

# EXCEPTIONAL EDUCATION, BS: K4-12 SPECIAL EDUCATION

Special education certification in the state of Wisconsin has undergone changes in the grade levels associated with specific licenses. The UWM Special Education program is adapting curriculum to prepare students to teach in K4-12 settings, including extensive fieldwork. This program prepares students to work in urban settings and takes place in close partnership with local school districts.

The UWM School of Education’s urban mission is upheld in the special education program’s commitment to preparing pre-service teachers to meet the needs of diverse populations. Students are admitted into the program upon admission to the University and completion of pre-professional coursework. It is possible to complete the program in four years. This is a field-based program involving gradual and extensive work in urban schools. Upon successful completion of all student teaching requirements, including state required assessments, students will be licensed to teach in special education.

## Requirements

### General Education Requirements (GERs)

UW-Milwaukee has General Education Requirements (<https://catalog.uwm.edu/policies/undergraduate-policies/#generaleducationtext>) that must be met in order to earn a bachelor’s degree. Some of the requirements of your program may fulfill the campus GERs. Please review the requirements and consult with your academic advisor.

### Admission to Program (p. 3)

#### Program Core

Code	Title	Credits
MATH 175	Mathematical Explorations for Elementary Teachers I (OWC-QLA)	3
MATH 176	Mathematical Explorations for Elementary Teachers II (OWC-QLB)	3
COMMUN 103	Public Speaking (GER-HU)	3
ED POL 375	Cultural Foundations of Education	3
SOCIOL 224	Race and Ethnicity in the United States (GER-SS, CD)	3
CURRINS 300	Introduction to Teaching: Colloquium and Fieldwork	3
ED PSY 330	Introduction to Learning and Development	3
CURRINS 545	Reading in the Content Areas: Middle, Junior, and Senior High School	3
Choose one:		3
EXCEDUC 300	The Exceptional Individual	
EXCEDUC 600	Survey of Exceptional Education	
EXCEDUC 605	Child, Learner, Disabilities	
<i>Highly recommended (fulfills GER)</i>		
CURRINS 233	Introduction to Children’s and Young Adult Literature	

CURRINS 234	Teachers as Writers (Preferred course; GER-UWCB, HU)
ART ED 130	Multicultural Art and Visual Learning in Elementary Education (Preferred course; GER-A, CD)
COMSDIS 210	Survey of Communication Disorders (Preferred course; GER-SS)
Choose one: <sup>1</sup>	
ANTHRO 213	American Indian Peoples of Wisconsin (GER-CD, SS)
AIS 203	Western Great Lakes American Indian Community Life of the Past (GER-CD, SS)
ENGLISH 276	Introduction to American Indian Literature: (GER-CD, HU)
HIST 263	North American Indian History Since 1887 (GER-CD, HU)

**Total Credits** **27**

<sup>1</sup> Non-Western History or Contemporary Culture and Minority Group Relations (Act 31) statutory requirements can both be met by taking one class.

### Professional Requirements

Code	Title	Credits
<i>Year 1 - Fall</i>		
CURRINS 306	Initial Clinical Experience in Elementary and Middle Education	1
CURRINS 536	Literacy 1: Assessing and Teaching Early Literacy	3
CURRINS 561	Mathematics Learners in Special Education I	3
EXCEDUC 586	Teaching Experience I	1
EXCEDUC 595	Technology Applications for Diverse Learners	3
EXCEDUC 635	Individualized Planning & Instructional Methods	3
<i>Year 1 - Spring</i>		
CURRINS 562	Mathematics Learners in Special Education II	3
EXCEDUC 486	Linking Seminar: Developing Reflective Practice	1
EXCEDUC 586	Teaching Experience I	1
EXCEDUC 636	Curriculum Accommodations	3
EXCEDUC 681	Literacy II	3
EXCEDUC 662	Collaborative Strategies	3
<i>Year 2 - Fall</i>		
CURRINS 541	Principles and Methods of Teaching ESL	3
EXCEDUC 532	Assessment and Monitoring	3
EXCEDUC 587	Teaching Experience II	3
EXCEDUC 601	Behavioral Supports	3
EXCEDUC 679	Critical Issues in Transition Planning for Students with Disabilities	3
<i>Year 2 - Spring</i>		

EXCEDUC 488	Linking Seminar: Professional Development	1
EXCEDUC 588	Teaching Experience III	9
EXCEDUC 574	Curriculum Accommodations II: Primary/Middle	3
<b>Total Credits</b>		<b>56</b>

### Exceptional Education Degree, K4-12 Special Education Submajor Completion Requirements

- Completion of University GER;
- At least 30 program credits must be earned in residence at the University of Wisconsin-Milwaukee, following admission to the program; and
- Completion of a minimum 120 degree credits.

