

DEPARTMENT OF SPECIAL EDUCATION

Special Education prepares personnel to work with individuals who have a variety of disabilities. Program options include dual licensure early childhood, cross categorical special education with an emphasis in learning and behavior disorders, or cross categorical special education with an emphasis in cognitive disabilities.

Major/Emphases

- Early Childhood Education dual licensure
- Cross Categorical: Learning Disabilities/Behavior Disorders Emphasis
- Cross Categorical: Intellectual Disabilities Emphasis

Writing Proficiency Requirement: Requirement accomplished in several courses within the emphasis course sequence.

Grades of Incomplete or below a C (i.e., C- or lower) in special education courses (prefix SPECED or SPECFLD) and in MATH 147 and ELEMMD 425 (or substituted courses) must be removed before the student can enroll in SPECFLD 489A-D .

Department Staffing Procedure

Students in the department of Special Education are expected to maintain professional dispositions as they matriculate. Students experiencing difficulty may be asked to participate in a department staffing to assist the student in the drafting of a plan to facilitate successful completion of their program.

Majors in Special Education

- Special Education - Cross Categorical Program LD/EBD Emphasis BSE (<http://uww-public.courseleaf.com/undergraduate/education-professional-studies/special-education/special-education-major-cross-categorical-program-ebd-ld-emphasis-bse>)
- Special Education - Cross Categorical Program Intellectual Disabilities BSE (<http://uww-public.courseleaf.com/undergraduate/education-professional-studies/special-education/special-education-major-cross-categorical-program-cognitive-disabilities-bse>)

Minors in Special Education

- Adaptive Education Licensure (<http://uww-public.courseleaf.com/undergraduate/education-professional-studies/special-education/special-education-minor-adaptivelicensure-education-majors>)
- Special Education for Non-Education Majors (<http://uww-public.courseleaf.com/undergraduate/education-professional-studies/special-education/special-education-minor-noneducation-majors>)

Special Education Courses

SPECED 201 DISABILITY, RACE, & ETHNICITY IN SOCIETY 3 Units

The course addresses the perspectives and social construction of disability in underrepresented groups (e.g., African Americans, Latina). The course focuses on the intersection of political, racial, and cultural context of disability. Particular attention is given to perceptions of access to resources pertaining to underrepresented groups. Strategies to promote access, authentic and more equitable and responsive services are discussed.

SPECED 205 INTRODUCTION TO SPECIAL EDUCATION 3 Units

A survey course designed to familiarize students with the psychological, physiological and educational problems that confront persons with intellectual disabilities, gifts and talents, emotional or behavioral disorders, speech impairments, auditory impairments, visual impairments, and orthopedic and neurological impairments.

SPECED 290 WORKSHOP 1-3 Units

SPECED 321 CHARACTERISTICS OF AND INTERVENTIONS FOR EBD 3 Units

The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.

PREREQ: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS

SPECED 322 CHARACTERISTICS AND INTERVENTIONS FOR INTELLECTUAL DISABILITIES 3 Units

This course is designed to introduce students to the field of intellectual disabilities. Students will be presented with information on the causes and characteristics; eligibility requirements; current cultural and historical views of intellectual disabilities; and social emotional, medical, physical, educational, and life-span considerations for individuals with intellectual disabilities.

PREREQ: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS

SPECED 325 CHARACTERISTICS AND INTERVENTIONS FOR LEARNING DISABILITIES 3 Units

This course provides an examination of the field of learning disabilities. Emphasis on the concept of learning disabilities, etiology, diagnosis, characteristics, teaching strategies, theory, historical influences, and current trends. Eligibility and models of service delivery will also be examined.

PREREQ: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS

SPECED 326 INTRODUCTION TO INDIVIDUALIZED DIAGNOSTIC ASSESSMENT OF EEN 3 Units

A core course providing an overview of educational assessment and diagnosis of those with disabilities. Emphasis is placed upon testing for IEP development, the teaching and implications of the educational evaluation for multidisciplinary team decision making.

PREREQ: SPECED 205 AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 360 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOMS 3 Units

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION, SPECED 205

SPECED 361 INCLUSIVE METHODS OF INSTRUCTION 3 Units

This course is designed to help prospective special education teachers in grades K-12 learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivering instruction including lesson planning and unit planning.

