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 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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**SPECFLD-704**  
APPLIED 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), 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.

- EDFOUNDED-682
- EDUCATIONAL STATISTICS
- SPECED-520
- INTRODUCTION TO THE EDUCATION OF YOUNG CHILDREN WITH EXCEPTIONAL EDUCATIONAL NEEDS
- SPECED-536
- MANAGING THE CLASSROOM BEHAVIORAL PROBLEMS OF EXCEPTIONAL CHILDREN
- SPECED-555
- INTRODUCTION TO EMOTIONAL BEHAVIOR DISORDERS
- SPECED-556
- INTRODUCTION TO COGNITIVE DISABILITIES
- SPECED-564
- INTRODUCTION TO LEARNING
DISABILITIES
SPECED-576
MEDICAL ASPECTS OF DISABILITY
SPECED-606
CAREER/VOCATIONAL PROGRAMMING
FOR EXCEPTIONAL EDUCATIONAL NEEDS
SPECED-622
CURRICULUM METHODS &
ADMINISTERING EC:EEN PROGRAMS
SPECED-623
INTRODUCTION TO WORKING WITH
INFANTS / TODDLERS WITH SPECIAL NEEDS AND WITH THEIR FAMILIES
SPECED-624
FAMILY FOCUSED INTERVENTION
SPECED-625
INTRODUCTION TO GIFTED EDUCATION
SPECED-626
INTRODUCTION TO INDIVIDUAL
DIAGNOSTIC ASSESSMENT OF EXCEPTIONAL EDUCATIONAL NEEDS
SPECED-628
GENERAL INSTRUCTIONAL MODELS FOR
GIFTED EDUCATION
SPECED-657
ELEMENTARY CURRICULUM METHODS-
COGNITIVE DISABILITIES-ACADEMIC
SPECED-658
COLLABORATION FOR EFFECTIVE
INSTRUCTION
SPECED-659
SECONDARY CURRICULUM METHODS-
COGNITIVE DISABILITIES-ACADEMIC
SPECED-660

EDUCATION OF STUDENTS WITH SEVERE EMOTIONAL BEHAVIORAL
DISORDERS
SPECED-661
FORMAL ASSESSMENT FOR YOUNG
CHILDREN
SPECED-662
EDUCATIONAL DIAGNOSIS AND
ASSESSMENT IN EBD, LD, CD
SPECED-665
CURRICULUM METHODS COGNITIVE
DISABILITIES FUNCTIONAL
SPECED-666
WORKING WITH PARENTS OF EXCEPTIONAL CHILDREN AND COMMUNITY AGENCIES
SPECED-671
CURRICULUM AND METHODS IN EMOTIONAL BEHAVIORAL DISORDERS- ELEMENTARY
SPECED-672
CURRICULUM AND METHODS IN EMOTIONAL BEHAVIORAL DISORDERS- SECONDARY
SPECED-676
CURRICULUM, METHODS AND MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES
SPECED-678
CURRICULUM AND METHODS IN LEARNING DISABILITIES-ELEMENTARY
SPECED-679
CURRICULUM AND METHODS IN LEARNING DISABILITIES-SECONDARY
SPECED-681
REMEDICATION OF WRITTEN LANGUAGE DISORDERS
SPECED-706
VOCATIONAL ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS
SPECED-730
IMPLEMENTING INTERVENTION FOR INFANTS/TODDLERS WITH SPECIAL NEEDS
SPECED-781
SCHOOL-TO-WORK TRANSITIONAL PROGRAMMING
SPECED-784
INSERVICE SEMINAR
SPECFLD-725
FIELDWORK WITH EXCEPTIONAL CHILDREN
SPECFLD-789A
PRACTICUM: COGNITIVE DISABILITIES- ELEMENTARY
SPECFLD-789B
PRACTICUM: COGNITIVE DISABILITIES- SECONDARY
SPECFLD-789C
PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS- ELEMENTARY
SPECFLD-789D
PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS-SECONDARY
SPECFLD-789E
PRACTICUM: LEARNING DISABILITIES-ELEMENTARY
SPECFLD-789F
PRACTICUM: LEARNING DISABILITIES-SECONDARY
SPECFLD-789G
PRACTICUM: EARLY CHILDHOOD:EEN (B-3;3-5)
SPECFLD-793
PRACTICUM
SPECED-799
THESIS RESEARCH
SPECED-705
PROFESSIONAL PORTFOLIO
DEVELOPMENT IN SPECIAL EDUCATION