Special Education, Unified Special Education K-12 \&

## SPECIAL EDUCATION, UNIFIED SPECIAL EDUCATION K-12 \& ELEMENTARY/MIDDLE, COMPREHENSIVE MAJOR

(Code 950-070)

## University Requirements

| GRADUATION REQUIREMENTS FOR BACCALAUREATE DEGREE |  |
| :---: | :---: |
| Credit Requirements |  |
| Minimum total for graduation ${ }^{1}$ | 120 |
| Upper division credits (courses numbered 300 and higher) | 39 |
| Liberal Education Core (http://catalog.uwec.edu/ undergraduate/graduation-requirements/\#header1) | 36 |
| Academic Concentrations (http://catalog.uwec.edu/ undergraduate/graduation-requirements/\#header16) |  |
| Grade Point Requirements (http://catalog.uwec.edu/ undergraduate/graduation-requirements/\#header14) ${ }^{2}$ |  |
| Total | 2.00 average |
| Resident | 2.00 average |
| Major | 2.00 average |
| Minor | 2.00 average |
| Certificate | 2.00 average |
| University Residency Requirements (http://catalog.uwec.edu/ undergraduate/graduation-requirements/\#header15) |  |
| Minimum total | 30 |
| Senior year | 23 |
| Major, Standard, upper division in residence | 12 |
| Major, Comprehensive, upper division in residence | 21 |

Corn 21 credits

## Procedures Required for Graduation

Obtain admission to the degree program and/or the College offering it.
Apply for graduation on CampS.
${ }^{1}$ Certain programs exceed this minimum.
${ }^{2}$ See special requirements in each College.

## Applicability of Credits Toward Graduation

Junior College or Two-Year College Credits. A maximum of 72 semester credits earned in a junior college or two-year college will be accepted as degree credits at UW-Eau Claire.

Extension Credits. Credits earned in credit outreach courses offered by UWEau Claire are treated as resident credits. Credits earned in extension courses offered by other units of the University of Wisconsin System are treated as transfer credits. All other (non-UW) extension and correspondence credits are

Elementary/Middle, Comprehensive Major |
normally limited to one-fourth of the total required for graduation from any curriculum.

WTCS Credits. A maximum of 72 semester credits earned in college parallel programs at Madison Area Technical College, Milwaukee Area Technical College, Nicolet Area Technical College, or Chippewa Valley Technical College may be accepted as degree credits at UW-Eau Claire. A set number of general education courses will be accepted from other technical schools. Occupational and technical courses may also be considered for transfer if the quality and content of the course work from the technical college is judged to be comparable to course work at UW-Eau Claire. Refer to the Transfer Credit Wizard (https://my.uwec.edu/psp/PUBLIC/EMPLOYEE/HRMS/c/ EAU_SS_CUSTOM.EAU_TRNCRDWZ.GBL) or contact the UW-Eau Claire Admissions Office for information about the current transfer policy.

USAFI Credit. UW-Eau Claire will accept up to 32 semester credits for work done through the United States Armed Forces Institute, under the provision for non-UW correspondence credit (see Extension Credits above).

Activity Credit (band, chorus, drama, KINS 100-184 courses) Students may count toward graduation no more than one credit of KINS 110-184 courses. Students may count toward graduation no more than four credits earned in any single activity course and no more than 12 credits resulting from any combination of activity courses (excluding KINS 110-184 courses).

Other Restricted Credits. For other University restrictions, see the following: Cooperative Education; Credit by Examination; Satisfactory/Unsatisfactory Registration; Transfer of Credits. College or departmental restrictions may also be placed on Independent Study (399-499 courses), Directed Study (395-495), and other types of credits.

| APPLICABILITY OF CREDITS TOWARD GRADUATION | Credit <br> Restrictions |
| :--- | ---: |
| Satisfactory/Unsatisfactory | maximum 12 |
| Total degree credit | maximum 1 <br> course |
| Major, Standard | maximum 2 <br> courses |
| Major, Comprehensive | maximum 1 <br> course |
| Minor |  |
| Credit by Examination | maximum $1 / 4$ of |
| Total degree credit | maximum $1 / 2$ of |
| total |  |

USAFI
USAFI
maximum 32
credits

## Liberal Education Core

The University of Wisconsin-Eau Claire measures learning outcomes to ensure that its graduates have achieved a liberal education and prepared themselves to contribute to a complex society. Upon graduation, each undergraduate will have met the five learning goals of our liberal education core and the 12 learning outcomes they comprise.