### Second Degree, One Year Pathway

For individuals with a bachelor's degree and previous education certification.

#### Professional Requirements

Code	Title	Credits
<i>Summer 1</i>		
EXCEDUC 662	Collaborative Strategies	3
EXCEDUC 680	Literacy I	3
<i>Fall 1</i>		
EXCEDUC 587	Teaching Experience II	3
EXCEDUC 635	Individualized Planning & Instructional Methods	3
EXCEDUC 601	Behavioral Supports	3
CURRINS 561	Mathematics Learners in Special Education I	3
<i>Spring 1</i>		
EXCEDUC 588	Teaching Experience III <sup>2</sup>	3
EXCEDUC 636 or EXCEDUC 574	Curriculum Accommodations Curriculum Accommodations II: Primary/ Middle	3
EXCEDUC 681	Literacy II	3
<i>Summer 2</i>		
EXCEDUC 679	Critical Issues in Transition Planning for Students with Disabilities	3
Choose one:		3
ED POL 530	Urban Education: Foundations	
ED POL 534	Students Placed At Risk (Causes)	
ED POL 535	Educating Students Placed At Risk	
<i>Fall 2</i>		
EXCEDUC 588	Teaching Experience III	3
EXCEDUC 532	Assessment and Monitoring	3
CURRINS 561	Mathematics Learners in Special Education I	3
<i>Spring 2</i>		
EXCEDUC 488	Linking Seminar: Professional Development	1
EXCEDUC 574 or EXCEDUC 636	Curriculum Accommodations II: Primary/Middle Curriculum Accommodations	3
CURRINS 562	Mathematics Learners in Special Education II	3
<b>Total Credits</b>		<b>33</b>

<sup>2</sup> An additional 1-3 credits of EXCEDUC 588 may be required in the following fall semester for students who do not demonstrate consistent levels of performance in their field placement.

### Second Degree, Two Year Pathway

For individuals with a bachelor's degree and no previous education certification.

#### Professional Requirements

Code	Title	Credits
<i>Summer 1</i>		
EXCEDUC 605 or EXCEDUC 600	Child, Learner, Disabilities Survey of Exceptional Education	3
EXCEDUC 662	Collaborative Strategies	3
EXCEDUC 680	Literacy I	3
<i>Fall 1</i>		
EXCEDUC 586	Teaching Experience I	1
EXCEDUC 601	Behavioral Supports	3
EXCEDUC 635	Individualized Planning & Instructional Methods	3
<i>Spring 1</i>		
EXCEDUC 587	Teaching Experience II	3
EXCEDUC 636 or EXCEDUC 574	Curriculum Accommodations Curriculum Accommodations II: Primary/ Middle	3
EXCEDUC 681	Literacy II	3
EXCEDUC 486	Linking Seminar: Developing Reflective Practice	1
<i>Summer 2</i>		
EXCEDUC 679	Critical Issues in Transition Planning for Students with Disabilities	3
Choose one:		3
ED POL 530	Urban Education: Foundations	
ED POL 534	Students Placed At Risk (Causes)	
ED POL 535	Educating Students Placed At Risk	
<i>Fall 2</i>		
EXCEDUC 588	Teaching Experience III	3
EXCEDUC 532	Assessment and Monitoring	3
CURRINS 561	Mathematics Learners in Special Education I	3
<i>Spring 2</i>		
EXCEDUC 488	Linking Seminar: Professional Development	1
EXCEDUC 574 or EXCEDUC 636	Curriculum Accommodations II: Primary/Middle Curriculum Accommodations	3
CURRINS 562	Mathematics Learners in Special Education II	3
<b>Total Credits</b>		<b>48</b>

#### Certification Requirements

- Demonstration of content knowledge proficiency through one of the following:
  - Achieve a cumulative grade point average of 3.0 or higher in prescribed content knowledge coursework (p. 3);
  - A passing score on the PRAXIS Subject Assessment #5146; or
  - A Content Knowledge Portfolio.
- Evidence of pedagogical knowledge proficiency;
- Evidence of pedagogy and pedagogical content knowledge related to teaching reading;
- Completion of ACT 31 requirement;

- Minimum cumulative GPA of 2.75 in all UWM and transfer courses; and
- Minimum cumulative GPA of 2.75 and a C or better in all professional courses.

## Advance to Major Program Admission Requirements

- At least 45 credits completed;
- Minimum cumulative grade point average of 2.5;
- Grade of C or better in CURRINS 300 and a positive field evaluation or equivalent;
- Grade of C or better in MATH 175 and ENGLISH 102 (or placement of 4 or higher on English placement test);
- Approved CBC;
- Successful application and interview; and
- For Second Degree candidates, bachelor's degree.

