SPECIAL EDUCATION, UNIFIED EARLY CHILDHOOD, COMPREHENSIVE MAJOR

(Code 950-098)

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 36  
Academic Concentrations  
Grade Point Requirements 2  
Total 2.00 average  
Resident 2.00 average  
Major 2.00 average  
Minor 2.00 average  
Certificate 2.00 average  

University Residency Requirements  
Minimum total 30  
Senior year 23  
Major, Standard, upper division in residence 12  
Major, Comprehensive, upper division in residence 21  
Certificate 25 percent of 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 UW-Eau 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 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 Restrictions

Satisfactory/Unsatisfactory

Total degree credit maximum 12  
Major, Standard maximum 1 course  
Major, Comprehensive maximum 2 courses  

Credit by Examination

Total degree credit maximum ¼ of total  
Major or minor maximum ½ of total  

Two-Year College Credits

Total degree credit maximum 72 credits  

Activity credit (band, chorus, drama, KINS 100-184)

Total KINS 100-184 maximum 1 credit  
Total Band, chorus, drama maximum 12 credits  
Single course band, chorus, drama maximum 4 credits  

Extension credits

UW-System no maximum  
Other extension/ correspondence maximum ¼ 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 four learning goals of our liberal education core and the 11 learning outcomes they comprise.
LIBERAL EDUCATION CORE REQUIREMENTS

Knowledge Goal

Knowledge Outcome 1 (K1): Natural Sciences
Two (2) learning experiences
One experience in laboratory science must be selected from either K1 or K2.

Knowledge Outcome 2 (K2): Social Sciences
Two (2) learning experiences
One experience in laboratory science must be selected from either K1 or K2.

Knowledge Outcome 3 (K3): Humanities
Two (2) learning experiences

Knowledge Outcome 4 (K4): Fine Arts
One (1) learning experience

Skills Goal

Skills Outcome 1 (S1): Written and Oral Communication
Two (2) learning experiences
One S1 must meet the University Writing Requirement

Skills Outcome 2 (S2): Mathematics
One (1) learning experience
One S2 to meet the University Mathematics Requirement

Skills Outcome 3 (S3): Creativity
One (1) learning experience

Responsibility Goal

Responsibility Outcome 1 (R1): Equity, Diversity, and Inclusivity
Two (2) learning experiences
One R1 must satisfy Design for Diversity

Responsibility Outcome 2 (R2): Global Perspectives
One (1) learning experience

Responsibility Outcome 3 (R3): Civic and Environmental Issues
One (1) learning experience

Integration Goal

Integration Outcome 1 (I1): Integration
Two (2) learning experiences

Service-Learning Goal

Service-Learning
30 hours

College Degree Requirements

University Requirements in Teacher Education in the College of Education and Human Sciences

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:
   - Resident: 2.75 average
   - Total: 2.75 average
   - Major: 2.75 average
   - Minor (for certification only): 2.75 average
3. Residency requirements:
   - Minimum Total: 30 credits
   - Senior Year: 23 credits
   - Major, in upper division courses: 12 credits
   - Comprehensive Major, in upper 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).

Special Education

SLD/MC-EA Regular Education follow Middle Childhood through Early Adolescence

Liberal Education Requirements are listed in the table below:

<table>
<thead>
<tr>
<th>Knowledge Goal</th>
<th>Skills Goal</th>
<th>Responsibility Goal</th>
<th>Integration Goal</th>
<th>Service-Learning Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2 (Social Sciences)</td>
<td>PSYC 260 Educational Psychology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 (Mathematics)</td>
<td>MATH 303 Probability and Statistics in Grades 1-8 (included in major)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3 (Creativity)</td>
<td>SPED 476 Professional Practices in Special Education (included in major)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1 (Equity, Diversity, Inclusivity)</td>
<td>ES 385 Social Foundations: Human Relations (included in major)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R3 (Civic and Environmental Issues)</td>
<td>SPED 200 Introduction to Diverse Learners (included in major)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I1 (Integration)</td>
<td>SPED 476 Professional Practices in Special Education (included in major)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND another learning experience</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
1. Approval by the appropriate department in the College of Education and Human Sciences. See Education Studies and Special Education sections of this catalog for criteria to be considered in making these recommendations.
2. Pre-education status.
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. SPED 205, ES 203, ES 212 or the equivalent) with a grade of B- 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.

