Appendix C
Department of Special Education
Portfolio Process

I. Introduction and Overview of Portfolio Process

The Department of Special Education has developed and adopted an innovative approach to data collection which is the central focus of the Assessment Report. In August of 1994, an Assessment Committee was charged with the mission of developing an assessment process which would allow for the examination of student readiness to enter the teaching field as well as evaluating the outcomes associated with each of the licensure programs within the Department of Special Education.

Undergraduate students in Special Education will be required to develop a portfolio documenting subject, cognitive, and skill objectives acquired during the completion of their major. The portfolio process will be introduced to students during the initial courses for licensure and will be presented by students during the Directed Teaching Seminar. The portfolio process and presentation will provide the major component of formative program evaluation, on-going and exit course competency measures, and summative evaluation of program outcomes.

The purpose of the portfolio for the student is twofold. It provides a framework for the collection of materials designed to assist the student in his/her presentation of professional competencies attained during the baccalaureate experience. Most importantly, however, it provides an opportunity for majors to take an in-depth look at themselves, a searching introspection into their past, where they are now, and where they are going in the future.

The portfolio process will include four phases: (a) initial introduction to the concept of portfolios, (b) ongoing development of course portfolios, (c) introduction to program portfolio and presentation requirements, and (d) program portfolio presentations.

Phase One: Students will be introduced to the portfolio concept at Freshman Orientation, during Psychology of the Exceptional Child course (480-205), and at the COE Orientation Meeting. A Portfolio Fact Sheet will be developed for dissemination to faculty and students in conjunction with these sessions. Contents of the fact sheet will be agreed upon by faculty.

Responsibility for presenting the portfolio process during the Phase One sessions will be shared among faculty members on a rotation basis. Each faculty member will be attending and presenting at a minimum of one orientation session per academic year. Please note that all material to be covered with students will be developed and scripted in advance of the first sessions by the Assessment Committee and other interested persons.

Students will be required to sign a Licensure Plan and Directed Teaching/Practicum Agreement Form indicating their attendance at the COE Orientation to the portfolio process meeting.

Phase Two: During identified core and program courses, students will be required to complete course portfolios. Each portfolio is to contain the component(s) as designated on the course syllabus. All faculty will participate in the determination of course related objectives and course portfolio components. A survey of the course objectives and portfolio components was conducted within the department in April 1995.
Phase Three: Students will be introduced to the program portfolio concept and presentation requirements during Collaboration for Effective Instruction (480-458). Curriculum/Methods courses, and the initial student teaching orientation seminar.

Phase Four: Each student will be required to present his/her conceptualization of the program portfolios to her/his cooperating teacher(s) and university supervisor during the first on site visit made by the university supervisor. Feedback and suggestions will be provided by the cooperating teacher and university supervisor. Ongoing feedback and assistance will be provided throughout the student teaching experiences. A final presentation of the program portfolio will occur during the April and early November sessions of the student teaching seminar. Seminar presentations will occur in small interdisciplinary groups. Each faculty member will be required to attend the program portfolio presentations during the Fall and Spring semesters.
Five Step Program Portfolio Process  
Department of Special Education

1. COLLECT

Save and organize class products and/or assignments along with the feedback (e.g. evaluation criteria sheets, scores, etc.) you received. Handouts are useful reference materials, but should not be in your final portfolio. You have been developing course portfolios as part of each of your courses. You will select from this material for your Program Portfolio.

2. REFLECT

Write a substantive expression of what you have accomplished throughout your preparation as a teacher, who you are as an educator (e.g. beliefs and values), and your professional aspirations. This is a revised version of the Philosophy Statement you will have created in Collaboration for Effective Instruction (480-458) which includes your reflection of your student teaching experience.

3. SELECT

Using your Philosophy Statement as a guide, review the contents of your course portfolios and identify three or four items which showcase your best work as a teacher. The actual number of items to be included in your Program Portfolio is flexible. However, stronger portfolios typically include fewer items. For example you might want to include an instructional unit you have designed as opposed to individual, unconnected lesson plans. The best items are those which you have completed toward the end of your training, and those which demonstrate your ability to apply knowledge to real situations. For example, a test report completed with a team would be better than a high score on an examination.

4. CONNECT

Ensure that each item you’ve selected for your Program Portfolio depicts your best work and your philosophy. You should be able to describe how each item you selected relates to your Philosophy. You might consider including a written narrative describing why you selected each item, how they related to one another and how the Portfolio as a whole relates to who you are as teacher.

5. PRESENT

Towards the end of the student teaching seminar you will formally present your Program Portfolio to faculty, cooperating teachers, fellow students, and other interested parties. Observers will provide you with feedback regarding your clarity, substance, and your understanding of the complex, multifaceted roles and responsibilities required of today’s educator.
DEFINITION & COMPONENTS OF PORTFOLIO
LIFE-PLANNING QUESTIONS

DEFINITION:

Portfolio: A purposeful, integrated, collection of student work showing student effort, progress or achievement in one or more areas. The collection is guided by performance standards and includes evidence of student self reflection and participation in setting the focus, selecting contents, and judging merit.

PORTFOLIO COMPONENTS:

Completed Lesson Plans
An Annotated IEP
Philosophy of Education
Behavior Management Plan
Assessment Reports
Case Studies
Curriculum Evaluations

THREE IMPORTANT LIFE-PLANNING QUESTIONS:

1. What have I accomplished?
2. Who am I?
3. What do I want to become?
APPENDIX D
Student Portfolio Review

Student: ____________________________________________
Semester: ____________________________ Faculty Member: ________________

Part I: Introductory Philosophical Statement
This segment of the Portfolio requires students to write a short philosophical statement (or equivalent medium) sharing beliefs about learning, teaching, and schooling that describes who they are as teachers. The following rating scale should be used to evaluate the degree to which the student addresses the stated purpose, develops the content, and uses fluent written language to express a philosophical statement.

Rating Scale for Philosophical Statement
2 = aspect is comprehensive & fluently addressed
1 = aspect is adequately addressed
0 = aspect is superficially addressed or not addressed

Consider the following aspects:

<table>
<thead>
<tr>
<th>Purpose /Content</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Expresses a minimum of 3 philosophical beliefs or expresses 1 overriding belief with a discussion of a minimum of 3 applications of this belief.</td>
<td></td>
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Comments:

<table>
<thead>
<tr>
<th>Support and Development</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides literature references to support beliefs (APA style) or provides a novel system of reference to inform reader of sources for beliefs (APA style is not necessarily required here).</td>
<td></td>
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<tr>
<td>Each belief statement is elaborated upon; supporting details are provided.</td>
<td></td>
</tr>
<tr>
<td>Philosophical statement is logically organized.</td>
<td></td>
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</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of grammatically correct sentence structures to express ideas.</td>
<td></td>
</tr>
<tr>
<td>Uses correct conventions of grammar, punctuation, and spelling.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Sum of Ratings for Part I: Rating

Part II: Supportive Statements and Artifacts
Review a student's portfolio in light of how the cover sheet statement; and artifacts address the
INTASC Principles. The portfolio should be organized by sections; with each section containing a narrative (cover sheet) and an artifact. The cover sheet for each section should state the INTASC Principles(s) to be addressed and provide approximately a two paragraph statement that includes the following aspects.

A. The statement identifies the INTASC Principles and components of the philosophy being addressed. The statement is well organized and fluently written.
B. The narrative clearly describes the relationship between the artifact and INTASC Principles and philosophy statement (describes evidence of competence).
C. The artifact is of high quality and sufficient depth and breadth to demonstrate professionalism.

Rating Scale for Portfolio
2 = Comprehensive
1 = Adequate
0 = Non-existent or superficial

******************************************************************************
\nSection Title/#:  
INTASC Princlipl(s) addressed; 
Student Feedback & Rational for Ratings:

Ratings: A._______  B._______  C._______      Total points:______

******************************************************************************

Section Title/#:  
INTASC Princlipl(s) addressed; 
Student Feedback & Rational for Ratings:

Ratings: A._______  B._______  C._______      Total points:______

******************************************************************************

Section Title/#:  
INTASC Princlipl(s) addressed; 
Student Feedback & Rational for Ratings:

Portfolio Feedback

Student's Name:
Philosophical Statement:
(Purpose/Content, Support and Development, Fluency)
Comments:

Section Title/# ________________________
( • Concepts and Principles connected to Philosophy, • Connection between artifact - concepts - philosophy, • Artifact provides evidence of competence in stated principles and supports philosophy)

Section Title/# ________________________
( • Concepts and Principles connected to Philosophy, • Connection between artifact - concepts - philosophy, • Artifact provides evidence of competence in stated principles and supports philosophy)

Section Title/# ________________________
( • Concepts and Principles connected to Philosophy, • Connection between artifact - concepts - philosophy, • Artifact provides evidence of competence in stated principles and supports philosophy)
Appendix E

Special Education Student Teaching Seminar Evaluation

Student’s Feedback

1. What information presented at the seminar sessions this semester was the most useful to you?

- Information on the portfolios
- Interview questions from the principals
- Principal/Director of spec. ed. presentations
- Career services
- Behavior management; working with school psychologists
- The career service man speaking was useful for me because I didn't know what
direction to take. Now I feel better.
- The interview process from Special Ed. Director and the Principal of schools
- The information about the portfolio
- Jerry McDonald from career services
- Principal's coming in to discuss interviewing
- Principal/Director of Special Ed. Presentations
- CESA worker
- Principal of school district
- Jerry McDonald and school psychologists
- I found the interviews with the school psychologists to be of great benefit. It was a wonderful tool in helping solve some of the problems teachers encounter in the classroom. Jerry McDonald's presentation was also very useful and informative.
- The information presented by Jerry McDonald was very useful. I also feel Dr. Ormsby's presentation on portfolios went well!
- The career service speaker and the teacher that came and talked about interviewing
- The guest speakers; interview, resume, and credential file info.
- Portfolio, interview
- The portfolio activities were the most useful to me
- Interviewing
- Career info. on how to get a job
- The talk with principal(very useful)
- Presentation on interviewing
- The presentation from career services
- The processor/processee interaction; it helped one really think through a student's behavior and break it down
- All of the speakers and psychology student exercises
2. What would you have liked more information about during the seminar sessions?