PREREQ: SPECED 321, 322, AND 325 AND ADM PROF ED OR MINOR AND ADM PROF ED COREQ: SPECFLD 385 OR SPECED MINOR AND ADM PROF ED

SPECED 365 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS 2 Units

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

SPECED 376 MEDICAL ASPECTS OF DISABILITY 3 Units

This course focuses on the study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons who experience conditions which impact educational goals and programming. Emphasis areas include the etiology, development, and life experiences of children for whom families and professionals provide individualized care and education. Pre-, peri-, and post-natal conditions affecting human development are discussed.

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR EARLY CHILDHOOD EDUCATION MAJOR OR CONSENT OF INSTRUCTOR

SPECED 406 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES 3 Units

Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION (FOR MAJORS) OR CONSENT OF INSTRUCTOR (FOR NON-MAJORS)

SPECED 440 ADVANCED BEHAVIOR INTERVENTION STRATEGIES 3 Units

The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

PREREQ: SPECED 321, 326, 360, SPECFLD 410, AND ADMISSION TO PROFESSIONAL ED COREQ: (SPECFLD 485A) OR (SPECFLD 485B AND 485C)

SPECED 458 COLLABORATION FOR EFFECTIVE INSTRUCTION 3 Units

This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

PREREQ: SPECED MAJOR, SPECED 205, SPECED 361, SPECED 326, SPECED 466, SPECFLD 385 AND ADM PROF ED; COREQ: SPECFLD 410; OR SPECED MINOR, SPECED 205, SPECED 361, SPECED 326, SPECED 466, SPECFLD 385, ADM PROF ED; COREQ: SPECFLD 410

SPECED 461 STANDARDIZED ASSESSMENT FOR DIVERSE LEARNERS 3 Units

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

SPECED 462 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, ID 3 Units

A course designed to develop advanced diagnostic skills for elementary/secondary students with mild/moderate disabilities (LD, ED, ID). Emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues/trends are discussed.

PREREQ: SPECED 326, RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 465 CURRICULUM AND METHODS FOR INTELLECTUAL DISABILITIES - FUNCTIONAL 3 Units

This course covers content for persons who will work with individuals who have moderate and/or severe disabilities. It provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus is on all aspects of functional programs across home, school, community and vocational environments.

PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 466 WORKING WITH PARENTS OF EXCEPTIONAL CHILDREN & COMMUNITY AGENCIES 3 Units

Provides insight into the adjustment problems of individuals with disabilities in the home and school environments. Particular emphasis upon consultation and supportive skills to aid the person and their parents in dealing with school or agency personnel and programs.

PREREQ: (1) SPECED 205 AND (2) SPECIAL EDUCATION MAJOR, SPECIAL EDUCATION MINOR, OR PHYSICAL EDUCATION EC-A EMPHASIS

SPECED 473 PHASE 3 (edTPA Gateway) PORTFOLIO 3 Units

This course assists undergraduate teacher candidates with development of phase 3/edTPA gateway portfolio. Artifacts are constructed after teacher candidates have completed two field placements. The artifacts demonstrate competencies in the Council for Exceptional Children (CEC) and Wisconsin Teaching Standard (WTS).

PREREQ: SPECED 458; SPECFLD 410; RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 475 LEGAL COMPLIANCE IN SPECIAL EDUCATION 3 Units

Students will review laws governing the education of students with disabilities, learn specifics of individualized education program compliance and practice program writing and development that meet both the letter and intent of federal and state law. Students will also explore common areas of noncompliance and learn strategies to prevent noncompliance.

PREREQ: SPECED 458; SPECFLD 410; RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 476 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES 3 Units

For persons interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of individuals with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities. Emphasis is on functional skills.

PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

SPECED 480 DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR 3 Units

The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. Attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.

PREREQ: PRAXIS II, NO 'I'S OR C OR LOWER IN SPECED/SPECFLD COURSES, 2.75 GPA; COREQ: SPECFLD 489A, SPECFLD 489D OR SPECFLD 489B, SPECFLD 489C, SPECFLD 489D

SPECED 486 ACADEMIC INTERVENTION I 3 Units

The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in special/general education.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 487 ACADEMIC INTERVENTION II 3 Units

This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teaching reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.

PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

SPECED 490 WORKSHOP Repeatable 1-10 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

SPECED 494 SEMINAR - SPECIAL EDUCATION Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 496 SPECIAL STUDIES Repeatable 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

SPECED 497 EXCHANGE STUDY Repeatable 1-12 Units

Variable topics.

SPECED 498 INDEPENDENT STUDY Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Special Education Field Courses**SPECFLD 385 CROSS CATEGORICAL FIELD WORK 2 Units**

This field experience provides all students with the opportunity to observe and participate with classrooms for children with cross-categorical educational needs with intellectual disabilities, emotional/behavioral disorders and learning disabilities.

PREREQ: SPECED MAJOR; SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION. SPECED MINOR: SPECED 325 AND ADMISSION TO PROFESSIONAL EDUCATION COREQ: SPECED 361 (MAJOR)

SPECFLD 410 GENERAL EDUCATION FIELD EXPERIENCES 2 Units

This field experience provides students with experience in a general education classroom where inclusionary practices for individuals with special needs are applied including opportunities to become familiar with the range of students' abilities, curricular focus, achievement expectations, enhancements, adaptations, and modifications of instruction; and collaborative practices of general and special educators.

PREREQ: SPECED MAJOR AND SPECED 361 AND SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION, OR SPECED MINOR AND SPECED 361 AND ADMISSION TO PROFESSIONAL EDUCATION COREQ: SPECED 458 AND ADMISSION TO PROFESSIONAL EDUCATION

**SPECFLD 485A SPECIALIZATION FIELD WORK - INTELLECTUAL
DISABILITIES 2 Units**

This field experience provides the opportunity to work with students who have intellectual disabilities.

PREREQ: SPECFLD 385, 410, AND ADMISSION TO PROFESSIONAL ED
COREQ: SPECED 440 AND 473

**SPECFLD 485B SPECIALIZATION FIELD WORK - LEARNING
DISABILITY 1 Units**

This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization area of learning disabilities.

PREREQ: SPECED 361, SPECFLD 385, 410 AND ADMISSION TO
PROFESSIONAL ED; COREQ: SPECED 440, 473, AND SPECFLD 485C

**SPECFLD 485C SPECIALIZATION FIELD WORK - EMOTIONAL/
BEHAVIORAL DISORDERS 1 Units**

This field experience provides all students with the opportunity to observe and participate with classrooms for children within the specialization area of emotional/behavioral disorders.

PREREQ: SPECED 361, SPECFLD 385, 410, AND ADMISSION TO
PROFESSIONAL ED; COREQ: SPECED 440, 473, AND SPECFLD 485B

**SPECFLD 489A DIRECTED TEACHING SPECIAL EDUCATION -
INTELLECTUAL DISABILITIES 6 Units**

Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.

PREREQ: PASS PRAXIS II, NO INCOMPLETES OR GRADES LOWER THAN
C IN MAJOR OR LICENSURE COURSES, 2.75 GPA COREQ: SPECFLD 489D,
SPECED 480

**SPECFLD 489B DIRECTED TEACHING SPECIAL EDUCATION - LEARNING
DISABILITY 3 Units**

Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES
BELOW C IN SPECED OR SPECFLD COURSES, 2.75 GPA. COREQ:
SPECFLD 489C, SPECFLD 489D, SPECED 480

**SPECFLD 489C DIRECTED TEACHING SPECIAL EDUCATION -
EMOTIONAL/BEHAVIORAL DISORDERS 3 Units**

Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETES OR GRADES BELOW
C IN SPECED OR SPECFLD COURSES, 2.75 GPA; COREQ: SPECFLD 489B,
SPECFLD 489D, SPECED 480

**SPECFLD 489D DIRECTED TEACHING SPECIAL EDUCATION - CROSS
CATEGORICAL 5 Units**

Offered on a satisfactory/no credit basis only. Professional laboratory, classroom or center based experiences under the guidance of carefully selected, qualified cooperating teacher in classroom in the areas school districts or other approved sites. Repeatable.

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES
BELOW C IN SPECED OR SPECFLD COURSES, 2.75 GPA; COREQ:
SPECFLD 489A, SPECED 480 OR 489B, SPECFLD 489C, SPECED 480

SPECFLD 498 INDEPENDENT STUDY *Repeatable* 1-3 Units