## Benchmarks Student Teaching

Students must complete paperwork in order to be assigned a student teaching placement. To determine your deadline (February or April), visit the Office of Clinical Experiences website (<https://uwm.edu/education/academics/clinical-experiences/>).

### Content Knowledge Coursework

A 3.0 cumulative GPA in 6 of the content-focused courses below meets the DPI content knowledge proficiency requirement.

Code	Title	Credits
<b>English - choose two of the following:</b>		<b>6</b>
ENGLISH 102	College Writing and Research	
CURRINS 234	Teachers as Writers	
EXCEDUC 681	Literacy II	
Or course with equivalent content		
<b>Math - choose two of the following:</b>		<b>6</b>
MATH 175	Mathematical Explorations for Elementary Teachers I	
MATH 176	Mathematical Explorations for Elementary Teachers II	
CURRINS 561	Mathematics Learners in Special Education I	
CURRINS 562	Mathematics Learners in Special Education II	
Or course with equivalent content		
<b>Social Studies - choose one of the following:</b>		<b>3</b>
SOCIOL 224	Race and Ethnicity in the United States	
GER-SS		
Or course with equivalent content		
<b>Science - choose one of the following:</b>		<b>3</b>
CES 210	Introduction to Conservation and Environmental Science	
GER-NS or NS+		
Or course with equivalent content		

## Portfolio/Performance Reviews

Conducted at the end of each semester and formal portfolio review at the end of Year 1. A favorable performance review is required to continue in the certification program.

## Evidence of pedagogy and pedagogical content knowledge related to teaching reading

- Depending on pathway: CURRINS 536 and EXCEDUC 681 or EXCEDUC 680 and EXCEDUC 681 with a grade of B- or better;
- Feedback and coaching from an expert of reading instruction;
- Portfolio of evidence demonstrating competence in phonemic awareness, phonics, vocabulary, reading, comprehension, and fluency.

## Undergraduate Advising

Our purpose is to provide collaborative, mentoring relationships which promote educational, career, and professional development. We value a student-centered, holistic, and ethical approach to advising based on strong partnerships with students, faculty and staff, and the larger campus community. We are committed to creating a respectful and supportive environment. We encourage students to be self-reliant through informed decisions and choices based upon dissemination of accurate information. We value our own continuous professional development to enhance the quality of the advising experience.

### How to Prepare for an Advising Meeting

- Review your Advisement Report in PAWS (<http://uwm.edu/registrar/academic-unit-services/paws-academic-advisement/>).
- Come prepared with questions or topics for discussion.
- Make a list of courses you think you should take.
- Investigate opportunities to prepare for the job you want.
- Keep a record of your academic progress.
- Understand you are ultimately responsible for creating your educational, life, and career plans.
- Maintain honest and open communication with your advisor.
- Take responsibility for choices you make as a student and member of the UW-Milwaukee community.

### Scheduling an Appointment

Office of Student Services  
 Enderis Hall, Room 209  
 (414) 229-4721  
[soeinfo@uwm.edu](mailto:soeinfo@uwm.edu)

## Graduate Advising

If you are a School of Education graduate student, you may schedule an appointment with your faculty advisor by contacting your faculty advisor directly. Faculty contact information can be found in the People Directory (<https://uwm.edu/education/people/>). Your faculty advisor will be listed in your PAWS account.

## Accelerated Program Option

This program is offered as part of an accelerated graduate program. For more information, see Accelerated Graduate Degrees (<https://catalog.uwm.edu/opportunities-resources/accelerated-graduate-degrees/>).

## Honors in the Department of Teaching and Learning

Departmental Honors are granted to students who have achieved a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester.

## College of Community Engagement and Professions Dean's Honor List

GPA of 3.750 or above, earned on a full-time student's GPA on 12 or more graded credits in a given semester.

## Honors College Degree and Honors College Degree with Distinction

Granted to graduating seniors who complete Honors College requirements, as listed in the Honors College (<https://catalog.uwm.edu/honors-college/>) section of this site.

## Commencement Honors

Students with a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester, will receive all-university commencement honors and be awarded the traditional gold cord at the December or May Honors Convocation. Please note that for honors calculation, the GPA is **not** rounded and is truncated at the third decimal (e.g., 3.499).

## Final Honors

Earned on a minimum of 60 graded UWM credits: Cum Laude - 3.500 or above; Magna Cum Laude - 3.650 or above; Summa Cum Laude - 3.800 or above.