- Writing resumes
- More large group discussions and brainstorming about what's going on in our classrooms; more legal aspects-reporting for abuse, etc.; more time to work on portfolios and brainstorming ideas with peers
- The portfolio rubric at the 1st session
- How to better prepare for interviewing
- More information about the portfolio presentations and grading criteria (the rubric) during the first or second seminar and not the last meeting before the presentation
- Other people's experiences, maybe more practice interviews
- More time to talk and process student teaching experiences
- About working with administration
- Out-of-state teaching
- Self-esteem in teaching and stress management
- More concrete portfolio stuff
- Examples of portfolios
- Panel discussions; colleague discussions; sessions to discuss what's going on in our classrooms. Sessions to ask for or offer advice. Net working!
- How to effectively utilize the portfolio verbally to express ideas fluently
- How to "fit" together ideas for portfolio. It was so open-ended! !
- Building relationship with existing professional staff at out placement.
- A time to work on teaching projects.
- Portfolio requirement could have been clearer. I still don't completely understand.
- 10 Principles required in Portfolio
- Resumes
- More information prior to this on portfolios that made sense!
3. What suggestions would you have for changes to future seminar sessions?

- Try not to review so much info; credential files need to be reviewed.
- 10 principles required in portfolio.
- More choice in who speakers could be (most of us heard the career services speech.)
- Clear portfolio information.
- Shorter sessions.
- General Education met 2hrs. per month; do not complete portfolio.
- No Saturdays!
- Having the portfolio faculty coming in to talk instead of the back and forth communication for 1 person.
- Career Services wasn't necessary. I heard all information from his previous lecture in career services.
- Have seminars on Fridays ONLY! (My cooperating teacher and I both feel teachers need their weekends to rest and relax!) Doing Saturday seminars was difficult!
- Examples of past portfolios.
- Different explanation for portfolio assignments.
- 10 standard principles introduced to us earlier in school career.
- It would be nice to have a little more time in small groups to share problems and issues that we are encountering during our student teaching.
- More group work.
- More Jerry McDonald!
- Bring in 1st yr. Teachers; maybe mock interviews.
- Teacher has more background knowledge and has seen a portfolio before talking about it.
- Adjust the portfolio process. The rubric was helpful, but could have used it earlier.
- Get rid of long Saturdays!
- More group share time.
- The portfolio rubric introduced earlier!
- Present the portfolio expectations more clearly. I felt as if students were stressing unnecessarily about them.
- All Friday sessions.
- My biggest suggestion for this seminar is to break it up into smaller blocks of time. That way people will be less restless, be more attentive and more learning will occur; this could be done by meeting every other week as a night class or every other week or both.
- Not having this on Saturday. Have it during the week when more faculty, especially supervisors, are all available.

APPENDIX F

Follow-up Portfolio Evaluation Survey – April 1997

- I thought the portfolio was a big hassle. I wish I could have looked at an example or
some kind of guideline to look at. The only part I found to be of value was that I had to organize all of the information I had collected through the years.
- I feel I will be more prepared now for interviews. The portfolio helps me to reflect on the past 5 years and assisted in helping me see/realize my professional and personal growth development.
- I will be able to make a shorten form portfolio) to share with administrators because of advice I was given from Dr. Warden and Dr. Haen. I prepared to verbally discuss my interview process. I saved and creatively constructed my ideas, lessons, D & I information. I feel this will also make interview wonderful.
- Preparing a portfolio was very helpful. First, it helped me realize how far I've come in the past 4 years. I'm looking forward to sharing my portfolio during interviews. As I grow professionally, my portfolio may change. However, I plan on using my portfolio as a way to keep ideas and myself "grounded."
- I was given some information (beneficial) in how I could bring more of "me" out in my portfolio. This goes along with my philosophy of education.
- It helped me pull my ideas together, to come in touch with who I am and what I want to become. I thought it was a wonderful way to prepare for interviewing and the feedback that I receive was extremely helpful. Thank you all for taking the time to do this for us.
- It helped me put into focus what I have learned at UWW and how I will use it. It was a good way to reflect on where I've been and where I'm going.
- It was helpful for interviewing to know what interviewers were looking for.
- Honestly, I really am not sure because I have not interviewed as of now.
- It helped me organize my life as an undergrad but so far haven't needed it for an interview.
- Was good to have to pull it all together and reflect upon it.
- Made me look at what I have done and accomplished
- Made me organize all my products and other related work.
- Helped me recognize my accomplishments
- It was a giant leap start for my professional portfolio
- Gave way to really think over what you want to present about yourself in an interview situation- how to display your philosophy. I liked the physical set up also.
- My portfolio really made me think about whom I was as a teacher and what I want to accomplish. I understood myself a lot more clearly after the presentation. Talking about helped me see a lot more. I can't wait until I can find the time to revamp it.
- Developing my portfolio was a great experience. It helped me get ready for my job search. It made me get and be prepared for an interview and the kinds of questions they might ask.
- Think thoroughly about accomplishments, etc. and see what I'm proud of, what others think I did well, etc.--I can see my strengths/focus better.
- This process helped me solidify my philosophy of education. It also helped me to evaluate my strengths and needs as a teacher.
- The portfolio was helpful in realizing what I really thought about teaching and the aspects about it.
- I thought it was a good opportunity to look back over what we have done here. I have been here for 6 long years, and when I think about what I have accomplished, it seems small. But, after putting together a portfolio, I saw that I have developed as a special educator, and I started to see where I want to go as a special educator.
- Getting everything together basically! Thinking about my views and how I will be as a teacher, my interactions and ideas.
- I felt that this portfolio assessment was beneficial in developing a means of expressing myself and who I have become as a professional.
- It helped me develop and articulate who I am, beliefs as a future educator. It gave me a chance
to get feedback from others.
- Development was good to help develop philosophy and prepare for interviews.
- It allowed me a chance to systematically organize a summary of my UWW experience and related experiences. It'll be useful during interviews.
- I received ideas from other people that I plan on using.
- It made me think of how I wanted to portray myself as a teacher.
- The portfolio enabled me to put into perspective the following: What I have accomplished so far, what I want to accomplish in the future, and what I need to do to accomplish my goals, and some immediate activities I would like to see take place in my classroom.
- I thought it helped me for the interview process. So much of 'how you get hired' is through the interview and by sitting down answering some questions and "setting yourself" made you get the feeling you were in an interview yourself It allowed you to talk about your philosophy, relate it to student teaching and improve your own portfolio for an actual interview you may have.
2. Please describe how the portfolio process you just went through could be improved to assist you in developing a better personal/professional portfolio for yourself.