**Retention in Professional Education Programs**

Students who are in good standing in the University, but are having difficulty meeting the College of Education and Human Sciences criteria for professional education programs are strongly advised to seek the counsel of their advisor and/or the Associate Dean of the College of Education and Human Sciences regarding their continuation in the program. A student may continue in the program while in good standing or after receiving an Academic Warning. (See Academic Standing and Progress.) However, if placed on probation or if readmitted after a first suspension, the student may continue in the program only upon recommendation of the department concerned (Education Studies or Special Education). After a second suspension, the student may not continue in the professional education program.

**Major Requirements**

(Code 950-098)

This program is designed for the student who wants teacher licensure in Early Childhood: Special Education and Early Childhood: Regular Education (birth through Grade 3).

**Requirements for Licensure:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 257</td>
<td>Normal Communication Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 411</td>
<td>Facilitating Communication in Preschool Children</td>
<td>2</td>
</tr>
<tr>
<td>MATH 201</td>
<td>Number and Operations I</td>
<td>2</td>
</tr>
</tbody>
</table>

**Special Education, Unified Early Childhood, Comprehensive Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 202</td>
<td>Number and Operations II</td>
<td>2</td>
</tr>
<tr>
<td>MATH 303</td>
<td>Probability and Statistics in Grades 1-8</td>
<td>2</td>
</tr>
<tr>
<td>ES 286</td>
<td>Technology &amp; Special Education</td>
<td>1</td>
</tr>
<tr>
<td>ES 301</td>
<td>General Education Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ES 385</td>
<td>Social Foundations: Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>LMED 305</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPED 200</td>
<td>Introduction to Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 205</td>
<td>School and Community Experience in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 301</td>
<td>Observation and Participation with Students without Disabilities in Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 306</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 331</td>
<td>Special Education Procedures and General Methods</td>
<td>2</td>
</tr>
<tr>
<td>SPED 401</td>
<td>Assessment of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 402</td>
<td>Collaboration and Consultation</td>
<td>2</td>
</tr>
<tr>
<td>SPED 404</td>
<td>Pre-Student Teaching Experience with Individuals with Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 423</td>
<td>Characteristics and Interventions for Young Children with Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 431</td>
<td>Reading/Writing Remediation, Assessment, and Diagnosis for Students with Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 472</td>
<td>Student Teaching in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 476</td>
<td>Professional Practices in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>UEC 220</td>
<td>Introduction to Inclusive Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>UEC 321</td>
<td>Observation and Inclusive Assessment of Young Children</td>
<td>2</td>
</tr>
<tr>
<td>UEC 322</td>
<td>Inclusive Play and Sensory Exploration in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>UEC 324</td>
<td>Language and Cultural Diversity in Inclusive Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>UEC 421</td>
<td>Early Childhood Pre-Primary Methods</td>
<td>3</td>
</tr>
<tr>
<td>UEC 422</td>
<td>Pre-Primary Practicum</td>
<td>2</td>
</tr>
<tr>
<td>UEC 424</td>
<td>Inclusive Numeracy and Math: 0-8</td>
<td>3</td>
</tr>
<tr>
<td>UEC 425</td>
<td>Integrated Curriculum and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>UEC 426</td>
<td>Infant and Toddler Intervention and Programming</td>
<td>3</td>
</tr>
<tr>
<td>UEC 470</td>
<td>Student Teaching in Early Childhood (ECSE)</td>
<td>4</td>
</tr>
<tr>
<td>UEC 470</td>
<td>Student Teaching in Early Childhood (Pre-pri)</td>
<td>4</td>
</tr>
<tr>
<td>UEC 470</td>
<td>Student Teaching in Early Childhood (primary)</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: Current community first aid and CPR certification is required.

NOTE: Birth-to-3 observation hours are required.
NOTE: No degree credit may be earned under the Satisfactory/Unsatisfactory option in required special education courses except SPED 205 and SPED 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 B- or above in all special education courses and earn a B- or above in student teaching in order to be recommended for licensure.