



SPECIAL EDUCATION DEGREE PROGRAM (M.S.E.)

The Master of Science in Education (M.S.E.) Degree program in Special Education is offered with or without Wisconsin teaching licensure. The general program without licensure is designed to increase the knowledge, skills, and general teaching competencies of those already certified to teach and/or to prepare students for other professional responsibilities. The degree program may also be used to attain a teaching license in early childhood - exceptional educational needs, emotional/behavioral disorders, learning disabilities, or cognitive disabilities. Individuals planning to teach in a state other than Wisconsin should obtain the licensure requirements of that state prior to meeting with an adviser. A Transition Specialist Certificate may also be attained through the program.

Graduate students also seeking Special Education licensure as a part of the degree program must complete an application for admittance to Professional Education, meet all requirements for admittance, and meet with a faculty adviser within the licensure area to develop a licensure plan which schedules a practicum slot.

The curriculum varies according to the academic emphasis. In general, the core emphasis of the Special Education Program is designed to develop an advanced understanding of the causes and characteristics of disabilities and the pedagogical approaches to, and the historical/legal bases for programs involving special populations. The curriculum requires students to examine the philosophical and structural changes in the nature of services provided for students with disabilities in the public schools; specifically, more inclusive practices where instruction is differentiated to accommodate the special learning needs of all children in general education settings. Skills will be developed to create collaborative relationships between special educators and general education teachers and other supportive service professionals, as well as, to conduct classroom-based action research methodology on instructional practices evaluating both student outcomes and program effectiveness for individuals with disabilities.

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Dr. M. Robin Warden

Program Faculty:

Early Childhood: Exceptional Educational Needs

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Learning Disabilities

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SPECFLD-704
APPLIED ACTION RESEARCH IN SPECIAL
EDUCATION*
SPECED-705
PROFESSIONAL PORTFOLIO
DEVELOPMENT IN SPECIAL EDUCATION

*REQUIRED COURSEWORK IN TRANSITION
SPECIALISTS CERTIFICATE PROGRAM.

PROFESSIONAL DEVELOPMENT CORE

(3-9 credits required)

A minimum of one, 3-credit institute will be required for students seeking the MSE in Special Education Degree; a maximum of 9-credits or 3 institutes may be taken. Candidates for the Masters Degree must enroll for all 3 credits of an institute. Each institute will be divided into three, 1-credit sections. Week 1 will be conducted as a two-day Pre-Institute seminar providing opportunities for students to review and discuss selected literature and research related to the theme. Week 2 of each institute will be a two-day Thematic Institute conducted by invited national leaders. Week 3 will be a two-day Post-Institute seminar focusing on action plans for application of theme-based instructional strategies in the classroom and designing related action research projects. Web based instructional formats will be used to conduct portions of the Pre- and Post-Institute seminars.

Institute topics are determined by a graduate program advisory committee comprised of faculty, school district administrators, and teachers. Similar proposals will be submitted on an annual basis as a result of this committee's long range planning.

Non-degree candidates seeking continuing education activities of interest or activities consistent with their professional development plans, may enroll in any institute for variable credit. All students must participate in the one-credit Thematic Institute to enroll in either the Pre- or Post-Institute seminars.

SPECIALIZATION CORE

(6-12 credits required)

Students, in consultation with their advisors, may seek elective coursework that addresses a particular emphasis of professional interest (i.e., Transition Specialist Certificate Program), provides opportunities to develop or refine competencies outlined in their professional development plans, and/or meets PI 3 4 requirements in any area of categorical licensure in Special Education. Students seeking initial licensure in Special Education as a part of their Specialization Core, must meet the College of Education requirements for Admission to Professional Education. Electives may be selected from any courses offered within the Department of Special Education or pre-approved coursework from other departments.

Note that a maximum of 12 credits in the Specialization Core can be counted toward the degree. Students without initial licensure or seeking add-on licensure may need more than the maximum number of credits allowed in this area to meet Wisconsin licensure requirements. These credits will need to be taken in addition to the required credits in the three core areas.