- It would be difficult I know, but try and get more professors to present to. When I gave it I had 2 professors evaluating me. They may like it or not and its only 2 people's (qualified I know but...) opinions! Maybe include principles, school board personal etc. to help out with positives and recommendations.
- Stronger emphasis placed on the fact that the portfolio should be simple "not too long" and easy to reference.
- More advice on how to put it together.
- Talk about the portfolio early on in the undergraduate process. Have specific examples of what can be included.
- Model portfolios to view. More information earlier.
- I thought the process was fine. The more flexible the better.
- Possibly more of a discussion question, answer, specific question that we would need to reflection what this shows of us as a teacher.
- I think that a little more explanation on what is expected. I know that it is supposed to be "our own" portfolio, but I was lost as to where to begin.
- Maybe having us think through not only the process we went through in developing our portfolio, but the purpose for why also. Questions I encountered were for why also. Questions I encountered were why- or for whom did you develop this portfolio? In addition, having us think about the question "what does this portfolio say about you as a teacher-what type of teacher are you-Great questions that I was asked, hadn't formulated an answer to before but important in considering beforehand.
- More feedback along the way. More ideas for what to include.
- The questions that were handed out could have been explained more on whether we were to use them to answer each one or to guide us in our discussion.
- More information throughout semesters; course portfolios more comparable to program. (ie. Best work versus every single piece of paper.)
- I got constructive feedback so I can improve my portfolio
- Practice interviewing.
- I think it went really well
- I wish we had had a little more guidance. I wish we had discussed how to organize it. My only idea on how to organize was by subject area. I wish I had had more ideas on how to organize.
- The process could be moved to the last seminar. I felt like I couldn't put everything I wanted to bring from my student teaching.
- I feel just enough guidance was offered-it was enough for me to use my individual style as well as know what to incorporate into it.
- Make us start sooner. Develop a conceptual framework semester prior to student teaching.
- More feedback that was constructive and positive.
- Let us see instructors portfolios
- When I do something that I am very proud of that the students did well in and had fun with it will go into my portfolio
- Not having known about this assignment until a year before I was done was a problem. I had to dig through everything I had. If I would've known about it, I would've collected from the beginning.
- Professors should all be on the same wavelength of what the portfolio is about. I.e.: whether to include a resume or not.
- It would be nice to see examples of portfolios before we go through the process. It is overwhelming at first, but hearing from other students what happens would be helpful. Maybe have people present their portfolios to the collaboration class.
- Have the teachers who are seated with the presenters from the same major. One man didn't understand why I was stressing some points, and didn't seem to understand even after addressed issues.
- I believe the struggle of putting a portfolio together is part of the process. Afterwards I felt like I really accomplished something.
- If I was asked more questions related to interviewers I might feel even better about ...portfolios process.
- Better ideas for the actual portfolio example is how to put it together and what to include. I was given great ides after I presented it.
- Provide more feedback,
- I was unclear about making the connection, or didn't make and complete connection about how the items reflected my beliefs. I needed to revise separate beliefs into one statement-maybe you could make that issue more clearly? Why are these items in here?
- More examples of how to write a paper synthesizing all the information.
- More information on what is needed in the portfolio. Also more information on how the presentation will work, more emphasis in class as to the whole procedure. Help from your advisor throughout the time here so not so overwhelming at the end.
- Make it more clear that it is a constructive/ helping presentation, not something we are given a grade on.
  - I was under the impression that it was something that would help decide graduation or seminar grade.
- I feel a session should be devoted to developing and presenting portfolios. This seems to be the trend for future interviews as well as good professional practice.
  - If we would have had other students come in and talk to us about it could have helped. Also, if we would have had the evaluations form to look over.
- The yellow packet handed out semesters ago was very helpful. Perhaps we could have had a little review as far as expectations. And yet, I feel good about my portfolio.
- Focus on what can be done for me now, not what I haven't done.
- I received feedback from my coop and supervisor, as well as the groups. I found out different things to change, things to add and take out of it.
- I feel it is necessary to have some part of guideline to follow so we know what we are putting in our portfolio is something that you are looking for. I know we were to be creative and that you didn't want to put out any specific guidelines so we wouldn't all put identical portfolios. But by not having any particular guide-I floundered.
- It would have been helpful to have an example of a good portfolio and how to present it. I realize the intent was to individualize but some of the stress would have been lessened with an example.
3. Please describe what you liked and/or disliked in the portfolio presentation forum used this semester. (i.e. length of presentation, small groups, large groups, feedback vehicle, etc.)

- I didn't mind the time/format of the presentation; however, I was questioned for 25 minutes because I was a good speaker. What kind of reward is that? It was a good experience as practice, but it had to have been harder than an interview! I turned it into a positive. The questions were irrelevant. I do believe to explain artifacts and reasons for them and then how they'd apply to philosophy takes higher level thinking!

- I liked the great feedback, small groups, professionally done, and the good timing. I didn't like the fact that I didn't have more professors critique my portfolio.

- It was very formal-too formal. The groups and length of time was perfect. I felt that the professors were too critical and they did not make me feel comfortable. No smiles at all.

- Staff-one member of the team of three was dozing during the third presentation. One member arrived at 9:30 instead of 9:00 a.m. so we were not able to start on time. The music outside was a nice touch.

- The "product" was judged on what UWW staff wanted to see. The "presentation" was judged on how we would present to an administrator. There is a big difference in these two. I would not present a portfolio to an administrator in the same manner as I did to staff here.

- I liked the small groups a lot. It enabled me to see other portfolio and their presentations. By small groups it was also very comfortable and personal. I think feedback could have been even more corrective and specific. I would have liked time to see other portfolio of my peers also.

- The feedback was great and very helpful. I know the intent was not to be stressful, but the process brought on tremendous anxiety.

- The forum was fine. It was in a comfortable setting and I LIKE round tables. Everyone feels a part of the group and equal.

- It was very relaxed and time flew. I thought the celebration was very meaningful to me. I wish we had a choice in people from UWW to be in our group.

- Have student evaluate each other.

- Small groups-individualized, length was good! Positive feedback.

- I feel the length could be shortened. I enjoyed my group because it was small (4). I feel it should stay that way.

- I felt the whole process was very positive. I am glad that I went with the first group in the morning.

- I liked the constructive feedback-everything was very positive. I was expecting something more like a grading sheet.

- Questions did not really pertain to the portfolio, questions were also a little repetitive in the way of how to answer, a little vague, should present with your field so you are understood.

- Likes length of presentation, feedback vehicle, small groups, and professor's presence. Disliked nerve wrecking, anxiety-producing.

- There should be a workshop/seminar/class period where the students can get feedback before the day, while they are compiling artifacts.

- Push portfolios as soon as possible

- Set criteria might be nice, depending on creativity.

- Better prepare students for what they expect at the presentations and portfolio. The presentation was really downplayed.

- Change the yellow slip that gave guidelines; it states collaboration philosophy and then we are criticized for having a 5 page philosophy. This is a contradiction.

- Maybe show an example of portfolios- not to copy, but to give ideas.

- Turn in portfolios earlier and get feedback from supervisors then go back and revise it before we need to present it.

- Start earlier with specific examples. I found I was confused during the main time.

- Samples to view.

- The more flexible students receive, the more creative they will be.

- More specific reflection guidelines.
-A little more explanation, otherwise it was fine.
-Talk about it more in classes. Give students feedback on ongoing ideas and progress.
- Just explain a little more of how to present expectations of the past to relieve nervousness.
- Share their own portfolios
- Give information or instructions
- Show samples
- In the very beginning of the program, discuss the portfolio, the process, etc.
4. Please describe what you liked and/or disliked in regards to the celebration following your presentation forum.

- Loved it! It made me feel like I've finally made it and all the hard work was worth it.
- The celebration was extraordinary. It was very emotional and very moving. I almost cried. I just wish everyone could have been there at the same time.
- The celebration was the most meaningful.
- I liked it-I really felt proud.
- Loved it. I liked that my professors were present.
- Loved it! I was very moved and equally touched with the time and thoughtfulness involved in preparing for this. Thank you!
- Needs more dramatics! A few drums, someone chanting, maybe some smoke!
- It was nice!
- There wasn't much to it- everyone pretty much stood around and talked.
- Loved the right of passage activity. I felt like I was finally perceived as a professional by the faculty. It was an emotional experience.
- I liked the feedback would have liked more feedback or ways to help me improve my portfolio.
- I felt the celebration was great! I was toughed and felt good when I left.
- I loved it! It was very thoughtful of the department to do that. Thank You!
- It was great! I loved the "circle" we received which the entire faculty signed.
- It didn't feel personalized enough.
- I loved the celebration! I felt so honored and accomplished! Thank you for recognizing our growth and efforts.
- Liked! It was nice to have all the professors there.
- Great feeling to finally be done, good self-esteem to see that you are on somewhat of the same level as your mentors.
- I liked the presentation- I found the whole experience very emotional.
- I thought the entire process was pretty cool! The video, food, and the circle of new professionals.
- I enjoyed the celebration afterwards. I wished we would have gotten our evaluations that day, and I wished that it would have been the last day of class to feel a sense of completion.
- It's difficult to put in words, however, just know it was appreciated.
- The movie!
- Was very meaningful and hit me in the heart!
- Liked! It was nice of you all to recognize us in that way.
- The celebration was great! It was wonderful to be regarded as a colleague and the teachers did a good job making us feel special.
- Fantastic idea. You sure prepared us well. I would never be who I am as a person and teacher without all of you. You gave me so much knowledge, motivation, inspiration, and desire to make a difference. I could never thank you all enough!
- I felt insulted by the celebration following the criticism received in my portfolio presentation. I felt that the staff was taking a final "stab" at me and my peers, just to go through the "celebration" immediately following. It did not feel genuine.
- Wish we had more time to socialize with staff but I felt I was letting down my district by taking off. How about a Saturday instead?
- I wish I had started sooner and had early discussion with my advisor to make sure I was on a good start. It has given me more insights so my portfolio would have been more thorough. Therefore the feedback could have been more specific and prepared me even more for interviews.
- I felt that the portfolios that the university wanted was geared more toward my experiences here at the University, not as a tool to be used for interviews. I think that what was asked for is not necessarily what an administrator wants to see.
- Good practice- would be interested in seeing what other E/BD portfolios looked like rather that Early Childhood or Elementary LD. I have grown and learned so much in the 2- 1/2 years while I attended UWW.
- I felt the questions were very awkward. They were repetitive in that I felt I was saying the same thing
  over and over, but just in a different way. I felt it did allow me to incorporate my portfolio into it like
  we were asked to. My group either discussed the portfolio before or after the questions-not integrated.
- Formal sign-up for peer groups to interact to help each other.
- Start earlier. I completed my portfolio on 3/12/97. I should have started my portfolio months earlier.
  Keep everything!! I was lucky to keep all my lessons and papers over the past 6 years. Thank
  Goodness.
- When I got to the evaluation portion of my presentation, I was told I have too much tuff, it should be
  shorter, it should only have these certain artifacts, it doesn't prove what my classroom would be like if
  they walked in (sorry the book is not verbal), - the list goes on. If you are going to do this in the
  presentation, you must tell us these things BEFORE the presentation, not DURING!
  - I really liked the set up at a table, conversing. Very conducive to discussion, not as overwhelming.
    Feedback after everyone has spoken, instead of one after another would be better.
- I thought the time was appropriate as well as the group size.
- Group size was perfect. Two faculty members were also nice, not intimidating. However, I do wish we
  could have some input on who we present to.
- I liked that we were able to have a sheet in front of us.
- I think that as presenters we need to respect our group, and as listeners(teacher- *****) they should give
  the same respect (body language).
- I like the symbolism of the circle and helping us feel a part of becoming teachers. It was nice to hear that
  we went trough the transition of student to teacher and made it!
  - I liked small groups at a table-relaxed! The negative was that it seemed somewhat disorganized as to
    how feedback would be provided.
  - I would've liked more of a format for presentation.
  - I really enjoyed the constructive criticism I received. But I was asked (drilled) questions. I know
    I should have been more prepared but it seemed like an interview. I felt mortified afterwards!
  - The small groups, the constructive feedback on how I could improve.
  - Small groups were nice. Major area instructions would seem a more likely pair for students.
    Feedback was more criticisms than round table discussion.
  - I liked the small group presentation sitting around the table.
  - I felt everything was perfect.
  - I liked the physical setting of small groups (teachers and students). The feedback evaluation should be
    given as a rubric ahead of time-when entering the college of education.
  - I liked the small groups and all of the feedback I received. I wish I had presented to professors who
    knew me. I presented to people who had no idea who I was or what was important to me.
  - I really liked having circular tables and small groups to present to. It wasn't as intimidating. I liked the
    way feedback was presented in a positive and constructive manner.
  - Truly I liked the presentation forum. It went smoothly and was very comfortable to do. The celebration
    at the end of the presentation was very touching and a great “learning” experience-remembering
    ourselves as students. ..and now as colleagues !"
  - I liked it. I thought it provided excellent opportunities for input/feedback from Instructors and other
    students. I would've liked a little bit more time to discuss my portfolio.
  - I didn't like how we were expected to sit and talk about ourselves for a 1/2 hour. I think it would have
    been more comfortable if it was a conversation format.
  - It was beneficial presenting in front of faculty and peers. A 1/2 hour was a reasonable time.
  - I felt professors should have been more positive in verbal comments and saved others for written
    evaluation.
  - Presentation would have been more meaningful if you were to present your portfolio to professors you
    worked with.
  - I liked the small groups, type of feedback was useful, but possibly more questions
    asked during presentations.
  - I felt the format was just fine. I was comfortable in the small group setting.
  - I liked small group and format to follow.
- I thought the length was good, and I liked the small group setting. I thought the verbal feedback was nice, and it helped to be reinforced by a written feedback sheet.
- I enjoyed that we were in big groups with in our groups because it gave it a little more relaxing setting. I also enjoyed that we were able to sit and do the presentations.
- I liked the small group set up but was frustrated by all the low-level noise in the room. (Due to all groups in the same room.)
- I was nervous-my committee was made of professors I've never had. I might have liked to have chosen my committee people I feel most comfortable and relaxed with.
5. How can the department and faculty help future student teachers in the developing of their portfolios?

