SPECIAL EDUCATION AND INCLUSIVE PRACTICES

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

What is a "unified program"?

PK-12 students come to school with a wide range of strengths, needs, and talents for which teachers must prepare. Our unified education program combines special and general education coursework to prepare future teachers to work with all students who enter their classrooms. Whether in an inclusive general education PK-9th grade classroom or as a Special Education teacher who provides specialized instruction, our program prepares you to be a high-quality beginning teacher.

Goals and Purposes

The special education and general education inclusive practices program is designed to provide a unified approach to preparing teacher candidates for the diverse PK-12 learning environments in which they will work. Content is taught by instructors who have experience in PK – 12th grade classrooms and are focused on sharing their expertise with you. Students who graduate from this program earn two teaching licenses: a PK-12 cross-categorical special education teaching license, and a PK- 9 elementary middle school license.*

Hallmarks of our programs include learning how to implement: the Universal Design for Learning (UDL) framework to develop lessons; differentiated instruction; culturally responsive teaching, specialized instruction, interventions, assessments, and data-based decision making to support all PK-12 learners; project-based learning and inquiry; and advocacy for all 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 or general education, educational leadership, or administration. Others will engage in research, develop curricular and instructional materials, or lead in-service teacher training.

*We also have a 6 credit summer program for SEIP students called the *Interprofessional Early Intervention Certificate*. Students who complete the three courses will earn a Special Education Early Childhood teaching license which allows you to teach special education from Birth - 3rd grade (please note this extends your original K-12 cross categorical special education license to start at Birth).

Student Organizations:
Aspiring Educators

Aspiring Educators is an organization that is focused on future teachers who are active on campus and in the schools in the community, connecting you with other students in the education major and the campus.

Programs

The Department of Special Education and Inclusive Practices offers undergraduate and graduate programs. A Bachelor's degree program is offered in the areas of special and inclusive general elementary/middle education, Special Education, Unified Special Education K-12 & Elementary/Middle K-9.

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 (resumé, academic success, and recommendations), and documentation of successful completion of SEIP 200 and SEIP 208. Guidelines for application are available in Centennial Hall 3715, or on the department's website. (https://www.uwec.edu/academics/college-education-human-sciences/departments-programs/special-education-inclusive-practices/)

Department Requirements

Students must earn a grade of C 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. complete the Gate 2 application for the Department of Special Education and Inclusive Practices;
3. earn a minimum grade of C 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 grade of C 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 a grade of S in SEIP 470, UEC 470 , UEM 470 or SEIP 472 or SEIP 475, UEC 475 or UEM 475. If the grade requirement is not met, the undergraduate student may repeat the student teaching course or may graduate with another major that does not lead to teacher 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
Cathy Thorsen

Majors

- Comprehensive Major: Special Education, Unified Special Education K-12 & Elementary/Middle K-9 - B.S. (http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/special-education-comprehensive-unified-special-education-k12-elementary-middle-bs/)

Certificate

- Certificate: Adaptive Music (http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/adaptive-music-certificate/)
- Certificate: Interprofessional Early Intervention (http://catalog.uwec.edu/undergraduate/education-human-sciences/special-education-inclusive-practices/interprofessional-early-intervention/)