

SPE 101: SPECIAL EDUCATION

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In Workflow

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Approval Path

1. Fri, 23 Apr 2021 00:14:53 GMT
Melinda Leko (leko): Approved for RP & SE Dept. Approver

History

1. Sep 18, 2018 by clmig-smenda
2. Oct 22, 2018 by Melissa Schultz (mrschultz3)
3. Apr 25, 2019 by meharris2
4. Apr 24, 2020 by Barbara Gerloff (bgerloff)
5. May 7, 2020 by Barbara Gerloff (bgerloff)
6. May 13, 2020 by Karen Mittelstadt (mittelstadt)

Date Submitted: Thu, 22 Apr 2021 20:08:58 GMT

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Last approved: Wed, 13 May 2020 16:33:26 GMT

Last edit: Mon, 03 May 2021 20:55:53 GMT

Changes proposed by: sychta

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

| Name |
|--------------------|
| Barb Gerloff - EDU |

Proposal Abstract/Summary:

The School of Education's Department of Curriculum and Instruction and Department of Rehabilitation Psychology and Special Education propose a restructuring of the Elementary Education/Special Education Dual Certification Program. This restructuring includes the revision of course sequences throughout the program, the development of one new course, and the creation of two new named options (including the dual cert option), along with plans to phase out the existing named options. The program's learning outcomes will not change.

As a consequence of licensing changes made by the Wisconsin Department of Public Instruction, the Elementary Education and Special Education Programs are revising their named options to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to rethink what preparation tomorrow's teachers need and ensure that students can complete their undergraduate degree in the Elementary Education or Special Education Programs in four academic years.

In addition to the proposed changes to the Dual Certification named option, the Special Education program is developing new named options with a focus on early childhood special education. Two new options will prepare graduates to work as educators and early interventionists for children with disabilities, birth - grade 3 and birth - grade 12. The third new named option is cross categorical special education K-12. The requirements for this "new" named option mirror those of the current Special Education BSE degree.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State:

Active

Type of Program:

Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Undergraduate

Parent Home Department:

Home Department:

Rehab Psych and Special Educ (RP & SE)

Parent School/College:

School/College:

School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Award:

Bachelor of Science-Education

Other Award Name:

SIS Code:

SPE 101

SIS Code (BS):

SIS Description:

Special Education BSE

SIS Description (BS):

Transcript Title:
Special Education

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

101MCEASP: Mid Child-Early Adolescence
Parent Plan 1195: No Title Found
Parent Plan 1216: No Title Found
Parent Plan 1219: No Title Found
Parent Plan 1224: No Title Found
Parent Plan 1228: No Title Found

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

| Role Type | Name (Last, First) | Email | Phone | Title |
|-------------------------------|--------------------------|-----------------------|--------------|-------|
| Department Chair | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Primary Contact | Armstrong Alfstad, Kayla | armstrongalf@wisc.edu | | |
| Faculty Director | Ruppar, Andrea | ruppar@wisc.edu | 6082635791 | |
| Primary Dean's Office Contact | Gerloff, Barbara | bgerloff@wisc.edu | 608/262-4544 | |

List the departments that have a vested interest in this proposal.

| Departments |
|-----------------------------------------|
| School of Education (EDUCATION) |
| Curriculum and Instruction (CURR INSTR) |

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Yes

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

Additional Certification Requirements

Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW-Madison. These requirements include those required by UW-Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Disclosure Statement and Criminal Background Investigation

Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

Criminal Background Investigation (CBI)

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK-12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the

appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

Environmental Education

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

Student Teaching and Assessment

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of *Become a Teacher* (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

Content Proficiency

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

Wisconsin Foundations of Reading Test

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

Teacher Performance Assessment (edTPA)

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

Field Experiences

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

Pre–Student Teaching Practicum

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

Withdrawing From/Failing Field Experience Assignments

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

Minority Group Relations and Conflict Resolution

Minority Group Relations

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

Conflict Resolution Requirement

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

Phonics

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

Cooperatives

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to

meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

Applying for a Teaching License

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence level*. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of “Endorsed Candidate for Licensure” (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is “posted” by the registrar’s office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email (mlpatton@wisc.edu) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

First term of student enrollment:

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

Students will be admitted to the new named options as early as fall 2022. Upon approval, the campus and the admissions office will be notified of the new named options.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

What is the market, workforce, and industry need for this program? Provide evidence.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

What is the rationale for this change?