- Supervisors need to help out more and discuss it with their students. Mine never discussed it with me so I did everything on my own.
- Our group discussed including technology because it was something I personally felt important to display for future employers.
- I would encourage the department to have a session devoted to development and presentation of the portfolios.
- Maybe have students meet with an advisor or mentor to develop it. This would happen once a semester. Portfolio would start being complied when the student enters the School of Education.
- Start earlier with putting it together, give more information about all of it, not just on paper but verbally, do portfolio assessment throughout so not so overwhelming.
- Provide examples of good portfolios.
- Help in tying it all together- Staff just asking questions about why is this reflective of your beliefs-very helpful.
- They could just help-I didn't get any help.
- More ideas before we complete them.
- Continue to be supportive and willing to listen/help.
- Make sure the teachers respect the students during presentations, (body language, etc.)
- Emphasize it earlier-make it a part of their development.
- More feedback early in the years. There wasn't a lot of information about the portfolio until the semester before student teaching.
- More notice-what projects to put emphasis on-what types of things schools are looking for. Emphasize this is for employment, not for Whitewater.
- Give examples-make sure some are available.
- Plan earlier more information on putting out together earlier.
- Brainstorm list of things to include and choose from
- Seminar to pull it together
- Advisors to help individually
- Have a class earlier on how to start development. Really difficult to find time when student teaching
- Maybe share what you've seen.
- More discussions within classes. A few guidelines or ideas to get it going.
- Have them keep stuff that they develop, not articles collected from class.
- Stress it shouldn't look like a scrapbook-much feedback from teachers is a scrapbook does not look professional.
- Be more specific in recommendations for a guideline.
- By giving examples and describing the presentation part as being more informal.
- Have yearly discussions to give feedback and input on portfolios, especially on writing reflections on our work.
- Encourage a professional working product that can be used in interviews. There is too much work involved in this semester to produce one portfolio for UWW and another to take on interviews
- I liked it, but after the criticism, it didn’t make me feel good to join the circle of professionalism.
- I actually became teary eyed. Great experience. Special Education Staff is wonderful!
- It was awesome! I cried! Don’t change a thing. It would be more positive and less stressful to have it on another day. Go back to the graduation/tail-gate party!
The celebration was a good closure.
- I loved the ending. It felt like we are finally a part of the teaching staff. I also didn’t like that there wasn’t any Kleenex for tears!!
- I thought it was a nice way to end a nervous day!
- I enjoyed the celebration circle, welcoming us into the professional field.
- I didn’t like it. It would have been meaningful if you were paired up with professors you have worked with.
- I liked the celebration; it was exciting and rewarding.
- I thought it was great. It really made me feel I have come along way and joined teachers. By having us stand with the faculty, it made a physical, positive impact.
- I liked the physical part of “joining the circle.”
- I thought the celebration was fabulous. I will definitely remember it in years to come.
- It was awesome! You showed us how we started out and now where we are. I got many goose bumps-all over!
6. Please rate your overall assessment of the portfolio process.  
(Please circle: 1=lowest assessment & 7=highest assessment)

Rated self with #1=0
Rated self with #2=0
Rated self with #3=1
Rated self with #4=8
Rated self with #5=8
Rated self with #6=20
Rated self with #7=8
No self Rate = 2
Total Individuals = 47
Appendix G: Master's Degree Program in Special Education

CURRICULUM PROPOSAL FORM #2
UNIVERSITY OF WISCONSIN-WHITEWATER
10/10/00

CHANGE IN A DEGREE, MAJOR, OR SUBMAJOR

Check Exactly One:

Change in:  x Degree  ____ Major  ____ Submajor
Deletion of:  ____ Major  ____ Submajor

Total Number of Credits in Program:
(if "change in" is checked - even if credits remain the same)

30 Before Change  36 After Change

Program Title:  Master of Science in Education Degree Program in Special Education
Sponsor(s):  M. Robin Warden
Department(s):  Special Education
College(s):  Education

Other Programs Affected:  Department of Educational Foundations

Effective Term:  January 2002

Submit the following:

I. Exact description of request
The intent of this proposal is to revise our current graduate program in Special Education from six program emphases (Early Childhood: EEN, Emotional Behavioral Disorders, General, Learning Disabilities, Cognitive Disabilities and Transitional Special Needs) to a more general focus on student learning and the professionalization of teaching all students with special learning needs.

FROM/TO SECTION

FROM:
SPECIAL EDUCATION (M.S.E.)

COMMON BODY OF KNOWLEDGE 0-34 CREDITS

I. SELECT 0-34 CREDITS FROM COURSES
423-478/678, 432-360, 437-466, 432-361, 432-460, 432-774, 437-466,
STUDENTS WITHOUT UNDERGRADUATE OR PREVIOUS GRADUATE WORK IN THE AREA

Revised 3/98
OF COMMON KNOWLEDGE MAY BE REQUIRED TO TAKE ADDITIONAL COURSE WORK. COURSES MUST BE SELECTED IN CONSULTATION WITH ADVISER.

