

Special Education Degree Program

(Master of Science in Education)

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.

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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.

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.

- 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 785 (1) CURRENT TOPICS-PREINSTITUTE
- SPECED 786 (1) CURRENT TOPICS-INSTITUTE
- SPECED 787 (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.

- 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 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER
- SPECED 708 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 (100% Online)

- SPECED 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER
- SPECED 708 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS
- SPECED 781 SCHOOL-TO-WORK TRANSITIONAL PROGRAMMING (100% Online)
- 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