## LIBERAL EDUCATION CORE REQUIREMENTS

a minimum of 36 credits

## Knowledge Goal

$\begin{array}{lr}\text { Knowledge Outcome } 1 \text { (K1): Natural Sciences (http:// } & \begin{array}{r}\text { Two (2) } \\ \text { learning }\end{array} \\ \text { catalog.uwec.edu/undergraduate/attribute-k1/) } & \begin{array}{l}\text { experiences }\end{array}\end{array}$
$\left.\begin{array}{lr}\hline \begin{array}{l}\text { One experience in laboratory science must be selected from } \\ \text { either K1 or K2. }\end{array} \\ \hline \begin{array}{lr}\text { Knowledge Outcome 2 (K2): Social Sciences (http:// } \\ \text { catalog.uwec.edu/undergraduate/attribute-k2/) }\end{array} & \begin{array}{r}\text { Two (2) } \\ \text { learning }\end{array} \\ \text { experiences }\end{array}\right\}$

## Skills Goal

| Skills Outcome 1 (S1): Written and Oral Communication (http:// | Two (2) <br> learning |
| :--- | ---: |
| catalog.uwec.edu/undergraduate/attribute-S1/) | experiences |

One S1 must meet the University Writing Requirement
(http://catalog.uwec.edu/undergraduate/graduation-
requirements/\#header10)
Skills Outcome 2 (S2): Mathematics (http://catalog.uwec.edu/ undergraduate/attribute-S2/)

One (1)
undergraduate/attribute-S2/) learning

One S2 to meet the University Mathematics Requirement (http://catalog.uwec.edu/undergraduate/graduationrequirements/\#header11)

| Skills Outcome 3 (S3): Creativity (http://catalog.uwec.edu/One (1) <br> learning |  |
| :--- | ---: |
| undergraduate/attribute-S3/) | experience |

## Responsibility Goal

Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity Two (2)
(http://catalog.uwec.edu/undergraduate/attribute-R1/) learning
experiences
One R1 must satisfy Design for Diversity (http://
catalog.uwec.edu/undergraduate/attribute-DDIV/ \#header13)
Responsibility Outcome 2 (R2): Global Perspectives (http://
One (1)
catalog.uwec.edu/undergraduate/attribute-R2/) learning
experience

Responsibility Outcome 3 (R3): Civic and Environmental Issues One (1) (http://catalog.uwec.edu/undergraduate/attribute-R3/) learning experience

## Integration Goal

Integration Outcome 1 (I1): Integration (http://
Two (2)
catalog.uwec.edu/undergraduate/attribute-I1/)
learning
experiences

## Service-Learning Goal

Service-Learning (http://catalog.uwec.edu/undergraduate/
30 hours
attribute-SL/\#header13)

## College Degree Requirements

## University Requirements in Teacher Education in the College of Education and Human Sciences <br> College Requirements for Teacher Education

All candidates for teacher education baccalaureate degrees must also meet the following:

1. Liberal Education requirements in the College of Education and Human Sciences.
2. Grade point requirements:

| Abbreviation | Full Title |
| :--- | :--- |
| Resident | 2.75 average |
| Total | 2.75 average |
| Major | 2.75 average |
| Minor (for <br> certification only) | 2.75 average |

3. Residency requirements:

| Abbreviation | Full Title |
| :--- | :--- |
| Minimum Total | 30 credits |
| Senior Year | 23 credits |
| Major, in upper <br> division courses | 12 credits |
| Comprehensive <br> Major, in upper <br> division courses | 21 credits |

4. Criteria and requirements for Professional Programs and for Admission to the Professional Semester.
5. Specific requirements of programs offered in the College of Education and Human Sciences. (See the departmental sections of this catalog.)

## Admission Requirements

## Criteria for Admission

Formal application to the professional education program must be made by October 1 for spring admission or March 1 for fall admission. In order to submit an application to an Education Program, students must satisfy all of the requirements listed below:

1. Approval by the appropriate department in the College of Education and Human Sciences. See Department of Education for Equity and Justice (http://catalog.uwec.edu/undergraduate/education-human-sciences/ education-for-equity-justice/) and Special Education and Inclusive Practices (http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/)sections of this catalog for criteria to be considered in making these recommendations.
2. Pre-education status.

Special Education, Unified Special Education K-12 \&
3. Students must have attained at least Sophomore Status
4. Minimum total GPA of 2.5. Admission is competitive; thus, the minimum GPA does not assure admission to a professional program in education.
5. Met the University Writing Requirement (complete Writing 114, 116, 118, or 120 or the equivalent earning a C or better)
6. Met the University Mathematics requirements (complete one college-level math course earning $C$ or better)
7. Good academic standing.
8. Complete an introductory education course with a field placement (e.g. SEIP 208, ES 212 or the equivalent) with a grade of $C$ or better.

## Application Procedure

Formal application to the professional program must be made. The number of students admitted to a program is limited by resources available. Not everyone who applies can be guaranteed admission. See the appropriate section of this catalog for criteria upon which the departmental recommendation will be based. Note that minimum criteria for a department may exceed the minimum criteria listed above.

Students who do not meet all the criteria listed above or who do not receive a favorable departmental recommendation may reapply during a later application period.

## Special or Transfer Students

Special students and transfer students who desire to be admitted to the Teacher Education Program in the College of Education and Human Sciences should inform the Admissions Office upon application for admission to the University. They should indicate their area of interest. These students are expected to have a minimum GPA of 2.5.

## Admission to the Teaching Professional Semester(Student Teaching)

## Admission to the Professional Education Semester

The "professional semester" is defined as the senior semester in which a student is enrolled in the field experience of student teaching or internship.

## Filing Notice of Intent to Student Teach Applications

Students who plan to enter the professional semester during the fall semester of the next academic year must file a Notice of Intent to Student Teach with the Teacher Education Program office in the fall. Students who plan to enter the professional semester during the spring semester of the next academic year must file a Notice of Intent to Student Teach with the Teacher Education Program office in the spring. Information concerning the Notice of Intent to Student Teach will be advertised widely and posted across campus each semester with an associated due date.

Students are encouraged to submit their Notice of Intent to Student Teach by the announced due date. Considerable time is required to process each notice-that is, to determine eligibility, to make arrangements with schools for an appropriate field experience assignment, and to allow for introductions, orientations, and, in some cases, interviews. Students who file on time will benefit by the careful consideration that can be given to their requests; the later a notice is received, the fewer the placement assignments and choices still available will be. Failure to file a Notice of Intent to Student Teach on time may result in a delay of the professional semester.

Elementary/Middle, Comprehensive Major |

## Transfer and Special Students

No transfer or special student can enter the professional semester until after a full semester of residence and after earning a minimum of 15 credits at UW-Eau Claire. Senior transfer students enrolling in September must file an application for admission to the professional semester by December 1 for the following fall.

## Criteria for Admission

No application for admission to the professional semester will be processed in the case of transfer and special students unless a full semester of residence and a minimum of 15 credits have been earned at UW-Eau Claire.

Factors to be considered in the application for admission to the professional semester are:

1. Criteria for admission to a professional program have been met.
2. Good academic standing, as defined in the catalog section on Academic Standing and Progress.
3. A minimum of 90 credits completed prior to the professional semester.
4. Approval of the major and minor department(s). Departments may have separate criteria they use to determine approval.
5. Resident and total GPAs of at least 2.75; GPAs of at least 2.75 in the major(s) and minor(s) intended for certification. All college-level courses attempted by the student are included when major, minor, and total GPAs are determined for admission to the professional semester and for graduation.
6. Completion of the 30 hour Human Relations Fieldwork requirement.
7. Evidence of freedom from tuberculosis. Tests are provided by Student Health Services or results of tests must be provided by the student when filing for the professional semester.
8. Approval by the appropriate departments in the Colleges of Education and Human Sciences and Arts and Sciences.
9. Completion of required criminal background check.

## Deadline for Meeting Criteria

For placements in the fall semester, criteria for which the student is responsible (GPA, TB test, and criminal background check) must be met by March 1 of the preceding semester.

For placements in the spring semester, these criteria must be met by October 1 of the preceding semester.

For placements in the summer session, these criteria must be met by February 1 of the preceding semester.

Failure to meet criteria on time may result in a delay of the professional semester.

## Licensure to Teach

## Criteria for Recommendation for Licensure:

1. Completion of a baccalaureate degree.
2. Completion of an approved teacher education major, minor, or certificate.
3. A 2.75 or higher GPA in the major and minor (where certifiable) and in the combination of all course work in the major, minor (where certifiable), and professional education courses exclusive of student teaching. All college-level courses attempted by the student except student teaching are included when major, minor, and professional education GPAs are determined for recommendation for licensure.
4. Completion of student teaching courses with a mark of $S$.
5. Content area proficiency through one of the following:

Students will earn a minimum 3.0/4.0 GPA in content courses OR through obtaining a passing score on the appropriate Praxis II or ACTFL written portion (WPT) exam for Languages candidates. All Languages candidates
must pass the OPI/OPIc within three years prior to the start of student teaching.

> For students who neither meet the minimum GPA requirement nor pass the appropriate Praxis II/ACTFL exam after at least two attempts, a content portfolio may be submitted which parallels the content evaluated on the Praxis II exam. Portfolio artifacts will be approved in consultation with the Coordinator of the Teacher Education Program. The portfolio may only be submitted once. No portfolio option will be allowed for the WPT exam. The standardized examination and passing score shall be determined by the State Superintendent. All Elementary-Middle and Special Education majors and minors, and Early Childhood majors must earn a passing score on the FORT.

## Wisconsin Application

College of Education and Human Sciences graduates who desire to teach in Wisconsin, will apply for licensure using the WI Department of Public Instruction's (DPI), ELO (Electronic Licensing Online) by following all steps listed on the site including fingerprinting if applicable.

Upon completion of all program requirements and University and WI Department of Public Instruction teaching requirements, information will be forwarded to WI DPI verifying this completion (including the completion of all required tests), a degree and any add-on certifications that have been awarded, and certifications the teaching candidates are eligible for with licensure. Candidates will then apply for their Initial License.

## Out-of-state Applications

It is recommended that graduates seeking licensure to teach in states other than Wisconsin request application forms and instructions from the Department of Education of the state in which licensure is desired. Certification requirements vary by state. Inquiry early in the period of professional preparation is advisable. In most cases, an official transcript of credits must accompany the completed application form; additional tests or course work may be required. Therefore, it is imperative to check requirements of other states. Wisconsin and most other states require institutional endorsement. In general, candidates will be able to obtain licenses in other states; however, these licenses may be issued with stipulations. It is the student's responsibility to understand the licensing requirements of other states. UW-Eau Claire programs are designed to meet the requirements in Wisconsin only.

## Major Requirements

(Code 950-070)


Required courses in Special Education \& Inclusive Practices 36 $\begin{array}{lll}\text { Courses (Inclusive K-12) Content \& Methods Courses } \\ \text { CSD } 257 & \text { Normal Communication Development } & 3\end{array}$
SEIP 200 Introduction to Diverse Learners 3
SEIP 219 Introduction to Developmental 3 Disabilities and Autism Spectrum Disorders

| SEIP 306 | Applied Behavior Analysis for Teachers | 3 |
| :--- | :--- | :--- |
| SEIP 331 | Special Education Policies, Procedures, | 3 | and Planning


| SEIP 340 | Introduction to Mild Disabilities | 3 |
| :--- | :--- | :--- |
| SEIP 401 | Assessment of Students with | 3 |

Assessment of Students with 3 Disabilities

| SEIP 402 | Collaboration for Student Success | 3 |
| :--- | :--- | :--- |
| SEIP 419 | Advanced Interventions in | 3 |

Developmental Disabilities and Autism Spectrum Disorders
SEIP 431 Reading/Writing Remediation, 3

Assessment, and Diagnosis for
Students with Mild Disabilities

| SEIP 439 | Secondary Methods | 3 |
| :--- | :--- | :--- |
| SEIP 458 | Advanced Behavior Interventions | 3 |

and Assessment for Students with Emotional/Behavioral Disabilities
Required Courses in Practicum Experience 10
SEIP $208 \quad$ School Experiences in Special \& 3

| SEIP 404 | Pre-Student Teaching Experience with <br> Individuals with Disabilities | 3 |
| :--- | :--- | :--- |

SEIP 418 Career Education and Transition 3
UEM 407 Inclusive Education Practicum 1

Required Student Teaching Courses 12

| SEIP 476 | Professional Practices in Special <br> Education | 2 |
| :--- | :--- | :--- |

and one of the following:

| SEIP 470 | Student Teaching in Special Education |
| :--- | :--- | :--- |
|  | K-12 |

and

| UEM 470 | Student Teaching in Inclusive <br> Education K-9 | 5 |
| :--- | :--- | ---: |
| or |  | $5-10$ |
| SEIP 475 | Internship Special Education Teaching | 5 |

NOTE: No degree credit may be earned under the Satisfactory/Unsatisfactory option in required special education courses except SEIP 208 and UEM 301

NOTE: Students must earn a 2.75 cumulative GPA and a 2.75 GPA in the major in order to be eligible for teaching certification.

NOTE: Students must earn a grade of $C$ or above in all special education courses and a S in special education student teaching in order to be recommended for licensure.

## Special Education and Inclusive Practices

Unified Special Education K-12 Elementary/Middle Education


## K3 (Humanities)

One ENGL or HIST and another learning experience

| S1 (Written and Oral Communication) |  |  |
| :---: | :---: | :---: |
| WRIT 114 | Intensive Blugold Seminar in Critical Reading and Writing | 5 |
| OR |  |  |
| WRIT 116 | Blugold Seminar in Critical Reading and Writing | 5 |
| OR |  |  |
| WRIT 118 | Accelerated Blugold Seminar in Critical Reading and Writing | 2 |
| OR |  |  |
| WRIT 120 | Blugold Seminar in Critical Reading and Writing for Transfer Students | 2 |

AND
One Oral Communication course that satisfies S1

| S2 (Mathematics) |  |  |
| :--- | :--- | :---: |
| MATH 202 | Number and Operations II | 2 |
| OR | Finite Mathematics with Applications | 4 |
| MATH 104 |  |  |
| OR | Algebra for Calculus | 4 |
| MATH 109 |  |  |
| S3 (Creativity) | Inclusive Education Practicum | 1 |

R1 (Equity, Diversity, Inclusivity)
ES 385
Social Foundations: Human Relations 3
AND another learning experience
R3 (Civic and Environmental Issues)

| SEIP 200 | Introduction to Diverse Learners <br> (included in major) |
| :--- | :--- |

11 (Integration)
UEM 407 Inclusive Education Practicum 1

GEOG 178 Planet Earth: Conservation of the 3

## Program Learning Outcomes

Students completing this program will be expected to meet the following learning outcomes:

- become critically engaged educators who are collaborative leaders, critical consumers of knowledge, and are committed to responsive pedagogy.
- demonstrate pedagogical competence by developing and implementing lessons that incorporate elements of UDL and address the learning needs of all students in both special education and inclusive general education classrooms.

Elementary/Middle, Comprehensive Major |

- demonstrate competence in all DPI accreditation requirements including Wisconsin Teacher Standards, statutory requirements, ability to teach reading, master of performance assessments (PI 34.021) and pedagogical performance (PI 34.020).


## Adaptive Education: Special Programs for Art, Music, and Physical Education Educators

Admission requirements include bachelor's degree, eligibility for art, music, or physical education licensure, and any additional courses deemed necessary. Course requirements for these programs are as follows:

## Art

Code Title Credits
Select one of the following Introductory courses: 2-3

| SEIP 200 | Introduction to Diverse Learners |
| :--- | :--- |
| SEIP 300 | Inclusive Practices for Secondary <br> Educators |
| SEIP 400 | Inclusive Practices for Elementary- <br> Middle Educators |
| Select one of the following Characteristics courses: | $\mathbf{3}$ |
| SEIP 219 | Introduction to Developmental <br> Disabilities and Autism Spectrum |
| SEIP 340 | Disorders |
| UEC 220 | Introduction to Mild Disabilities |

Select one of the following Methodology courses 3
UEC $322 \quad$ Play and Sensory Pedagogy
SPED 423 Characteristics and Interventions for Young Children with Low Incidence Disabilities
Student Teaching 3
SEIP 472 Student Teaching in Special Education 3
Completion of this sequence leads to PK-12 Adaptive Art licensure for art educators.

## Music

Please refer to the undergraduate certificate requirements on the Special Education Program Page.

## Physical Education

Code Title Credits

The following Adaptive Physical Education Methods 9
courses are required:
KINS $484 \quad$ Adapted Physical Activity 3
KINS 487 Assessment in Adapted Physical 3
KINS 493 Practicum in Adapted Physical 3

AND select one of the following Special Education and 3
Inclusive Practices courses:

| SEIP 200 | Introduction to Diverse Learners |
| :--- | :--- |
| SEIP 219 | Introduction to Developmental |
|  | Disabilities and Autism Spectrum |
|  | Disorders |

SEIP 306 Applied Behavior Analysis for Teachers
UEC 220 Introduction to Inclusive Early Childhood Education

Completion of this sequence leads to PK-12 Adaptive Physical Education licensure for physical education teachers.

## Program Learning Outcomes

## Adaptive Art

Students completing this program will be expected to meet the following outcomes:

- Have a basic understanding of how specialized needs impact learning across disciplines, behaviors, and social context.
- Have a basic understanding about the value and role of art and art education for student with disabilities.
- Have a beginning understanding about development in the visual arts and be able to apply this to teaching and learning a variety of learners with disabilities.
- Plan and orchestrate substantive engaging art lessons that reflect good practice and the traditions of art education for students with a variety of needs and abilities.
- Manage a classroom that is inclusive of all students' social, behavioral, and artistic needs


## Adaptive Physical Education

Students completing this program will be expected to meet the following outcomes:

- Understand the influence of selected diseases, conditions, and /or disabilities on the learning and performance of physical activities
- Understand the unique needs of physical fitness and motor development of individuals with disabilities
- Develop a positive attitude and understand the needs of individuals with disabilities
- Understand the history, legal mandates, and status of physical activity for individuals with disabilities.
- Understand and use appropriate terminology common to the field of adapted physical activity.
- Understand the issues related to accessibility and implication of accessibility
- To introduce appropriate instruments and testing strategies necessary for assessing the gross motor development and health-related physical fitness levels of persons with disabilities.
- Learn how to administer, interpret, and use the results of assessments to develop individualized education program plans that are utilized in either adapted or general physical education programs for students with disabilities


## Sample Degree Plan <br> Special Education, Unified Special Education K-12 \& Elementary/Middle, Comprehensive Major (B.S.) - Cohort A

The following is a sample degree plan, based on the 2023-2024 catalog. It is based on the 120-credit graduation requirement and assumes no transferred credits, no requirements waived by placement tests, no courses taken in the summer or winter, no repeated courses, and no remedial courses that may be required. This sample degree plan is intended for first-year students entering UW-Eau Claire in the fall semester. Your own degree plan may differ depending on the course of study selected (second major, minor, etc.). UW-Eau Claire
cannot guarantee all courses will be offered as shown, but will provide a range of courses that may enable prepared students to fulfill their requirements in a timely period. This sample degree plan is just a guide. Please consult your advisor, your degree audit, and the catalog to create your own degree plan. Note: In order to earn the required minimum of 120 credits for the degree in four years, you should plan to take 15 credits each semester or 30 credits each year.

To earn a degree, students must fulfill all University Graduation Requirements, including the Liberal Education (LE) Core. LE Core course work in the following sample degree plan uses abbreviations such as LE-K1, LE-S2, LE-R3, and LE11 to represent the learning outcomes students will meet via completion of their liberal education course work. Please click (https://catalog.uwec.edu/ undergraduate/graduation-requirements/)here (https://catalog.uwec.edu/ undergraduate/graduation-requirements/\#header1)for a description of the Liberal Education Core outcomes and requirements. Note that the LE Core may be completed through both course and non-course experiences.

Cohort A: Application to Major = Fall of Second Year

## FRIST YEAR

FIRST SEMESTER
LE Option: Knowledge 1 (LE-K1L) Natural Sciences with Lab 4
LE Option: Knowledge 4 (LE-K4) Fine Arts 3
LE Option: Skills 1 (LE-S1) Written and Oral Communication - 3
May be a language

| SEIP 200 | Introduction to Diverse Learners (LE- | 3 |
| :--- | :--- | :--- |
|  | R3, must complete prior to application |  |
| to program) |  |  |

LE Option: Responsibility 2 (LE-R2) Global Perspectives and LE
Option: Knowledge 3 (LE-K3) Humanities - HIST or ENGL course recommended - May fulfill multiple LE outcomes to reduce credits to degree. Other courses may be selected.

TOTAL
SECOND SEMESTER
Must complete Math requirement prior to application to
program (LE-S2):

| MATH 201 | Number and Operations I | 4 |
| :--- | :--- | :--- |
| \& MATH 202 | and Number and Operations II |  |

or
MATH 104 Finite Mathematics with Applications (4 credits)
or
MATH $109 \quad$ Algebra for Calculus (4 credits)
LE Option: Responsibility 1 (LE-R1, DDIV) Equity, Diversity, and
Inclusivity with Design for Diversity and LE Option: Knowledge
3 (LE-K3) Humanities - RELS 100 recommended - This course
fulfills multiple LE outcomes to reduce credits to degree. Other courses may be selected.

SEIP 208
School Experiences in Special \&
Inclusive Education (Must complete prior to application to program)
GEOG 178
Planet Earth: Conservation of the
Environment (LE-K1 and LE-I1, required for licensure)

Must complete Writing requirement prior to application to program (LE-S1):

WRIT 114
Intensive Blugold Seminar in Critical Reading and Writing (5 credits)

## University of Wisconsin-Eau Claire | 2023-2024 Catalog

Special Education, Unified Special Education K-12 \& or

| Or |  |
| :--- | :--- |
| WRIT 116 | Blugold Seminar in Critical Reading <br> and Writing (5 credits) |
| or WRIT 118 | Accelerated Blugold Seminar in Critical <br> Reading and Writing (2 credits) |
| or WRIT 120 | Blugold Seminar in Critical Reading <br> and Writing for Transfer Students (2 <br> credits) |

TOTAL 15-18
SECOND YEAR
FIRST SEMESTER - Apply for admission to Special Education \& Inclusive Practices Program (minimum 30 earned credits)

|  | Normal Communication Development <br> (Complete after SEIP 208; Offered Fall, | 3 |
| :--- | :--- | :---: |
| SEIP 219 | Spring, \& Summer) |  |
|  | Introduction to Developmental <br> Disabilities and Autism Spectrum <br> Disorders | 3 |
| PSYC 260 | Educational Psychology (LE-K2) | 3 |
| ES 385 | Social Foundations: Human Relations <br> (LE-R1 DDIV, LE-SL) | 3 |
| SEIP 340 | Introduction to Mild Disabilities | 3 |

TOTAL 15

| SECOND SEMESTER |  |  |
| :--- | :--- | ---: |
| SEIP 306 | Applied Behavior Analysis for Teachers | 3 |
| UEM 324 | Language and Cultural Diversity | 3 |
| UEM 301 | Inclusive Early Literacy \& Reading | 3 |
| SEIP 331 | Special Education Policies, Procedures, <br> and Planning | 3 |
| UEC 322 | Play and Sensory Pedagogy | 3 |
| TOTAL |  | 15 |

THIRD YEAR
FIRST SEMESTER

| SEIP 431 | Reading/Writing Remediation, Assessment, and Diagnosis for Students with Mild Disabilities (Must be taken with SEIP 404; may not be taken with SEIP 418/SEIP 439) | 3 |
| :---: | :---: | :---: |
| SEIP 401 | Assessment of Students with Disabilities | 3 |
| SEIP 404 | Pre-Student Teaching Experience with Individuals with Disabilities (Must be taken with SEIP 431; may not be taken with SEIP 418/SEIP 439) | 3 |
| PSYC 332 | Psychology of Adolescence (LE-K2) | 3 |
| UEC 424 | Inclusive Numeracy and Math: 0-8 | 3 |
| TOTAL |  | 15 |
| SECOND SEMESTER |  |  |
| UEM 407 | Inclusive Education Practicum (LE-I1, LE-S3) | 1 |
| UEM 436 | Inclusive Math Content, Instruction, and Interventions Grades 4-9 | 3 |
| UEC 425 | Integrated Curriculum and Inquiry | 3 |

Elementary/Middle, Comprehensive Major |

| UEM 433 | Inclusive Literacy Methods in Grades | 3 |
| :--- | :--- | :---: |
| UEM 438 | $4-9$ | 3 |
|  | Inclusive Science and Social Studies <br> Methods Grades 4-9 |  |

TOTAL ..... 13
FOURTH YEARSEIP 458
and Assessment for Students withEmotional/Behavioral Disabilities
Advanced Interventions in ..... 3Developmental Disabilities and AutismSpectrum Disorders
SEIP 439 Secondary Methods 3
SEIP 418 Career Education and Transition 3
SEIP 402 Collaboration for Student Success 3

TOTAL
SECOND SEMESTER

| UEM 470 | Student Teaching in Inclusive | 5 |
| :--- | :--- | ---: |
| SEIP 470 | Education K-9 |  |
|  | Student Teaching in Special Education <br> K-12 | 5 |
| SEIP 476 | Professional Practices in Special <br> TOTAL | 2 |

## Minimum total for the baccalaureate degree $=120$ credits

## RECOMMENDATIONS FOR HIGH IMPACT PRACTICES (HIPs)

The University of Wisconsin-Eau Claire encourages all students to participate in High Impact Practices. The following information identifies any specific recommendations that faculty in this major have concerning which HIPs might be most beneficial to students, and any recommendations about when those HIPs best fit into the degree plan. Students should also consult their faculty advisor for information on HIPs. There are many additional high impact opportunities available. Talk to your academic advisor for more information about incorporating HIPs like Study Abroad, Intercultural Immersion, student teaching, and/or Student/Faculty Collaborative Research into your time at UW-Eau Claire. Students wishing to complete a study abroad experience or national exchange program should plan to complete this prior applying to the program unless they intend on participating in the Special Education in Scotland program.

## Special Education, Unified Special Education K-12 \& Elementary/Middle K-9, Comprehensive Major (B.S.) - Cohort B

The following is a sample degree plan, based on the 2023-2024 catalog. It is based on the 120-credit graduation requirement and assumes no transferred credits, no requirements waived by placement tests, no courses taken in the summer or winter, no repeated courses, and no remedial courses that may be required. This sample degree plan is intended for first-year students entering UW-Eau Claire in the fall semester. Your own degree plan may differ depending on the course of study selected (second major, minor, etc.). UW-Eau Claire cannot guarantee all courses will be offered as shown, but will provide a range of courses that may enable prepared students to fulfill their requirements in a timely period. This sample degree plan is just a guide. Please consult your advisor, your degree audit, and the catalog to create your own degree plan. Note: In order to earn the required minimum of 120 credits for the degree
in four years, you should plan to take 15 credits each semester or 30 credits each year

To earn a degree, students must fulfill all University Graduation Requirements, including the Liberal Education (LE) Core. LE Core course work in the following sample degree plan uses abbreviations such as LE-K1, LE-S2, LE-R3, and LE11 to represent the learning outcomes students will meet via completion of their liberal education course work. Please click (https://catalog.uwec.edu/ undergraduate/graduation-requirements/)here (https://catalog.uwec.edu/ undergraduate/graduation-requirements/\#header1)for a description of the Liberal Education Core outcomes and requirements. Note that the LE Core may be completed through both course and non-course experiences.

Cohort B: Application to Major = Spring of Second Year

| FIRST YEAR |  |  |
| :---: | :---: | :---: |
| FIRST SEMESTER |  |  |
| LE Option: Knowledge 1 (LE-K1L) Natural Sciences with Lab |  | 4 |
| LE Option: Knowledge 3 (LE-K3) Humanities - HIST or ENGL course recommended |  | 3 |
| LE Option: Skills 1 (LE-S1) Written and Oral Communication May be a language |  | 3 |
| Must complete Writing requirement prior to application to program (LE-S1): |  |  |
| WRIT 114 | Intensive Blugold Seminar in Critical Reading and Writing (5 credits) |  |
| or |  |  |
| WRIT 116 | Blugold Seminar in Critical Reading and Writing (5 credits) |  |
| or |  |  |
| WRIT 118 | Accelerated Blugold Seminar in Critical Reading and Writing (2 credits) |  |
| or |  |  |
| WRIT 120 | Blugold Seminar in Critical Reading and Writing for Transfer Students (2 credits) |  |SECOND SEMESTER

LE Option: Responsibility 1 (LE-R1) Equity, Diversity, and ..... 3Inclusivity
LE Option: Responsibility 1 (LE-R1) Equity, Diversity, and 3
Inclusivity

| LE Option: Knowledge 3 (LE-K3) Humanities | 3 |  |
| :--- | :--- | :---: |
| LE Option: Knowledge 4 (LE-K4) Fine Arts | 3 |  |
| SEIP 200 | Introduction to Diverse Learners (LE-R3 <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br> program) | 3 |

TOTAL ..... 15
SECOND YEAR
FIRST SEMESTER

| SEIP 208 |  <br> Inclusive Education (Must complete <br> prior to application to program) | 3 |
| :--- | :--- | :---: |
| GEOG 178 | Planet Earth: Conservation of the <br> Environment (LE-K1, LE-I1, required for <br> licensure) | 3 |

Must complete Math requirement prior to application to program (LE-S2):

| $\begin{array}{l}\text { MATH 201 } \\ \text { \& MATH 202 }\end{array}$ | $\begin{array}{l}\text { Number and Operations I } \\ \text { and Number and Operations II (4 } \\ \text { credits) }\end{array}$ |
| :--- | :--- |
| or | Finite Mathematics with Applications |
| (4 credits) |  |$]$

## SECOND SEMESTER - Apply for admission to Special

Education \& Inclusive Practices Program (minimum 30 earned credits)

| CSD 257 | Normal Communication Development <br> (Complete after SEIP 208; Offered Fall, | 3 |
| :--- | :--- | :--- |
|  | Spring, \& Summer) |  |


| SEIP 219 | Introduction to Developmental | 3 |
| :--- | :--- | :--- |
|  | Disabilities and Autism Spectrum |  |
|  | Disorders |  |

PSYC 260 Educational Psychology (LE-K2) 3
ES 385 Social Foundations: Human Relations 3
(LE-R1 DDIV, LE-SL)
SEIP 340 Introduction to Mild Disabilities 3THIRD YEAR

## FIRST SEMESTER

| SEIP 306 | Applied Behavior Analysis for Teachers | 3 |
| :--- | :--- | ---: |
| UEM 324 | Language and Cultural Diversity | 3 |
| UEM 301 | Inclusive Early Literacy \& Reading | 3 |
| SEIP 331 | Special Education Policies, Procedures, <br> and Planning | 3 |
| UEC 322 | Play and Sensory Pedagogy | 3 |
| TOTAL |  | 15 |

SECOND SEMESTER

| SEIP 431 | Reading/Writing Remediation, <br> Assessment, and Diagnosis for <br> Students with Mild Disabilities | 3 |
| :--- | :--- | ---: |
| SEIP 401 | Assessment of Students with <br> Disabilities | 3 |
| SEIP 404 | Pre-Student Teaching Experience with <br> Individuals with Disabilities | 3 |
| PSYC 332 | Psychology of Adolescence (LE-K2) <br> UEC 424 | Inclusive Numeracy and Math: 0-8 |

FOURTH YEAR
FIRST SEMESTER

| UEM 407 | Inclusive Education Practicum (LE-I1, <br> LE-S3) | 1 |
| :--- | :--- | :---: |
| UEM 436 | Inclusive Math Content, Instruction, <br> and Interventions Grades 4-9 | 3 |
| UEC 425 | Integrated Curriculum and Inquiry | 3 |
| UEM 433 | Inclusive Literacy Methods in Grades <br> $4-9$ | 3 |

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## Liberal Education (LE) Core Guidance

## Liberal Education Core (LE Core)

The LE Core comprises 17 learning experiences across 11 learning outcomes. Students must complete a minimum of 36 credits in courses approved for the LE Core.

- K1 - Natural Sciences; two experiences (one lab science experience is required in K 1 or K 2 ).
- K2 - Social Sciences; two experiences (one lab science experience is required in K1 or K2).
- K3 - Humanities; two experiences.
- K4 - Fine Arts; one experience.
- S1 - Written and Oral Communication; two experiences (one experience must satisfy the University writing requirement).

Elementary/Middle, Comprehensive Major

- S2 - Mathematics; one experience (must satisfy the University math competency requirement).
- S3 - Creativity; one experience (can be fulfilled in a student's major).
- R1 - Equity, Diversity, and Inclusivity; two experiences (one experience must meet the UW System Design for Diversity (DD) requirement).
- R2 - Global Perspectives; one experience.
- R3 - Civic and Environmental Issues; one experience.
- I1 - Integration; two experiences (one experience can be fulfilled in a student's major)
- SL—Service Learning; 30 hours


## Additional LE Core Information

- Most LE Core learning experiences are course based, and many courses meet more than one learning outcome (e.g., K3 and R2 or K1 and R3).
- Some learning experiences can also be met outside of a traditional course (e.g., undergraduate research (S3), study abroad (I1)).
- S1 - An English placement score that fulfills the University writing requirement fulfills one S1 experience.
- S1 - A foreign Language placement score that qualifies the student to enter the 102 level satisfies one S1 experience.
- S1, R2 - A foreign language placement score that qualifies the student to enter the 202 level satisfies one experience in S1 and the R2 experience.
- S2 - A math placement score that qualifies the student to enter Math 111, 112,113 or 114 fulfills the S2 experience.
- S3 - Completion of two credits from any approved music ensemble fulfills the S3 experience.
- I1 - Any semester long study abroad program can fulfill one I1 experience.