REQUIRED CORE COURSES – 3-6 CREDITS

1. 400-740 TECHNIQUES OF ASSESSMENT AND RESEARCH
2. 480-721 EXCEPTIONAL CHILD (480-721 MAY BE WAIVED IF AN EQUIVALENT COURSE WAS COMPLETED AS AN UNDERGRADUATE)

DEGREE OPTION - 0-6 CREDITS
SELECT 0 - 6 CREDITS FROM
1. 480-799 THESIS RESEARCH OR COMPREHENSIVE EXAMINATION

EMPHASIS - 25-33 CREDITS
SELECT ONE OF THE FOLLOWING EMPHASES:

A. EARLY CHILDHOOD: EEN - 30 CREDITS
1. 480-772 LIFESPAN ISSUES IN SPECIAL ED
2. 480-780 RESEARCH LIT IN SEVERE DISAB OR
3. 480-740 PROFESSIONAL SKILL DEV IN EC:EEN
4. PROFICIENCY IN MANUAL COMMUNICATION EITHER THROUGH COMPLETION OF 480-240 MANUAL COMMUNICATION OR VERIFICATION TO ADVISER.
5. COMPLETE AT LEAST 3 CREDITS FROM
   a. 489-725 FIELDWORK WITH EXCEPTIONAL CHILDREN (0-3 CR) AND
   b. 480-784 INSERVICE SEMINAR (1 CR) AND
      489-789G PRACTICUM: EC-EEN (3-8 CR) OR
   c. 480-784 INSERVICE SEMINAR (2 CR) AND
      489-793 PRACTICUM (5-8 CR)
6. SELECT 3 OR MORE CREDITS FROM COURSES
   432-774 EMERGENT LITERACY
   434-711 EARLY CHILDHOOD EDUCATION
   434-713 TRENDS IN CURRICULUM -PRE/PRIMARY CHILD
   434-714 CURRENT ISSUES -EARLY CHILDHOOD ED
7. SELECT 15 OR MORE CREDITS FROM COURSES
   434-675 ADMINISTRATION OF PRESCHOOL PROGRAMS
   434-717 CHILDREN AT RISK: COMMUNITY/SCHOOL PROGRAMS
   480-520 INTRO-EC:EEN
   480-523 DEV THERAPY: EC-SOCIAL-EMOTIONAL NEEDS
   480-576 MEDICAL ASPECTS OF DISABILITY
   480-622 CURRIC METHODS & ADMIN- EC:EEN
   480-623 WORKING WITH INFANT/TODDLER WITH SPEC NEEDS & FAM
   480-624 FAMILY FOCUSED INTERV
   480-661 ED DIAG & ASSESS EC:EEN & SPH
   480-676 CURRIC METHODS & MATH WITH MUL T DISAB
   480-730 IMPLEMENT INTERV-INFANT/TODDLER WITH SPEC NEEDS
   480-798 IND STUDIES (1-3 CR)
   ELECTIVES CHOSEN WITH ADVISER

B. EMOTIONAL BEHAVIORAL DISORDERS -27 CREDITS
1. 480-772 LIFESPAN ISSUES IN SPECIAL ED
2. 480-773 CONSULTATION TECHNIQUES FOR SPECIAL EDUCATORS
3. 480-782 RESEARCH LIT IN MILD DISAB
4. COMPLETE AT LEAST 3 CREDITS FROM
   a. 489-725 FIELDWORK WITH EXCEPTIONAL CHILDREN (0-3 CR) AND
   b. 480-784 INSERVICE SEMINAR (1 CR ) AND
      489-789C PRACTICUM: EMOTIONAL DISTURBANCE-ELEMENTARY OR
      489-789D PRACTICUM: EMOTIONAL DISTURB-SECONDARY (5 CR) OR
c. 480-784  INSERVICE SEMINAR (2 CR) AND
489-793  PRACTICUM (5-8 CR)

5. SELECT AT LEAST 15 CREDITS FROM COURSES
   480-555  INTRO - E/B DISORDERS
   480-660  ED STUDENTS WITH SEVERE E/BD
   480-662  ED DIAG & ASSESS LD, E/BD, CD
   480-671  CURRIC & METHODS IN E/BD - EL OR
   480-672  CURRICULUM AND METHODS IN E/BD-SEC
   480-706  VOCATIONAL ASSESS OF STUDENTS WITH SPEC NEEDS
   480-784  INSERVICE SEMINAR (2 CR) AND
   489-793  PRACTICUM (5-8 CR)

C. GENERAL ~ 27 CREDITS
   1. 480-772  LIFESPAN ISSUES IN SPECIAL ED
   2. 480-773  CONSULTATION TECHNIQUES FOR SPECIAL EDUCATORS
   3. 480-780  RESEARCH LIT IN SEVERE DISAB OR
      480-782  RESEARCH LIT IN MILD DISAB
      480-781  PROGRAM FOR TRANSITION - DVI
      480-798  INDIVIDUAL STUDIES (1-3 CR)

4. SELECT AT LEAST 18 CREDITS FROM COURSES:
   480-520  INTRO - EC:EEN
   480-555  INTRO – E/BD
   480-556  INTRO - CD
   480-564  INTRO - LD
   480-576  MEDICAL ASPECTS OF DISAB
   480-606  CAREER/VOC PROGRAMMING - EEN
   480-625  INTRODUCTION TO GIFTED ED
   480-628  GEN INST MODELS FOR GIFTED ED
   480-681  REMED OF WRITTEN LANG DISORDERS
   480-706  VOCATIONAL ASSESS OF STUDENTS WITH SPEC NEEDS
   480-781  PROGRAM FOR TRANSITION -DVI
   480-798  INDIVIDUAL STUDIES
   489-725  FIELDWORK WITH EEN

D. LEARNING DISABILITIES - 27 CREDITS
   1. 480-772  LIFESPAN ISSUES IN SPECIAL ED
   2. 480-773  CONSULTATION TECHNIQUES FOR SPECIAL EDUCATORS
   3. 480-782  SURVEY OF RESEARCH-MILD DISAB
   4. COMPLETE AT LEAST 3 CREDITS FROM
      a. 489-725  FIELDWORK WITH EXCEPTIONAL CHILDREN (1-3 CR) AND
      b. SELECT 6 CREDITS FROM COURSES:
         489-789E  PRACTICUM: LD-ELEM (5 CR) OR
         489-789F  PRACTICUM: LD-SECOND (5 CR) AND
         480-784  INSERVICE SEMINAR (1 CR) OR
      c. 489-793  PRACTICUM (5-8 CR)
   5. 432-766  DIAGNOSIS & TREATMENT OF READING DISABILITIES, K-6 OR
   432-767  DIAGNOSIS & TREATMENT OF READING DISABILITIES, 7-12
   6. SELECT 15 OR MORE CREDITS FROM COURSES:
   480-564  INTRO - LD
   480-662  ED DIAG & ASSESS - LD, E/BD,CD
   480-678  CURRIC & METHODS IN LD - ELEM OR
   480-679  CURRIC & METHODS IN LD - SEC
   480-681  REMED WRITTEN LANG DISORDERS
   480-706  VOCATIONAL ASSESS OF STUDENTS WITH SPEC NEEDS
   480-781  PROGRAM FOR TRANSITION - DVI
   480-798  INDIVIDUAL STUDIES (1-3 CR)

E. COGNITIVE DISABILITIES - 27-33 CREDITS
1. COMPLETE AT LEAST 9 CREDIT'S FROM:
   - 480-772 LIFESPAN ISSUES IN SPECIAL ED
   - 480-773 CONSULTATION TECHNIQUES FOR SPEC EDUCATORS
   - 480-780 RESEARCH LIT IN SEVERE DISAB OR
   - 480-782 RESEARCH LIT IN MILD DISAB
2. 489-725 FIELDWORK WITH EXCEPTIONAL CHILDREN (3 CR)
3. SELECT 6 CREDITS FROM:
   a. 489-789A PRACTICUM: CD-ELEM (5 CR) OR
   b. 480-784 INSERVICE SEMINAR (1 CR) OR
   b. 480-784 INSERVICE PRACTICUM (5 CR) AND
   489-793 INSERVICE SEMINAR (1 CR)
4. SELECT AT LEAST 15 CREDITS FROM COURSES:
   - 480-556 INTRO -CD
   - 480-576 MEDICAL ASPECTS OF DISABILITY
   - 480-657 EL – C/M COG DISABIL ACADEM
   - 480-659 SEC – C/M COG DISABIL ACADEM
   - 480-662 ED DIAG & ASSESS - LD, E/BD, CD
   - 480-665 C/M: CD-FUNCTONAL
   - 480-676 CURRIC, METHODS & MAT WITH MULTIPLE DISAB

F. TRANSITIONAL/SPECIAL NEEDS - 25-26 CREDITS
1. 220-660 PRINCIPLES OF VOCATIONAL ED OR
   490-718 PRINCIPLES OF COUNSELING
2. 480-772 LIFESPAN ISSUES IN SPEC ED OR
   480-782 RESEARCH LIT IN -MILD DISAB
3. 480-706 VOCATIONAL ASSESS OF STUDENTS WITH SPEC NEEDS
4. 480-773 CONSULTATION TECHNIQUES FOR SPEC EDUCATORS
5. 480-781 PROGRAM FOR TRANSITION - DVI
6. 489-725 FIELDWORK WITH EXCEPTIONAL CHILDREN
7. SELECT AT LEAST 7 CREDITS OF ELECTIVES FROM DEPTS OF: PSYCHOLOGY, SOCIAL WORK,
   BUSINESS EDUCATION, SPECIAL EDUCATION AND/OR COUNSELING.

TO:
The revised degree program 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 roles in
education. Students will demonstrate professional competence through participation in coursework and
special institutes, related field-based action research, and professional portfolio development addressing
the following areas:
- the scholarly and theoretical foundations of how students develop and learn.
- delivery of a specialized research-based knowledge of instructional strategies to promote the
  academic and social development of students with special learning needs across their life spans.
- ability to manage and monitor student learning based on content, performance and proficiency
  standards.
- integration of content standards for technology into classroom instructional practices and use of
  technology to support assessment and evaluation practices, classroom-based research, and other
  professional tasks.
- ability to think systematically about their practice and draw on education research and scholarship
  to improve their practice.
- ability to be contributing members of learning communities and promote school effectiveness by
  collaborating with other professionals, parents, and community resources.

The program will offer all of the following options for students to complete or work towards:
- a graduate degree in Special Education;
- Wisconsin requirements for initial educator licenses in special education categories -
  --Cognitive Disabilities
Students seeking the Masters Degree in Special Education must complete (36) credits of requirements in three core areas:

- **General Program Core (21 credits)**
- **Professional Development Core (3-9 credits)**
- **Specialization Core (6-12 credits)**

Students seeking initial or add-on categorical licenses must complete the Wisconsin PI 3 and 4 requirements. Licensure credits will apply toward credits required within the Specialization Core for the Masters Degree.

