

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, cross categorical special education or specialization in emotional behavioral disorders and 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. Diana Rogers-Adkinson
Winther 3044
Phone: (262) 472-4847
Email: rogersad@uww.edu

Program Coordinator:

Dr. Shannon Stuart
Winther 4042
Phone: (262) 472-4877
Email: stUARTS@uww.edu

Department of Special Education Faculty:

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

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

Graduate Program Coordinator:

Dr. Shannon Stuart
Winther 4042
Phone: (262) 472-4877
Email: stUARTS@uww.edu

Minor Coordinator:

Dr. Maureen Griffin
Winther 4038
Phone: (262) 472-5804
Email: griffinm@uww.edu

Licensure Coordinator & Field Experiences:

Dr. Sharon Kolb
Winther 4039
Phone: (262) 472-4831
Email: kolbs@uww.edu

Transitional Specialist Certificate Program Coordinator:

Dr. Sharon Kolb
Winther 4039

Phone: (262) 472-4831

Email: kolbs@uww.edu

Autism Certificate Program Coordinator:

Dr. Shannon Stuart

Winther 4042

Phone: (262) 472-4877

Email: stuarts@uww.edu

Department Program Assistant:

Winther 4033 and 4035

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

Email: specialed@uww.edu

Fax: (262) 472-2843

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:

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.

OPTION 1

The MSE in Special Education with an emphasis in Professional Development is designed for currently licensed teachers or professionals in related fields who wish advanced knowledge in special education. Potential areas of study include: Autism Specialist, Transition Specialist (both areas lead to Graduate Certificates), addition of LD, CD, or EBD to current special education, cross categorical license. Students interested in adding ECSE may require additional hours beyond the MSE program.

SPECED 700 (3) THEORETICAL FOUNDATIONS OF CONTEMPORARY SPECED PRACTICES IN SPECIAL EDUCATION

SPECED 701 (3) ADVANCED METHODOLOGY IN SPECIAL EDUCATION

SPECED 702 (3) REFLECTIVE PRACTICE AND ACTION RESEARCH

SPECED 703 (3) PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP

SPECED 704 (3) APPLIED FIELD ACTION RESEARCH

SPECED 705 (3) PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION

EDFOUND 740 (3) TECH AND ASSESSMENT IN RESEARCH

SPECED 683 (1) CURRENT TOPICS-PREINSTITUTE

SPECED 684 (1) CURRENT TOPICS-INSTITUTE

SPECED 685 (1) CURRENT TOPICS-POST INSTITUTE

ELECTIVES TO 36 CREDIT TOTAL FOR MSE IN SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT

OPTION 2

Special Education MSE: Emphasis Cross Categorical is designed for working professionals with bachelor degrees who seek initial licensure in special education. Individuals with current emergency licenses are also ideal candidates for this program. Students complete a 36 credit MSE in three years with night and summer classes. Licenses earned include Cross Categorical and Learning Disabilities. Students without previous licensure must meet professional education standards for admission to the College of Education including prerequisite EDFOUND 214.

ADMISSIONS REQUIREMENTS INCLUDE PASSING PRAXIS I AND II.

EDFOUND 710 (3) PLURALISTIC SOCIETY
SPECED 760 (3) CHARACTERISTICS
SPECED 761 (3) INCLUSIVE METHODS
SPECED 662 (3) ASSESSMENT
SPECED 700 (3) THEORETICAL FOUNDATIONS
SPECED 580 (2) PHASE 3 PORTFOLIO
SPECED 640 (3) ADVANCED MANAGEMENT
SPECED 686 (3) ACADEMIC INTERVENTIONS I
SPECED 687 (3) ACADEMIC INTERVENTIONS II
SPECED 676 (3) CURRICULUM METHODS MULTIPLE DISABILITIES
SPECED 680 (2) PHASE 4 PORTFOLIO
SPECED 766 (3) WORKING WITH PARENTS
SPECFLD 793 OR 789 B & D (1-6) INSERVICE PRACTICUM OR PRACTICUM

EDFOUND 682 EDUCATIONAL STATISTICS
SPECED 576 MEDICAL ASPECTS OF DISABILITY
SPECED 606 CAREER/VOCATIONAL PROGRAMMING FOR EXCEPTIONAL EDUCATIONAL NEEDS
SPECED 607 FOUNDATIONS OF AUTISM SPECTRUM DISORDER
SPECED 608 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS
SPECED 609 NONVIOLENT CRISIS INTERVENTION
SPECED 622 CURRICULUM METHODS AND ADMINISTERING EC:EEN PROGRAMS
SPECED 626 INTRODUCTION TO INDIVIDUALIZED DIAGNOSTIC ASSESSMENT OF EEN
SPECED 650 INTERVENTION FOR CHILDREN WITH EBD
SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION
SPECED 659 SECONDARY CURRICULUM/METHODS-COGNITIVE DISABILITES-ACADEMICS
SPECED 661 EDUCATIONAL DIAGNOSIS AND ASSESSMENT OF EC:EEN AND SPH
SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD
SPECED 676 CURRICULUM, METHODS & MATERIALS FOR THOSE WITH MULT DISABILITIES
SPECED 706 VOCATIONAL ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS
SPECED 781 SCHOOL-TO-WORK TRANSITIONAL PROGRAMMING
SPECFLD 789 PRACTICUM
SPECFLD 789 PRACTICUM: EARLY CHILDHOOD - SPECIAL EDUCATION BIRTH TO THREE

SPECFLD 793 INSERVICE PRACTICUM

SPECED 799 THESIS RESEARCH

SPECED 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION