Twin Cities Campus

Special Education B.S.

Educational Psychology

College of Education and Human Development

- Program Type: Baccalaureate
- Requirements for this program are current for Fall 2019
- Required credits to graduate with this degree: 120
- Required credits within the major: 57 to 70
- Practicum experiences will be conducted at sites serving individuals with disabilities.
- Degree: Bachelor of Science

The bachelor of science degree program in special education (BS/SE) prepares students to serve persons with frequently occurring (high incidence) disabilities. The program emphasizes the fundamentals of special education, effective intervention strategies, and the problem solving approach to instruction. The BS/SE undergraduate program maintains the integrity of a research-based degree program recognized nationally. The program is specifically designed for developing scientist-practitioners by focusing on the latest developments in educational research and supporting the need to make informed, data-based instructional decisions to ensure that persons with special needs reach their full potential.

Program Delivery

This program is available:

- via classroom (the majority of instruction is face-to-face)

Admission Requirements

Students must complete 30 credits before admission to the program.

A GPA above 2.0 is preferred for the following:

- 2.75 already admitted to the degree-granting college
- 2.75 transferring from another University of Minnesota college
- 2.75 transferring from outside the University

For information about University of Minnesota admission requirements, visit the Office of Admissions website.

Required prerequisites

Admission Requirements

The following courses must be complete or in progress. All prerequisites and major courses must be completed A/F unless the course is offered S/N only. Students transferring into the University of Minnesota must have completed the equivalent of first-year composition (WRIT 1301 or higher) and college algebra or higher (Math 1031 or higher). Once admitted to the major, transfer students will be expected to complete EPSY 2601 in their first semester.

EPSY 2601 - Understanding Differences, Disabilities, and the Career of Special Education [DSJ] (4.0 cr)

Licensure Track

CI 1806 - College Algebra through Modeling [MATH] (3.0 cr)
or MATH 1031 - College Algebra and Probability [MATH] (3.0 cr)
or MATH 1051 - Precalculus I [MATH] (3.0 cr)
or MATH 1151 - Precalculus II [MATH] (3.0 cr)
or MATH 1142 - Short Calculus [MATH] (4.0 cr)

or **Foundations Track**

CI 1806 - College Algebra through Modeling [MATH] (3.0 cr)
or MATH 1031 - College Algebra and Probability [MATH] (3.0 cr)
or MATH 1051 - Precalculus I [MATH] (3.0 cr)
or MATH 1151 - Precalculus II [MATH] (3.0 cr)
or MATH 1142 - Short Calculus [MATH] (4.0 cr)

General Requirements

All students are required to complete general University and college requirements including writing and liberal education courses. For more information about University-wide requirements, see the liberal education requirements.Required courses for the major or minor in which a student receives a D grade (with or without plus or minus) do not count toward the major or minor (including transfer courses).

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of March 28, 2024

Program Requirements

Program Sub-plans

Students are required to complete one of the following sub-plans.

Special Education Licensure

This track is for students who intend to become special education teachers at the completion of their degree. Graduates of this track receive a license as an Academic and Behavioral Strategist (ABS) to teach in the field of special education in grades kindergarten through age 21. Students must meet minimum performance standards in the core requirements: (a) B average in licensure coursework prior to student teaching; and (b) minimum of B- in each licensure course.

Core Requirements (38-43 credits)

EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616W - Classroom Management and Behavior Analytic Problem Solving [WI] (3.0 cr)
EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
EPSY 5605W - Collaborative Practices for the Special Educator [WI] (3.0 cr)
EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5704 - Clinical: Field Experiences in Middle and Secondary (HS/T) Special Education Classrooms (1.0 - 2.0 cr)
EPSY 5705 - Clinical: Field Experiences in ECSE or Elementary Special Education Classrooms (1.0 - 2.0 cr)
EPSY 5741 - Student Teaching: Academic and Behavioral Strategist (3.0 - 6.0 cr)
EPSY 5699 - Experimental Teaching Seminar (2.0 cr)
CI 5645 - Teaching English Learners in English-medium classrooms (3.0 cr)
MTHE 5355 - Mathematics for Diverse Learners (3.0 cr)

Standards of Effective Practice (7.5 credits)

All students are required to take the following courses:
OLPD 5005 - School and Society (2.0 cr)
OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
CI 5307 - Technology for Teaching and Learning (1.5 cr)
EPSY 3119 *{Inactive}*(3.0 cr)
or EPSY 5001 - Learning, Cognition, and Assessment (3.0 cr)

Other courses required for the Special Ed Major (7 credits)

EPSY 3264 - Basic and Applied Statistics [MATH] (3.0 cr)
CPSY 2301 - Introduction to Developmental Psychology [SOCS] (4.0 cr)
or CPSY 3301 - Introduction to Developmental Psychology [SOCS] (4.0 cr)

Upper Division Writing Intensive within the Major

Students are required to take one upper division writing intensive course within the major. If that requirement has not been satisfied within the core major requirements, students must choose one course from the following list. Some of these courses may also fulfill other major requirements.

Take 0 - 1 course(s) from the following:
- EPSY 5605W - Collaborative Practices for the Special Educator [WI] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616W - Classroom Management and Behavior Analytic Problem Solving [WI] (3.0 cr)

Foundations of Special Education for Schools and Society

This track is for students interested in receiving expertise and experience in special education but who do not want to become licensed teachers. Students supplement foundational special education training with coursework in areas of interest that relate to student professional goals in order to expand the reach of special education in schools and society. This track does not lead to the ABS license required to teach special education.

Core Requirements (21 credits)

EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616W - Classroom Management and Behavior Analytic Problem Solving [WI] (3.0 cr)
EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
EPSY 3264 - Basic and Applied Statistics [MATH] (3.0 cr)
EPSY 3303 - Educational Psychology Undergraduate Practicum (3.0 cr)

Required Courses

Special Ed Special Interest (2-3 credits)

Take 1 or more course(s) from the following:

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of March 28, 2024

•EPSY 5661 - Introduction to Autism Spectrum Disorder (3.0 cr)
•EPSY 5625 - Education of Infants, Toddlers, and Preschool Children with Disabilities: Introduction (2.0 cr)
•EPSY 5641 - Foundations of Deaf Education (3.0 cr)
•ASL 3001 - Cultural and Sociolingual Views within the Deaf Community (3.0 cr)

Human Development (3-4 credits)

Take 1 or more course(s) from the following:
•CPSY 1334 - Global Issues on Children and Youth in Society [CIV] (3.0 cr)
•CPSY 2301 - Introduction to Developmental Psychology [SOCS] (4.0 cr)
•CPSY 4302 - Infant Development (3.0 cr)
•CPSY 4303 - Adolescent Psychology (3.0 cr)
•NURS 2001 - Human Growth and Development: A Life Span Approach (3.0 cr)

Diversity and Social Justice (9-12 credits)

Take 3 or more course(s) from the following:
•EPSY 3132 - Psychology of Multiculturalism in Education [DSJ] (3.0 cr)
•AAS 3875W - Comparative Race and Ethnicity in U.S. History [HIS, DSJ, WI] (3.0 cr)
•CI 3101 - Issues in Urban Education (3.0 cr)
•CI 4121 - Culture Power and Education [DSJ] (3.0 cr)
•CI 4122 - Social Class Education and Pedagogy (3.0 cr)
•FSOS 1211 - An Interdisciplinary Look at the Family in Multicultural America [DSJ, SOCS] (4.0 cr)
•FSOS 3102 - Family Systems and Diversity [SOCS, DSJ] (3.0 cr)
•FSOS 4108 - Understanding and Working with Immigrants and Refugee Families [SOCS, DSJ] (3.0 cr)
•LEAD 1961W - Personal Leadership in the University [CIV, WI] (3.0 cr)
•LEAD 3961 - Leadership, You, and Your Community (3.0 cr)
•LEAD 4961W - Leadership for Global Citizenship [GP, WI] (3.0 cr)
•PHIL 3302W - Moral Problems of Contemporary Society [CIV, WI] (4.0 cr)
•PHIL 3307 *{Inactive}*[AH, CIV] (4.0 cr)
•SOC 3201 - Inequality: Introduction to Stratification (3.0 cr)
•SOC 3211W - Race and Racism in the US [DSJ, WI] (3.0 cr)
•SOC 3452 - Education and Society (3.0 cr)
•SOC 4461 - Sociology of Ethnic and Racial Conflict [DSJ] (3.0 cr)
•SW 1501 - Introduction to Peace Studies [GP] (3.0 cr)
•SW 2501W - Introduction to Social Justice [DSJ, WI] (4.0 cr)
•SW 3501 - Theories and Practices of Social Change Organizing (4.0 cr)

Upper Division Writing Intensive within the Major

Students are required to take one upper division writing intensive course within the major. If that requirement has not been satisfied within the core major requirements, students must choose one course from the following list. Some of these courses may also fulfill other major requirements.

Take 0 - 1 course(s) from the following:
•EPSY 5605W - Collaborative Practices for the Special Educator [WI] (3.0 cr)
•EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
•EPSY 5616W - Classroom Management and Behavior Analytic Problem Solving [WI] (3.0 cr)

Supporting Program (15 credits)

With the supporting program, students will work with their adviser to explore an area of interest to enhance special education coursework. Students may choose from a variety of themes, or a combination of themes, related to their professional goals in working with people with disabilities across the spectrum. Examples of supporting programs include:

Deaf Studies

ASL 1701 - American Sign Language I (5.0 cr)
ASL 1702 - American Sign Language II (5.0 cr)
ASL 3703 - American Sign Language III (5.0 cr)
ASL 3704 - American Sign Language IV (5.0 cr)
EPSY 5641 - Foundations of Deaf Education (3.0 cr)

or **Speech-Language-Hearing Sciences**

SLHS 1402 - The Talking Brain [SOCS] (3.0 cr)
SLHS 3303 - Language Acquisition and Science (3.0 cr)
SLHS 1301W - Physics and Biology of the Voice [PHYS, WI] (4.0 cr)
or SLHS 1301V - Physics and Biology of the Voice Honors [PHYS, WI] (4.0 cr)
SLHS 1401 - Introduction to Speech-Language Pathology & Audiology [SOCS] (3.0 cr)
or SLHS 3401 - Introduction to Speech-Language Pathology & Audiology [SOCS] (3.0 cr)

or **Mental health, well-being, and resilience**

EPSY 3801 - The Science of Human Resilience and Wellbeing: Foundational Knowledge for Career and Life Success [SOCS] (3.0 cr)
PUBH 3004 *{Inactive}*(4.0 cr)
HSM 3040 - Dying and Death in Contemporary Society: Implications for Intervention (2.0 cr)
PUBH 3107 - Global Public Health and the Environment (2.0 cr)
PUBH 3123 - Violence Prevention and Control: Theory, Research and Application (2.0 cr)
PUBH 3954 - Personal, Social, and Environmental Influences on the Weight-Related Health of Pediatric Populations (2.0 cr)

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.

PUBH 3955 - Using Policy to Promote Healthy Eating and Activity Among Young People (1.0 cr)
or **Elementary Ed Foundations**
Reading
CI 5413 - Foundations of Reading (3.0 cr)
CI 5414 - Field Experience: Working with Developing Readers (2.0 cr)
CI 5405 *{Inactive}*(2.0 cr)
CI 3401W - Diversity in Children's Literature [WI] (3.0 cr)
or **Math**
MTHE 3101 - Mathematics and Pedagogy for Elementary Teachers I (3.0 cr)
MTHE 3102 - Mathematics and Pedagogy for Elementary Teachers II (3.0 cr)
CI 5822 - Mathematics Instruction in the Elementary Grades (3.0 cr)
or **Social Studies**
CI 4121 - Culture Power and Education [DSJ] (3.0 cr)
CI 4122 - Social Class Education and Pedagogy (3.0 cr)
or **Science**
[Students can take CI 1943W beginning spring 2019]
CI 1563 - Physics by Inquiry [PHYS] (4.0 cr)
or **Counseling psychology**
EPSY 3302 *{Inactive}*(3.0 cr)
EPSY 5401 - Counseling Procedures (3.0 cr)
or **Learning Technologies**
CI 3342 - Social Media & Connected Learning (3.0 cr)
CI 2311W - Introduction to Technology and Ethics in Society [CIV, WI] (3.0 cr)
or CI 4311W - Technology and Ethics in Society [CIV, WI] (3.0 cr)
CI 2312 - Sex, Drugs, and the Internet: Educational Perspectives (3.0 cr)
or CI 4312 - Sex, Drugs, and the Internet: Educational Perspectives (3.0 cr)
or **Psychological foundations of education**
EPSY 5113 *{Inactive}*(3.0 cr)
EPSY 5119 - Mind, Brain, and Education (3.0 cr)
EPSY 5157 - Social & Developmental Psychology of Education (3.0 cr)

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of March 28, 2024