

Safety Degree Program (M.S.)

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 and an Autism 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.

Department Chair:

Dr. M. Robin Warden

Program Faculty:

Early Childhood: Exceptional Educational Needs

Coordinator:

Dr. Ann Riall

Winther 3048

Phone (262) 472-5809

Email: rialla@uww.edu

Dr. Simone De Vore

Winther 3052

Phone: (262) 472-5808

Email: devores@uww.edu

Emotional Behavioral Disorders

Coordinator:

Dr. Diana Rogers-Adkinson

Winther 3044

Phone: (262) 472-4847

Email: rogersad@uww.edu

Dr. Nomsa Gwalla-Ogisi

Winther 3046

Phone: (262) 472-5807

Email: gwallan@uww.edu

Dr. Claudia Rinaldi

Winther 3050

Phone: (262) 472-5378

Email: rinaldic@uww.edu

Learning Disabilities

Coordinator:

Dr. David Gordon

Winther 4051

Phone: (262) 472-5376

Email: gordond@uww.edu

Dr. Maureen Griffin

Winther 4038

Phone: (262) 472-5804

Email: griffinm@uww.edu

Dr. Robin Warden

Winther 4037

Phone: (262) 472-5811

Email: wardenr@uww.edu

Cognitive Disabilities

Coordinator:

Dr. Sharon Kolb

Winther 4039

Phone: (262) 472-4831

Email: kolbs@uww.edu

Transitional/Special Needs

Coordinator:

Dr. Richard C. Lombard

Winther 3049

Phone: (262) 472-5813

Email: lombardr@uww.edu

Autism

Coordinator:

Dr. Shannon Stuart

Winther 4042

Phone: (262) 472-4877

Email: stuart@uww.edu

Department Coordinator of Directed Teaching and Field Experiences

Coordinator:

Nancy Amacher

Roseman 2019

Phone: (262) 472-4788

Email: amachern@uww.edu

Department Program Assistant:

Winther 4033 and 4035

Phone (262) 472-1106 / (262) 472-5812

Email: specialed@uww.edu

Admission to Program Requirements:

Students must meet the admission requirements outlined in the University of Wisconsin-Whitewater Graduate Catalog. No additional requirements are set by the Department of Special Education.

Admission to Professional Education Requirements:

1. Students having a teaching license must complete an application for admission to Professional Education, attach a photocopy of their teaching license, and the Licensure Plan developed with their adviser to the College of Education Office.
2. If no previous licensure exists, graduate students must complete an application for admission to Professional Education and comply with all admittance requirements pertinent at the undergraduate level, e.g.,
 - a. Pass each course (C/S or better) or be concurrently enrolled in the Pre-Professional Block in the College of Education;
 - b. Pass all three (3) areas of the PPST (Writing, Reading, Math);
 - c. Attend College of Education Orientation Meeting;
 - d. Complete Speech 110 or equivalent with a grade of C or better;
 - e. Provide verification of a minimum 350 hours of experience with learners;
 - f. Received a 2.75 GPA on previous degree;
 - g. Contact an advisor in the relevant program area within 30 days to complete a licensure plan; and
 - h. Be enrolled in or have satisfactorily completed SPECFLD-210E/F.

Degree Requirements:

Students seeking the Masters Degree in Special Education must complete (36) credits of requirements in three core areas:

- General Program Core (21 credits)
- Professional Development Core (3-9 credits)
- Specialization Core (6-12 credits)

Students seeking initial or add-on categorical licenses must complete the Wisconsin PI 3 and 4 requirements. Licensure credits will apply toward credits required within the Specialization Core for the Masters Degree.

Students seeking course work to fulfill professional development goals as a part of Wisconsin Professional Educator licenses or certification for NBTBS may access appropriate coursework in any of the core areas and apply these credits toward the Masters Degree.

Students may select to develop their professional portfolios to address any of the following:

- demonstration of knowledge and skills required for certification by the National Board for Professional Teaching Standards;
- report the results and implications of their field- based action research on the development and overall refinement of a special education program emphasis; and/or
- documentation of the successful completion of their professional development goals for Wisconsin Professional Educator License.

The Thesis option is not required in the Core Program. Students opting to complete a thesis as a part of the degree will also be required to complete the Field-based Action Research and the Professional Portfolio Development courses in the program.

SPECIAL EDUCATION (M.S.E.)

COMMON BODY OF KNOWLEDGE: 0-36 CREDITS

STUDENTS WITHOUT UNDERGRADUATE OR PREVIOUS GRADUATE WORK IN THE AREA OF COMMON KNOWLEDGE MAY BE REQUIRED TO TAKE ADDITIONAL COURSE WORK. COURSES MUST BE SELECTED IN CONSULTATION WITH ADVISER.

GENERAL PROGRAM CORE

(21 credits required at the 700-course level)

SPECED-700 THEORETICAL FOUNDATIONS CONTEMPORARY PRACT IN SPECIAL ED
SPECED-701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION
SPECED-702 REFLECTIVE PRACTICE AND ACTION RESEARCH
SPECED-703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP*
EDFOUND-740 TECHNIQUES OF RESEARCH

SPECFLD-704 APPLIED FIELD 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, Autism Specialist Certificate, or additional licensures in EBD, LD, or CD), 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 EEN

SPECED-576 MEDICAL ASPECTS OF DISABILITY
SPECED-606 CAREER/VOCAT PROGRAMMING FOR EXCEPT EDUCATIONAL NEEDS
SPECED-607 FOUNDATIONS OF AUTISM SPECTRUM DISORDER
SPECED-608 METHODS FOR TEACHING CHILDREN AUTISM SPECTRUM DISORDERS
SPECED-609 NONVIOLENT CRISIS INTERVENTION
SPECED-622 CURRICULUM METHODS AND ADMINISTERING EC:EEN PROGRAMS
SPECED-623 INTRO TO WORKING WITH INFANTS & TODDLERS WITH SPECIAL NEED
SPECED-624 FAMILY FOCUSED INTERVENTION
SPECED-626 INTRO TO INDIVIDUALIZED DIAGNOSTIC ASSESSMENT OF EEN
SPECED-658 COLLABORATION FOR EFFECTIVE INSTRUCTION
SPECED-661 EDUCATIONAL DIAGNOSIS AND ASSESSMENT OF EC:EEN AND SPH
SPECED-662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD
SPECED-665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL
SPECED-666 WORKING W/PARENTS OF EXCEPTIONAL CHILD & COMMUNITY AGENCIES
SPECED-676 CURRIC, METHODS & MATERIALS FOR THOSE WITH MULT DISABILITIES
SPECED-706 VOCATIONAL ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS
SPECED-730 IMPLEMENTING INTERVENT FOR INFANTS & TODDLERS W/SPEC NEEDS
SPECED-781 SCHOOL-TO-WORK TRANSITIONAL PROGRAMMING
SPECFLD-789G PRACTICUM: EARLY CHILD - EXCEPTIONAL EDUCATIONAL NEEDS
SPECED-799 THESIS RESEARCH
SPECED-705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION