SPECIAL EDUCATION AND INCLUSIVE PRACTICES

Centennial Hall 3715
715-836-5511
Department Website (https://www.uwec.edu/academics/college-education-human-sciences/departments-programs/teacher-education-program/departments/special-education/)

Goals and Purposes
The special education and inclusive practices programs are designed to provide a unified approach to preparing teacher candidates for the diverse PK-12 learning environment. Students come to school with a wide range of strengths, needs, and talents for which teachers must prepare. Whether in an inclusive PK-9th grade classroom or through providing specialized instruction and support to students receiving special education services, these unique unified programs will prepare the beginning teacher to serve as birth-to-three early intervention specialists or early childhood special education teachers/home visitors, as the inclusive PK-9 grade-level teacher, or as the PK-12th grade special education teacher. Hallmarks of these programs include data-based decision-making, Universal Design for Learning (UDL) Collaboration, specialized instruction and interventions, differentiated instruction, early numeracy and mathematics, early literacy, phonemic awareness, and the Science of Reading, behavioral supports and interventions, culturally responsive teaching, project-based learning and inquiry, and advocacy for all PK-12 students. Special Education and inclusive practices graduates are prepared for a variety of specialized jobs. Those who prefer to teach may be employed in public or private schools, institutions, or agencies. Those seeking other careers may work as house parents or home trainers or directors of service agencies. Some graduates will continue their study in other areas of special education, child life specialist, educational leadership, or administration. Others will engage in research, develop curricular and instructional materials, or lead in-service teacher training.

Student Organizations:
Best Buddies
College students are matched with adults with disabilities in the community to share leisure activities.

Programs
The Department of Special Education and Inclusive Practices offers undergraduate and graduate programs. Bachelor degree programs are offered in the areas of all disabilities and inclusive regular elementary/middle education, and unified early childhood.

- Special Education, Unified Early Childhood
- Special Education, Unified Special Education K-12 & Elementary/Middle

Adaptive education: Programs are available in the areas of music, art, and physical education and lead to licensure to teach. See Special Education and Inclusive Practices undergraduate program pages for art and physical education. Please refer to the Undergraduate certificate requirements for adaptive music.

Portfolio Review
As part of the Teacher Education Program, students in the Department of Special Education and Inclusive Practices are expected to develop a portfolio for application to program and during student teaching. In addition, students will complete assignments throughout the program that count as signature assessments of skills. Further information may be obtained from the student's advisor.

Admission to Program
Minimal criteria for admission to professional programs (Gate 1) are outlined in the College of Education and Human Sciences section under “Admission to Professional Education Programs” (see items 1-6 under “Criteria for Admission”). In addition to meeting these minimum requirements, a separate application must be completed and submitted to the Department of Special Education and Inclusive Practices. These applications (available in the Special Education and Inclusive Practices Office) are due October 1 and March 1.

Admission to any major or minor program in Special Education and Inclusive Practices may be limited by the resources available. Admission to program will be determined by a review committee which will rank applicants based on quality and quantity of service related to the helping professions, quality of formal application (resume, academic success, and recommendations), and documentation of successful completion of SEIP 200 and SPED 205 or SEIP 208. Guidelines for application are available in Centennial Hall 3715, or on the department’s website at www.uwec.edu/sped (https://www.uwec.edu/academics/college-education-human-sciences/departments-programs/teacher-education-program/departments/special-education/).

Department Requirements
Students must earn a grade of B- in courses offered through the Department of Special Education and Inclusive Practices. Students can only repeat a course offered through the Department of Special Education and Inclusive Practices one time for program purposes. Permission to repeat is required.

Admission to Professional Semester
Applicants for student teaching/internship experience must:

1. complete an application with the Teacher Education Program Office, Centennial 3102;
2. have the recommendation of the Department of Special Education and Inclusive Practices;
3. earn a minimum grade of B- in special education courses;
4. demonstrate 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/ACTFL exam.
   - 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 can be submitted which parallels the content evaluated on the Praxis II/ACTFL exam. The portfolio may only be submitted once. Students should consult with their faculty advisor regarding the portfolio.

Even though a B- is required in special education courses, a student must earn a 2.75 cumulative GPA and a 2.75 GPA in the major in order to be eligible for teaching certification.

Student Teaching Requirements
Completion of student teaching courses requires undergraduates to earn at least a grade of B- in SEIP 470, UEC 470 or SEIP 472 or SEIP 475. If the grade requirement is not met, the undergraduate student may repeat the student teaching course or may graduate without the recommendation for teaching licensure. Finally, students with a special education inclusive practices major or
special education minor will need to complete the WI Foundations of Reading Test (FORT) with a passing score of 240 or higher.

**Student Transportation**

Students in the teacher education programs must provide their own transportation to and from field experiences. Some field experiences will require travel to other communities. All costs associated with transportation to and from field experiences are the responsibility of the student.

**Faculty**

Barbara Meier, Chair  
Angela Dalhoe  
Rod Jones  
Angela Passero-Jones  
Karen Potter  
Karsten Powell  
Kirstin Rossi  
Jennifer Sisum  
Cathy Thorsen

**Majors**

- Comprehensive Major: Special Education, Unified Special Education K-12 & Elementary/Middle - B.S. ([link](http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/special-education-comprehensive-unified-special-education-k12-elementary-middle-bs/))

**Certificate**