

SAMPLE Four Year Plan | Bachelor of Science in Education- Special Education

The curriculum in the College of Education and Professional Studies is structured so that students move through classes in a prescribed order. Prerequisites are important and are strongly enforced. The four year plan illustrates the type of curriculum a new freshman could take to complete a degree in four years; it is not an official document. Refer to Academic Advising Report for full requirements.

Sample Academic Advising Reports are available online at www.uww.edu/registrar/sample-aars.

First Year

Fall

ENGLISH 100 or 101: Intensive College Writing and Reading or College Writing and Reading	3-4	
MATH 139 - Quantitative Reasoning	3	
CORE 110 - World of the Arts	3	
SPECED 205- Intro to Special Education	3	
INTRAUNV 104- New Student Seminar	1	

Total 13-14

Spring

ENGLISH 102 - College Writing, Reading, and Research	3	
CORE 130 - Individual and Society	3	
COMM 110- Introduction to Human Communication	3	
MATH 147 - Mathematics in Early Childhood Learning	4	
PEGNRL 192- Personal Health and Fitness for Life	1	

Total 14

Students must begin their Math and English sequences with the appropriate course. The English course a student starts with will be determined by their ACT English or SAT Verbal score. The Math course a student starts with will be determined by their UW System math placement score.

First Year Advising Notes: By the end of the first year your GPA should be a minimum of 2.75 in order to meet the basic requirements for admission to the College of Education and Professional Studies.

Goals: Talk to your academic advisor about your interests and goals and begin to understand career options for your major. Explore student groups and organizations and join one that feels right for you. These groups offer a great way to learn more about the major and begin networking.

After your first year: Become comfortable in understanding and reading your Academic Advising Report

Second Year

Fall

EDFOUNDR 210- Introduction to Education and Teaching	3	
EDFOUND 222- Child Development	3	
EDFOUND 243- Foundations of Education in a Pluralistic Society	3	
LIBMEDIA 201- Technology for Teachers	1	
Any Lab Science (GL designation)	4-5	
CORE 120 or 140- Historical or Global Perspectives	3	

Total 17-18

Spring

SPECED 325- Characteristics and Interventions for LD	3	
SPECED 322 - Characteristics and Interventions for ID	3	
SPECED 321 - Characteristics and Interventions for EBD	3	
SPECED 466- Working with Parents of Exceptional Children & Community Agencies	3	
General Education Electives	5	

Total 17

Second Year Advising Notes: To stay on track, you should complete your foundation block courses by the end of your third semester. You should plan to apply for admission to Professional Studies at the beginning of your fourth semester, once you have completed 40 credits. Make sure you meet the basic requirements for admission by visiting our website: www.uww.edu/coeps/advising-admissions/admissions/admission-to-professional-education.

Goals: Meet requirements for Upper Division by the end of your fourth semester. Continue to explore careers in your major and how your interests and skills might fit into a career path. Explore leadership positions within student organizations and participate in the Hawk Career Fair. If you are considering studying abroad, research program options and talk to your advisor about how it will fit in your plan. The Center for Global Education will be a great resource for both Study Abroad and Travel Study options.

After your second year: Understand your program plan and graduation requirements.



UNIVERSITY OF WISCONSIN
WHITEWATER

COLLEGE of EDUCATION
AND PROFESSIONAL STUDIES

Third Year

Fall

CORE 390- World of Ideas	3	
SPECED 361- Inclusive Methods of Instruction*	3	
SPECED 326-Introduction to Individualized Diagnostic Assessments of EEN*	3	
SPECED 486 - Academic Intervention I*	3	
SPECED 385 - Cross Categorical Field Work*	2	
General Education Elective	3	

Total 17

Spring

SPECED 360- Behavior Management for the Inclusive Classroom*	3	
SPECED 465- Curriculum/Methods ID- Functional*	3	
SPECED 406- Transition Programming for Students with Disabilities*	3	
SPECED 487- Academic Intervention II*	3	
SPECED 458- Collaboration for Effective Instruction*	3	
SPECED 410 - Co-Teaching Field Work*	2	

Total 17

Courses denoted with a * require Admission to Professional Studies. You will not be allowed to register for these courses without applying, and being admitted to Professional Studies.

Third Year Advising Notes: A faculty member will be assigned as your advisor once you are admitted to Professional Studies. They should be used to help you determine major elective credits, career options, internships, etc. A minimum GPA of 2.75 in content area courses is required. Students are also required to take the Praxis II exam prior to their student teaching semester. It is recommended that students take the WI-FOR after completing SPECED 486 and during SPECED 487.

Goals: Attend the Hawk Career Fair as well as networking events and employer information meetings. Pursue a leadership position within a student organization or volunteer group. Get to know your professors, especially in your major.

After your third year: Work with your faculty advisor to make sure you're on track to graduate.

Fourth Year

Fall

ELEMMID 425- Teaching Math in Elementary/Middle School*	3	
SPECED 440 -Advanced Behavior Intervention Strategies*	3	
SPECED 462- Educational Diagnosis & Assessment in LD,E/BD, ID*	3	
SPECED 473- Phase 3 Portfolio*	3	
SPECED 475- Legal Compliance in Special Education*	3	
SPECFLD 485A-Specialization Field Work- ID*	2	
SPECFLD 485B-Specialization Field Work LD*	1	
SPECFLD485C-Specialization Field Work E/BD*	1	

Total 17

Spring

SPECED 480- Directed Teaching/Internship Practica and Phase 4 Seminar*	3	
SPECFLD 489C- Directed Teaching Special Education Cross Cat*	5	
ID Emphasis: SPECFLD 489A- Directed Teaching Special Education- ID*	6	
LD/EBD Emphasis: SPECFLD 489B- Directed Teaching Special Education- LD*	3	
LD/EBD Emphasis: SPECFLD 489C- Directed Teaching Special Education- E/BD*	3	

Total 14

Fourth Year Advising Notes: The semester prior to student teaching you will meet with your student teaching coordinator regarding your upcoming student teaching placement to ensure you've met all requirements. Apply for graduation online through the Registrar's Office one full semester before you anticipate graduating. Attend a pre-graduation presentation with the Assistant Dean.

Goals: Work with Career Service Office to perfect your resume and cover letter. Attend networking events, career fairs, and employer information meetings. Talk to everyone you meet about your career goals and ambitions—you never know where a great opportunity might come from. Read professional journals and consider a student membership in a professional organization.

Admission to Professional Studies is required for students to take upper division courses in their educator preparation program. Eligibility requirements can be found at: <http://www.uww.edu/coeps/advising-admissions/admission-to-professional-education>

Students who pursue the Special Education Bachelor of Science in Education (BSE) program must select one of two emphases: either Intellectual Disabilities or Learning Disabilities/Emotional Behavioral Disorders. Regardless of the emphasis a student selects, Special Education BSE program completers will be endorsed for the Cross-Categorical Special Education license, which will allow them to teach children with any disability at the Wisconsin Department of Public Instruction Middle Childhood-Early Adolescence and Early Adolescence-Adolescence developmental levels (approximately ages 6-21 or grades 1-12). Program completers are also endorsed for licensure in their area of emphasis for the same developmental levels.

This program does not require completion of a separate minor. However, students may pursue any minor offered at UW-Whitewater if they wish and this may lengthen their time to graduation. If the student completes a licensable minor, they will be endorsed for licensure in their minor content area as well. Typically, a licensable minor will match the developmental level(s) of the major area.

Students will be required to pass additional assessments prior to student teaching and licensure.