Students seeking coursework to fulfill professional development goals as a part of Wisconsin Professional Educator licenses or certification for NBTBS may access appropriate coursework in any of the core areas and apply these credits toward the Masters Degree.

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 or the Professional Portfolio Development courses in the program.

### General Program Core: 21 credits at the 700-course level are required

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses (new courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>480-700 Theoretical Foundations of Contemporary Practices in Special Education</td>
</tr>
<tr>
<td>3</td>
<td>480-701 Advanced Methodology and Practices in Special Education</td>
</tr>
<tr>
<td>3</td>
<td>480-702 Introduction to Action Research *</td>
</tr>
<tr>
<td>3</td>
<td>480-703 Promoting Reform Through Collaborative Leadership*</td>
</tr>
<tr>
<td>3</td>
<td>400-740 Techniques of Assessment and Research</td>
</tr>
<tr>
<td>3</td>
<td>489-724 Field-based Action Research *</td>
</tr>
<tr>
<td>3</td>
<td>480-705 Professional Portfolio Development in Special Education</td>
</tr>
</tbody>
</table>

* 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.

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Special Studies Summer Institute Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>480-696 Pre-Institute Workshop</td>
</tr>
<tr>
<td>1</td>
<td>480-696 Thematic Institute Workshop</td>
</tr>
<tr>
<td>1</td>
<td>480-696 Post-Institute Workshop</td>
</tr>
</tbody>
</table>

**Specialization Core: 6-15 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 and 4 requirements in any area of categorical licensure in Special 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 15 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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Elective Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>480-520 Introduction to the Education of Young Children with EEN</td>
</tr>
<tr>
<td>3</td>
<td>480-536 Managing the Classroom Behavioral Problems of Exceptional Children</td>
</tr>
<tr>
<td>3</td>
<td>480-555 Introduction to Emotional Behavioral Disorders</td>
</tr>
<tr>
<td>3</td>
<td>480-556 Introduction to Cognitive Disabilities</td>
</tr>
<tr>
<td>3</td>
<td>480-364 Introduction to L Disabilities</td>
</tr>
<tr>
<td>3</td>
<td>480-576 Medical Aspects of Disability</td>
</tr>
<tr>
<td>3</td>
<td>480-606 Career/Vocational Programming for EEN</td>
</tr>
<tr>
<td>3</td>
<td>480-622 Curriculum Methods &amp; Administering EC:EEN Programs</td>
</tr>
<tr>
<td>3</td>
<td>480-623 Intro. Wkg. w Infants/Toddlers w EEN and with their Families</td>
</tr>
<tr>
<td>3</td>
<td>480-624 Family Focused Intervention</td>
</tr>
<tr>
<td>3</td>
<td>480-625 Introduction to Gifted Education</td>
</tr>
<tr>
<td>3</td>
<td>480-626 Introduction to Individual Diagnostic Assessment of EEN</td>
</tr>
<tr>
<td>3</td>
<td>480-628 General Instructional Models for Gifted Education</td>
</tr>
<tr>
<td>3</td>
<td>480-657 Elementary Curriculum Methods-Cognitive Disabilities-Academic</td>
</tr>
<tr>
<td>3</td>
<td>480-658 Collaboration for Effective Instruction</td>
</tr>
<tr>
<td>3</td>
<td>480-659 Secondary Curriculum Methods-Cognitive Disabilities-Academic</td>
</tr>
<tr>
<td>3</td>
<td>480-660 Education of Students with Severe Emotional Behavioral DisordC2”s</td>
</tr>
<tr>
<td>3</td>
<td>480-661 Formal Assessment for Young Children</td>
</tr>
</tbody>
</table>
II. Relationship to mission and strategic plan of institution, and/or College/Department goals and objectives.

The revision of the graduate program is designed to address several common goals included in the university, college, and department: (1) to increase productivity in graduate programs by continued revision and initiation of curricular proposals that strengthen partnerships with local school districts and (2) to provide alternative delivery systems for coursework including delivery in web-based environments.

III. Rationale

In addition to responding to several common university, college, and departmental goals, the reconfiguration of our current Masters Degree in Special Education is prompted by several other national, state and regional issues influencing educational practice.

Changes in the Wisconsin Department of Public Instruction (DPI) licensure specify that renewal of initial and professional educators’ licenses will require a portfolio that identifies and documents professional development activities related to professional development goals. Suggested evidence of goal attainment includes portfolios of action research projects and results. Our-proposed program changes include training in portfolios and action research and offer thematic institutes that will allow us to be responsive to the professional development goals of teachers in the region. Program faculty have established an advisory committee of regional administrators and teachers who will collaborate to determine themes, topics, and speakers for our Summer Institute Series and help to establish our new graduate program as a staff development resource for the region.

Recognizing that the single most important action that the United States can take to improve student performance is to strengthen teaching, the National Board for Professional Teaching Standards (NBPTS) set out in 1987 to identify the knowledge and skills that characterize accomplished teaching; create the nation's first advanced professional standards for K-12 teachers; and implement a voluntary national system of National Board certification for teachers based on high and rigorous standards for accomplished
teaching. NBPTS, which is strongly supported by most major educational associations and the Wisconsin DPI, has certified nearly 5000 teachers nationwide and expects to certify another 5000 this year; with growing interests among Wisconsin's teachers. Educators under the new licensing rules, who earn NBCTS, will also receive the Wisconsin Master Educators license.

The proposed changes in our graduate program are designed to help prepare teachers for this certification by: (1) integrating NBPT standards throughout the coursework; (2) providing instruction, coaching, and collegial web-based and other networks to create portfolio evidence of teaching practice; (3) teaching methods for analyzing and reflecting on that evidence in writing; and (4) assisting them in their preparation for the NBPT examination of content knowledge and pedagogy. Additional philosophical and structural changes in the nature of services provided for students with disabilities in public schools have prompted changes in our program. Parents, educators, and policy makers have promoted a shift away from segregated classrooms/facilities for students identified as having specific categories of disability (i.e., cognitive disabilities, learning disabilities, emotional behavioral disorders, etc.) to more inclusive practices where instruction is differentiated to accommodate the special learning needs of all children in general education settings. This shift, accompanied by the national movement for students to demonstrate proficiency on state standards, requires the skilled collaborative efforts of special and general educators to develop classroom-based research on instructional practices evaluating both student outcomes and program effectiveness. Thus, the revisions in the Masters Degree Program are designed to promote the professional skills teachers need to accomplish this goal.

IV. Cost Implications
The proposed program is basically a reconfiguration of our current program; thus existing staffing resources will be used to teach five of the eight courses in the General Program Core. Staffing resources for the three additional credits of coursework within this General Program Core will be provided through a reconfiguration/consolidation of the courses in the undergraduate training program; proposed curricular changes will be submitted in Spring 2001. Summer Institutes will be jointly funded by GPR funds, Continuing Education, fees for non-credit participants, and contributions from K-12 districts in the region. Coordinatorship of the program will require a 25% faculty load per semester and per summer session. Initially funding will be required for recruitment and dissemination of program information and need to be continued to support on-going marketing efforts for the summer institutes.
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<th>Position Title</th>
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## College of Education Inventory of Positions
Special Education Department (480,489): Fall 1999 (Term 1997)

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<th>Courses Being Taught</th>
<th>Course Type</th>
<th>Current Enrollment</th>
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**LEGEND:**

- **C** = Core
- **PR** = Program Requirement
- **RM** = Required for Master's
APPENDIX H: Student Staffing Procedures
Department Policy/Procedures

University of Wisconsin-Whitewater
Department of Special Education

Policy Statement of Ongoing Student Review

In holding to the mission statement of the Department of Special Education at the University of Wisconsin-Whitewater, our professional responsibilities as teacher trainers include ensuring ongoing quality standards of our program holding positive expectations for the students admitted into this program, and seeking the development of independent individuals who contribute to the education of children from birth through 12th grade. Furthermore, our responsibilities and decision-making begin and end with supporting, not enabling, all students at the undergraduate and graduate levels as they pursue their degrees and/or teaching licenses.

Phase One

Informal Faculty-Assistance Conferences

Upon admittance to the program, in addition to maintaining minimal academic standards, students in the Department of Special Education are expected to act in a professional manner by adhering to ethical and professional standards of the profession at all times. The Department of Special Education employs the following two-phase procedure for reviewing the progress of students enrolled in its programs. The first phase is comprised of the following procedure. When an academic and/or professional behavior, concern about a student who has been admitted into Professional Education and a Special Education Program becomes apparent to a faculty member or staff person, that person is to meet with the student immediately and directly address the concern. When meeting with the student, the concern along with recommended remediation strategies are to be identified. The originating faculty member or staff person is asked to complete the Anecdotal Log of Faculty Concerns (See Appendix A). At any point, the faculty or staff person also may complete a Faculty Inquiry About Student Performance (See Appendix B) and circulate it at a department meeting. Cooperating teachers from the field also may inquire about a student through the use of this form. The purpose of this inquiry is to notify other faculty and staff of the concern' and to determine how widespread the concern is. To ensure confidentiality, the Faculty Inquiry Form is to be circulated to faculty/staff only and not student representatives and/or guests who are in attendance at the meeting.