EDFOUND-682

EDUCATIONAL STATISTICS

SPECED-520

INTRODUCTION TO THE EDUCATION OF

YOUNG CHILDREN WITH EXCEPTIONAL EDUCATIONAL NEEDS

SPECED-536

MANAGING THE CLASSROOM BEHAVIORAL PROBLEMS OF EXCEPTIONAL CHILDREN

SPECED-555

INTRODUCTION TO EMOTIONAL BEHAVIOR DISORDERS

SPECED-556

INTRODUCTION TO COGNITIVE DISABILITIES

SPECED-564

INTRODUCTION TO LEARNING

DISABILITIES

SPECED-576

MEDICAL ASPECTS OF DISABILITY

SPECED-606

CAREER/VOCATIONAL PROGRAMMING
FOR EXCEPTIONAL EDUCATIONAL NEEDS

SPECED-622

CURRICULUM METHODS &
ADMINISTERING EC:EEEN PROGRAMS

SPECED-623

INTRODUCTION TO WORKING WITH
INFANTS /TODDLERS WITH SPECIAL NEEDS AND WITH THEIR FAMILIES

SPECED-624

FAMILY FOCUSED INTERVENTION

SPECED-625

INTRODUCTION TO GIFTED EDUCATION

SPECED-626

INTRODUCTION TO INDIVIDUAL
DIAGNOSTIC ASSESSMENT OF EXCEPTIONAL EDUCATIONAL NEEDS

SPECED-628

GENERAL INSTRUCTIONAL MODELS FOR
GIFTED EDUCATION

SPECED-657

ELEMENTARY CURRICULUM METHODS-
COGNITIVE DISABILITIES-ACADEMIC

SPECED-658

COLLABORATION FOR EFFECTIVE
INSTRUCTION

SPECED-659

SECONDARY CURRICULUM METHODS-
COGNITIVE DISABILITES-ACADEMIC

SPECED-660

EDUCATION OF STUDENTS WITH SEVERE EMOTIONAL BEHAVIORAL
DISORDERS

SPECED-661

FORMAL ASSESSMENT FOR YOUNG
CHILDREN

SPECED-662

EDUCATIONAL DIAGNOSIS AND
ASSESSMENT IN EBD, LD, CD

SPECED-665

CURRICULUM METHODS COGNITIVE
DISABILITIES FUNCTIONAL

SPECED-666

WORKING WITH PARENTS OF
EXCEPTIONAL CHILDREN AND
COMMUNITY AGENCIES
SPECED-671

CURRICULUM AND METHODS IN
EMOTIONAL BEHAVIORAL DISORDERS- ELEMENTARY
SPECED-672

CURRICULUM AND METHODS IN
EMOTIONAL BEHAVIORAL DISORDERS-
SECONDARY
SPECED-676

CURRICULUM, METHODS AND
MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES
SPECED-678

CURRICULUM AND METHODS IN
LEARNING DISABILITIES-ELEMENTARY
SPECED-679

CURRICULUM AND METHODS IN
LEARNING DISABILITIES-SECONDARY
SPECED-681

REMEDIATION OF WRITTEN LANGUAGE
DISORDERS
SPECED-706

VOCATIONAL ASSESSMENT OF
STUDENTS WITH SPECIAL NEEDS
SPECED-730

IMPLEMENTING INTERVENTION FOR
INFANTS/TODDLERS WITH SPECIAL NEEDS
SPECED-781

SCHOOL-TO-WORK TRANSITIONAL
PROGRAMMING
SPECED-784

INSERVICE SEMINAR
SPECFLD-725

FIELDWORK WITH EXCEPTIONAL
CHILDREN
SPECFLD-789A

PRACTICUM: COGNITIVE DISABILITIES-
ELEMENTARY
SPECFLD-789B

PRACTICUM: COGNITIVE DISABILITIES-
SECONDARY
SPECFLD-789C

PRACTICUM: EMOTIONAL BEHAVIORAL
DISORDERS-ELEMENTARY
SPECFLD-789D

PRACTICUM: EMOTIONAL BEHAVIORAL
DISORDERS-SECONDARY

SPECFLD-789E

PRACTICUM: LEARNING DISABILITIES-
ELEMENTARY

SPECFLD-789F

PRACTICUM: LEARNING DISABILITIES-
SECONDARY

SPECFLD-789G

PRACTICUM: EARLY CHILDHOOD:EEN (B-
3;3-5)

SPECFLD-793

PRACTICUM

SPECED-799

THESIS RESEARCH

SPECED-705

PROFESSIONAL PORTFOLIO

DEVELOPMENT IN SPECIAL EDUCATION