022...
SPED 471	Foundations of Gifted and Creative Education	AIG – Online	Fall
SPED 475	Methods & Models of Gifted and Creative Education	AIG – Online	Spring
SPED 477	Curriculum Differentiation for Gifted and Creative Learners	AIG – Online	Summer
SPED 493-02	Special Topics: PEERS	General Curriculum	Fall
CSD 451	Sign Language I	Hearing Impaired	Fall
CSD 452	Sign Language II	Hearing Impaired	Spring

The following SPED courses are Teacher Education courses restricted to education majors who have met a set of admission requirements. ([teacheradmission.wcu.edu](http://teacheradmission.wcu.edu))

SPED 312	Teaching Elementary Students with Learning Problems	General Curriculum	Fall
SPED 423	Teaching Reading to Individuals w Mild – Moderate Disabilities	General Curriculum	Fall
SPED 430	Classroom Leadership	General Curriculum	Fall

4. SPED Minors who meet and maintain the following equivalent requirements can include these courses in their plan of study and be given overrides to register by the SPED Minor Coordinator.

Complete at least 30 earned hours which can also include transfer hours	My Cat / Transcript
Earn a grade of C (2.0) or higher in ENGL 101, ENGL 202 and SPED 240.	My Cat / Transcript
Earn and maintain a minimum cumulative GPA of 2.75 on hours attempted at WCU	My Cat / Transcript

Achieve the minimum required scores on SAT (V & Q 1100), ACT (Composite 24) or PRAXIS CORE tests (Reading 156, Writing 162, Mathematics 150 or combined 468)	My Cat / Test Scores
Complete the Professional Dispositions Contract to be attached to this program plan	Attached
Complete a Background Check through Application Station / Certiphi	Confirm with OFE Administrative Support

**Minor in Special Education  
Plan of Study 18 hours**

\_\_\_\_\_ Student Name                          \_\_\_\_\_ ID Number                          \_\_\_\_\_ Student Major                          \_\_\_\_\_ Date

Required Courses	Semester Offered	Course Title	Term/Year Completed	Grade
SPED 240	Fall or Spring	The Exceptional Child	_____	_____

**SPED Minor Coordinator Documentation of Equivalent PES Requirements**

Transcript confirms the completion of at least 30 hours of coursework which can include transfer hours

Yes - Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Transcript confirms a grade of C (2.0) or higher in SPED 240 [ ], ENGL 101 [ ], and ENGL 202[ ],

Yes - Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Transcript confirms an earned minimum cumulative GPA of 2.75

Yes - Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Transcript confirms minimum required scores on the SAT [ ], or ACT [ ], or Praxis Core [ ]

Yes - Date \_\_\_\_/\_\_\_\_/\_\_\_\_

A completed Professional Dispositions Contract is attached to this program plan

Yes - Date \_\_\_\_/\_\_\_\_/\_\_\_\_

The Office of Field Experiences has confirmed an approved Background Check through Application Station / Certiphi

Yes - Date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Signature of SPED Minor Coordinator** \_\_\_\_\_ **Date** \_\_\_\_\_

Guided Elective #1		_____ Has maintained a minimum cumulative GPA of 2.75 - Yes ( ) Has maintained an approved background check -Yes ( )	_____	_____
Guided Elective #2		_____ Has maintained a minimum cumulative GPA of 2.75 - Yes ( ) Has maintained an approved background check -Yes ( )	_____	_____
Guided Elective #3		_____ Has maintained a minimum cumulative GPA of 2.75 - Yes ( ) Has maintained an approved background check -Yes ( )	_____	_____
Guided Elective #4		_____ Has maintained a minimum cumulative GPA of 2.75 - Yes ( ) Has maintained an approved background check -Yes ( )	_____	_____
Guided Elective #5		_____ Has maintained a minimum cumulative GPA of 2.75 - Yes ( ) Has maintained an approved background check -Yes ( )	_____	_____

**Professional Dispositions**  
College of Education and Allied Professions  
Western Carolina University

The following dispositions are expected of all developing professionals in the College of Education and Allied Professions.

- 1. Students will project a positive demeanor.**
- 2. Students will behave responsibly.**
- 3. Students will exhibit trustworthiness.**
- 4. Students will build positive interpersonal relationships.**
- 5. Students will demonstrate cultural responsiveness.**
- 6. Students will be engaged learners.**
- 7. Students will demonstrate emotional and social self-control.**
- 8. Students will collaborate effectively.**
- 9. Students will use effective communication.**
- 10. Students will engage in appropriate decision-making.**

Students who apply to or admitted to a professional development program in the College of Education and Allied Professions at WCU are expected to be informed about the above required dispositions and to display behavior demonstrating appropriate dispositions across all settings associated with their university program and field based requirements.

Should a concern regarding one or more disposition be raised by a university or field setting official, a disposition rating form will be completed to document concerns, shared with the student, and filed in the student's electronic file. An action plan for remediation may be developed and similarly filed. Repeated documentation of dispositional concerns can result in refusal of admission to or removal from one's program.

***I understand that if I fail to adequately and consistently demonstrate these professional dispositions, my admission to a professional program in the College of Education and Allied Professions at WCU will be denied and / or revoked.***

**Printed Name** \_\_\_\_\_ **ID#** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_