After the concern has been discussed with the student and documented, and the Faculty Inquiry Form has been circulated at a department meeting, any faculty and/or staff person who has worked with the student in question my initiate an Informal Faculty-Assistance Conference. All faculty/staff who have worked with the student in question will be invited to attend. The purpose of this conference is to determine through a collaborative process whether or not a student's academic and/or professional behavior warrants a staffing involving the student. This informal process involving the faculty will include:

- Identifying and clarifying the concern/problem(s)
- Reviewing actions already taken and results
- Analyzing contributions factors (known and unknown)
- Collecting unknown information as needed (including responsible persons and timelines)
- Reviewing all relevant information
- Recommending future action as needed (e.g., no additional action, reframing of concern, different remediation strategies, follow-up meeting, staffing with the student)
At the conclusion of the faculty conference, an Informal Faculty-Assistance Conference Decision Form is to be completed by the person who called the conference (See Appendix C). This form summarizes the recommended action and rationale and, where appropriate, will serve as the transition document to notify the student of the upcoming staffing. Informal faculty support communication and documentation will remain confidential unless or until a formal staffing with the student is called.
Phase Two

Formal Staffing of Students

When a formal staffing to review a student's professional and/or academic behavior is called, at least three faculty members from the Department of Special Education who were involved in the faculty support process and/or who have worked with the student are appointed by the Department Chairperson and will comprise the Professional Staffing Committee. At least one person on this committee already must have met with the student and discussed the concern prior to the calling of a staffing. The Department Chairperson also will appoint the chairperson for this committee. A Professional Staffing Committee will be established for each student individually. The student will be notified of the staffing by letter, including a summary of the committee's concern(s), at least 2 weeks prior to the meeting. At this time, the student should be provided with a copy of the Department's staffing procedure.

In the staffing process, the student has the right to be accompanied by one other individual who may advise the student but may not address the committee. If this individual is an attorney, the student must so inform the chairperson of the committee at least one week prior to the scheduled meeting. If a student has been removed from a clinical setting, s/he may NOT return to the schools or attempt contact with the schools until so determined by the committee, the Department Chairperson, or the Dean of the College of Education.

During the staffing, the committee reviews the student's status in the teacher education program and provides the student an opportunity to present any appropriate information the student may have. A decision on action to be taken will be forwarded in writing to the student (by certified, return receipt mail), the committee members, the Department Chair, and the Dean of the College of Education.

The staffing decision may include, but is not limited to, the following:

A. Concerns do not warrant further action; student will be allowed to progress in the program.
B. The student may be placed on "professional probation" with specific requirements for remediation. Student progress will be reviewed each semester by the academic advisor or the chairperson of the Professional Staffing Committee until the student is removed from professional probation. The staffing committee will decide if the student should be removed from or continued on probation.
C. The student may be dropped from the program.

The student has the right to appeal the staffing committee's decision. The appeal should be filed in writing within 14 calendar days of the decision to the Department Chairperson. The Department Chairperson reviews cases and may overturn the departmental staffing committee's decision only if there is evidence that the student has not been afforded due process. The Department Chairperson's decision will be forwarded in writing to the student (by certified, return receipt mail), departmental staffing committee members, and the Dean of the College of Education.

The student has the right to appeal the decision of the Department Chairperson. The appeal should be filed in writing within 14 calendar days of the decision to the Dean of the College of Education. The Dean's decision will be forwarded in writing to the student (by certified, return receipt mail), the Department Chairperson, and departmental staffing committee members.

In all procedures, the student has the right to be represented by counsel.
Upon admittance to the program, in addition to maintaining minimal academic standards, students in the Department of Special Education are expected to act in a professional manner by adhering to ethical and professional standards of the profession at all times. When an academic and/or professional behavior, concern about a student who has been admitted into Professional Education and a Special Education Program becomes apparent to a faculty member or staff person, that person immediately will meet with the student in order to address directly the concern. When meeting with the student, the concern along with recommended remediation strategies will be outlined. If the problem behavior fails to be corrected, a formal staffing to review the student’s professional and/or academic behavior may be called.

A Professional Staffing Committee comprised of department faculty assigned by the Department Chairperson will be established for each student individually. The student will be notified of the staffing by letter, including a summary of the committee's concern(s), at least 2 weeks prior to the meeting. At this time, the student should be provided with a copy of the Department's staffing procedure.

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In all procedures, the student has the right to be represented by counsel.
Faculty Inquiry About Student Performance

Date___________________________

I, ____________________________, have a professional behavior and/or academic concern (circle one or both) about ______________________________ who is a student in the CD, LD, EBD, EC:EEN program (circle one). Please indicate below if you have worked with this student and record your comments. To ensure confidentiality, only those faculty/staff listed below are to receive this memo.

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When the last person has finished completing this form, please return it to the originating faculty/staff person.

Thank you.

Appendix B

Note: Appendix I (1996 Report from the University Assessment Committee is not included)
Appendix J
Supply and Demand Study of Educational Personnel
for Wisconsin Public Schools
Wisconsin Department of Public Instruction, 1998

Highlights of Findings:

- “The percentage of candidates who find positions in Wisconsin Public Schools is slightly higher for most fields of special education. Also high were family/consumer education, English as a second language, technology education, library media, occupational therapy, and physical therapy.” Chapter 2
- “The percentage of those prepared who find positions in Wisconsin public schools is smallest in elementary education, English, social studies, and marketing. An additional license generally enhances educator’s employment prospects – especially in special education.” Chapter 2

“Given that candidates’ qualifications are equal, the candidate with licensure in special education would receive additional consideration for a position in general education. The focus of this district and this building is to promote student success and achievement. Thus, the person with special education licensure may hold the trump card in terms of their training and capacity to differentiate instruction for a variety of student needs in the classroom.”

Dr. Kim Ehrhardt, Principal
Franklin Middle School
Janesville, WI

Employment Outlooks in Specific Fields of Special Education in Wisconsin

“The field of special education has faced a critical shortage of teachers both nationally and in Wisconsin. The decline in the number of educators being prepared is a cause for concern, and the continued large number of emergency licenses being issued suggests that this shortage will continue in select areas of special education for some time. Factors still indicate a stronger demand than most other areas of education, in part because of the higher attrition rate and in part because of the number of special education teachers who transfers to general education.

- **Cognitive Disability: OUTLOOK:** Average This field was impacted by the mult catagorical licensing requirements. This is evident by the number of individuals licensed in this field who are on emergency licenses and employed in this program area.

- **Early Childhood: EEN: OUTLOOK:** Poor to Average The past outlook was poor and this new projection is slightly higher, based on the improved three-year average and the need for educators in certain geographical areas and non-public school programs. Teachers who are mobile have a greater chance of employment.

- **Learning Disabilities: OUTLOOK:** Average The current outlook is “average” for teachers in this field. Teachers with multiple licenses have increased employability. This year’s rating is the same as the 1997 rating.
- Emotional Disturbance: OUTLOOK: Excellent to Good. The data demonstrates the critical need for increasing the number of teachers prepared to work with children identified as emotionally disturbed. The emergency license data indicates this field has the greatest shortage of teachers.” Chapter 4
APPENDIX K

Graduate Enrollment Trends

MEMORANDUM

TO:       Dean Jeff Barnett
FROM:     Rick Lombard, Interim Chair, Department of Special Education
RE:       Graduate Student Trends
DATE:     February 10, 1999

Several weeks ago, you requested information regarding trends in our graduate level programs in the Department of Special Education. As you know, we have graduate training options in learning disabilities, cognitive disabilities, emotional/behavioral disabilities, early childhood: exceptional educational needs, transitional/special needs and the general masters in special education.

To examine a five year trend in each of these programs, we decided to review the number of graduate students who have enrolled in practicum or inservice during the past five years. Because a student may enroll in graduate studies to obtain licensure in a special education area and not complete the graduate degree, we felt this would be more accurate than just examining the graduation numbers for each of these programs. This approach applies to each of the above programs with the exception of the Masters in Special Education General where a practicum or inservice experience is not required. Trends in this program options will be discussed later in this document.

Since Fall of 1993, 76 graduate students have participated in either a practicum or inservice option within the Learning Disabilities Program. This program trains more graduate students than any other program in the department. It can be noted, however, that the numbers of practica and inservice participants have been in slight decline during the past few years. This may be explained in part by supply and demand factors which indicate that supply is meeting demand for learning disabilities teachers in this part of the State. In addition, our program competes with several other training programs in Southern Wisconsin including University of Wisconsin-Madison and University of Wisconsin-Milwaukee.

Our second largest graduate training program is in Emotional/Behavioral Disabilities. During the past five year period, a total of 74 graduate students have participated in either the practicum or inservice option. This program appears to be slightly increasing in graduate numbers over the past five year period. This trend can be expected to continue in light of supply and demand factors which indicate a tremendous undersupply of qualified teachers in the field of emotional/behavioral disabilities throughout the state of Wisconsin.

The third largest graduate training program in the Department of Special Education is the Transitional/Special Needs Program. This program, which was initiated in 1989, is the only training program of its type in Wisconsin. During the past five year period, a total of 38 students have participated in the transition practicum or inservice. This program is also experiencing a slight decline in enrollment over the past five year period. Program Coordinator, Richard Lombard, and Lana Collet-Klingenberg have recently submitted a federal personnel preparation grant to the U.S. Department of Education. If funded, this grant would expand the current Transitional/Special Needs Program to
include a school-to-work orientation: Due to the nature of this proposal, it is expected that graduate enrollment will increase significantly. We will be recruiting special needs personnel, regular educators, and adult service representatives to participate in this graduate only training sequence.

Our fourth largest graduate training program is the Early Childhood: Exceptional Education Program. A total of 31 graduate students have participated in practicum or inservice during the past five year period. This program appears to be stable in terms of the overall enrollment of graduate students during the period in question. In addition, this program is undergoing significant revisions in that a new Early Childhood Program is currently going through the curricular process on this campus. It is anticipated that graduate numbers will increase once the new program is underway. The new Early Childhood Program will be oriented to meet the training needs of both special and regular educators which, we believe, will generate significant interest in the field.

The Cognitive Disabilities Program has provided practicum or inservice training to a total of 22 graduate students during the past five year period. Although this program is the oldest licensure area in the Department of Special Education, we have noticed a slight decline of graduate enrollment during the past five years. This program too, however, is undergoing significant curricular revisions. In fact, course changes for this program are being presented this week to the UW-W Graduate Council. We anticipate that curricular revisions will have a positive impact on graduate enrollment in this program.

The Department of Special Education also provides a graduate degree option called Special Education General. This training program does not lead to licensure so students are not required to participate in a practicum or inservice experience. During the past five years, seven students have graduated from this program. According to the current coordinator of this program, 12 students are presently enrolled in this training sequence.

The Department of Special Education has formed a committee which is examining the graduate training options. The committee, known as Goldfinger, is exploring a variety of ways to reconceptualize our graduate training programs. A final report with recommendations will be forthcoming from this committee in May of 1999.

Jeff, if you need additional information regarding our graduate training options, please do not hesitate to contact me.
APPENDIX L

Special Education SCH/FTE Ration Analysis During Past 5 Years

1994-95

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>Undergraduate</td>
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<td>Graduate</td>
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<td>Total</td>
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<td>12.95</td>
<td>12.95</td>
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1995-96

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1996-97

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<td>SCH/FTE</td>
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1997-98

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<td>SCH/FTE</td>
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### 1999-2000

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<td>SCH/FTE</td>
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### Enrollment Study

**Total SCH/FTE: Education**

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<tr>
<td></td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
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<tr>
<td>Ed Found</td>
<td>552.92</td>
<td>528.20</td>
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<td>487.74</td>
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<td>C &amp; I</td>
<td>440.68</td>
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<td>Counsel</td>
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<td>Comm Dis</td>
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### Relative Demand Nationally by Teaching Area

(K-12 teaching licensure offered in these areas through the Department of Special Education, UW-Whitewater)

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<th>Teaching Fields with Considerable Shortages</th>
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<tr>
<td>Special Education – Multi.Handicap</td>
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<td>Special Education – ED/BD</td>
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<tr>
<td>Special Education – Learning Dis</td>
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</tr>
<tr>
<td>Speech Pathology/Audiology</td>
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<table>
<thead>
<tr>
<th>Teaching Fields with Some Shortage</th>
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<tbody>
<tr>
<td>Special Education – Mentally Handicap</td>
<td>4.22</td>
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<tr>
<td>Bilingual Education</td>
<td>4.18</td>
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<tr>
<td>Special Education – Deaf</td>
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<tr>
<td>Science-Physics</td>
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<tr>
<td>ESL</td>
<td>3.91</td>
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<tr>
<td>Special Education – Other</td>
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<td>Special Education – Gifted</td>
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<td>Science – Chemistry</td>
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<tr>
<td>School Psychologist</td>
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<td>Language – Spanish</td>
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<table>
<thead>
<tr>
<th>Teaching Fields with Balance Supply and Demand</th>
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<td>Library Science</td>
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<td>Mathematics</td>
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<td>Computer Science</td>
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<td>Special Education Reading</td>
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<td>Counselor – Elementary</td>
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<td>Science-Earth</td>
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<td>Social Worker</td>
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<td>Counselor Secondary</td>
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<td>Science Biology</td>
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<td>Science General</td>
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<td>Language French &amp; German</td>
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<td>Tech, – Indus. Arts</td>
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<td>Agriculture</td>
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<tr>
<td>Music-Instrumental</td>
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<td>Speech</td>
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<table>
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<td>English</td>
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<td>Driver Education</td>
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<td>Business Educ.</td>
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<td>Art</td>
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<tr>
<td>Elementary-Intermediate</td>
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<tr>
<td>Health Education</td>
<td>1.89</td>
</tr>
<tr>
<td>Elementary – Primary</td>
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</table>

**Notes:**
- 5=considerable shortage; 4=some shortage; 3=balanced; 2=some surplus; 1=considerable surplus

Recruitment Plan

The Top Ten Ways to Improve Recruitment & Retention in The Department of Special Education

1. Work with the Associate Dean of the College of Education to examine the impact of the current Admission to Professional Education policies and procedures on enrollment trends.
   - Create rolling admission procedure if openings are available in emphases areas
   - Provide conditional admission for students without a 2.75 GPA with signed form acknowledging exit requirement of 2.75
   - Create flexible admission for post baccalaureates without previous education degrees in terms of GPA and PPST
   - Provide training sessions to assist students in preparing applications for Professional Education through 480-205 Psychology of Exceptional Child; 480-200 Persons with Disabilities, COE Orientations, Student Organizations, etc.
   - Create an additional category for admission for students seeking dual licensure in general and special education

2. Secure funding sources to support personnel preparation programs for non-traditional, underserved, students, ie., provisionally licensed, residential treatment staff, etc.
   - Create department think tank opportunities for grants
   - Develop writing teams for grants

3. Utilize 480-200 Persons with Disabilities and 480-205 Psychology of Exceptional Children as a major recruitment vehicle.
   - Seek curriculum approval for general studies course 480-200 and begin offering in Fall 2001. Involve members across campus in development
   - Develop recruitment module for courses including: statistics on supply and demand of teachers, varied career roles of special educators, etc.
   - Utilize program faculty, teachers, current students or graduates, principals, and persons with disabilities to promote connections with the program and the field
   - Recommend field based volunteer activities to help students learn more about persons with disabilities.
   - Provide opportunities for instructors in these courses to meet periodically for planning and peer support of recruitment modules.

4. Restructure the current categorical emphasis in undergraduate training to include more opportunities for students to gain multiple licenses within a four-year degree program.
   - Propose changes in curriculum by April 2001 offering multicategorical training

5. Increase alternative course offerings designed to be responsive to the changing needs of teachers in the field.
   - Offer 1-3 credit UG/G special studies workshops as weekend courses off-campus during the academic year and summer session
   - Offer Summer Institutes on specialized topics via the graduate program
   - Collaborate with faculty across the College and University to develop joint special studies workshop proposals
   - Create coursework or portions of coursework with web-based instruction
   - Reduce multiple course sections to single evening sections to draw students who are traditional, non-traditional, and licensed teachers.

6. Develop stronger connections between and department and the Student Council
For Exceptional Children Organization

- Design a faculty team to work as advisors to the organization
- Involve student members in recruitment activities: class presentations, high school visitations and presentations, etc.
- Support faculty and SCEC mixers

7. Provide assistance to students to receive timely and accurate advising.
   - Continue Group advising meetings each semester
   - Develop a schedule of advisors for evenings and summer session
   - Increase efforts to respond to calls, e-mails, and other correspondence within 2 days
   - Reassess advising loads and determine departmental guidelines for good advising
   - Discuss advising issues with individual faculty and facilitate improvement via Personnel Document of Expectation (face-to-face reviews).

8. Design and implement expanded program-marketing strategy.
   - Invite marketing students to do special projects with department
   - Target undeclared majors via letters, fact sheets, and special advising sessions
   - Develop joint marketing plan with SCEC; possibly involve students in high school marketing efforts
   - Send program information and admissions requirements to high school counselors
   - Revise department web site to better promote the department & faculty and provide key information for advising and job availability
   - Utilize 480-200 & 480-205 as recruitment vehicles
   - Present on program at On-Campus Days and Freshman Orientation Sessions
   - Present to University Life Classes
   - Jointly sponsor social activities with SCEC to market and recruit program

9. Insure adequate support systems exist to help students meet rigorous expectations in the program.
   - During group advising sessions, discuss standards- and systems of support for students to succeed
   - Connect new students with SCEC members at freshman level through orientations and group advising
   - Inform students of intent of staffing procedures within the department
   - Identify students having difficulty in courses early and schedule conferences with faculty to design support systems
   - Conduct annual small group student feedback sessions on students perceptions of the department and coursework.

10. Increase collaborative programming efforts with other departments in the College.
    - Propose new category of admission for dual licensure in general and special education
    - Continue planning sessions with chairs and selected faculty from C&I, Educ. Foundations, and Special Education to implement the new Early Childhood major, plan for changes in Elementary licensure and the impact on the Special Education minor.
    - Develop system for tracking and advising special education minors and recruiting for dual licensure
    - Expand collaborative program with Janesville Public Schools to include possible internships for teams of students from C&I and Spec. Education who completed the Co-teaching Program
## College of Education Inventory of Positions
### Special Education Department (480,489) : Fall 1999 (Term 1997)

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<thead>
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<th>Position Title</th>
<th>Present Holder</th>
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<th>Current Enrollment</th>
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