Recently, the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI changes have prompted the Elementary Education program and the Special Education program to undergo revision, including the Elementary Education/Special Education dual cert named option. DPI is moving from developmental levels in their licensing structure to grade levels, prompting Special Education to become a cross-categorical license (Kindergarten - 12th grade) rather than Middle-Child to Early Adolescence. The Special Education program is also proposing three new named options, in addition to the dual certification option referenced above. The Special Education Cross Categorical K-12 option will prepare students to work in a K-12 setting, while the Early Childhood Special Education (ECSE) options provide an opportunity for students to pursue licensure in ECSE birth - grade 3 and ECSE/Special Education birth - grade 12.

What evidence do you have that these changes will have the desired impact?

Future educators enrolled in the dual certification option (Elementary Ed/Special Ed) need instruction in how to teach diverse populations and the complex issues associated with these populations. The proposed changes to the Elementary Ed/Special Ed Dual Cert Program will further ensure that students will be ready to effectively teach all students. The redesigned curriculum is grounded in inclusive educational strategies to provide students a context by which to examine equity concerns.

Currently, UW-Madison does not have a program that focuses on early childhood special education, nor does it have a pathway to state certification in this area. Statewide and nationally, there is a dire shortage of qualified special educators who are able to support the needs of children with disabilities at early age levels (i.e., birth - grade 3). Every year, the Special Education program has students

who express interest in pursuing a program in early childhood special education. This persistent student interest, coupled with the recent licensure changes, prompted the creation of new named options.

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting equity, inclusivity, and accessibility are longstanding goals of the Special Education program. The program's mission statement, "...preparing leaders to serve as resources and advocates for persons with disabilities..." is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity through coursework such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, as well as in the various field-based experiences across school settings.

Field-based experiences shape special education teacher candidates to become educators who promote social justice through multicultural education and critical reflection. A major component of all field-based experiences is reflection on how current systemic issues within schools and classrooms do or do not promote social justice for students with disabilities. The Early Childhood Special Education named option within the Special Education program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms. Program faculty will ensure field experience sites promote inclusive practices so that teacher candidates have opportunities to work with students with heterogeneous needs.

Parent Value

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Special Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. Some of these avenues include the Forward Madison partnership with MMSD and participation in the FIG program. Specifically, the department offers a FIG course on diversity in special education.

The program is also currently working closely with the Teacher Education Center and the Education Student Services office to develop a direct transfer program from Madison College. As a result, recruiting from Madison College has the potential to increase the UW's Special Education Program's diversity within the student population. In addition, the Teacher Education Center has hired a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education.

The special education teacher education committee meets monthly to discuss individual students who might be struggling. Part of these discussions is to consider supports that students may need including, meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. The student services coordinator regularly contacts students to schedule advising sessions to discuss opportunities to engage in volunteer and paid experiences, program requirements, and progress towards degree completion.

Parent Value

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Rehabilitation Psychology and Special Education Department is committed to hiring underrepresented minorities for faculty and staff positions. As a subset of the department, the Special Education Program does the utmost to hire supervisors, faculty, and staff of color. In preparation for this named option program, the RPSE department hired two new tenure-line faculty, both of whom identify as scholars of color. The RPSE department works closely with the SoE Office of Diversity, Equity, and Inclusion before posting a new faculty or staff position in order to reach a broader pool of candidates from diverse backgrounds.

Through an SoE initiative led by the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program is represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on campus and off-campus who are interested in becoming teachers. Recently, the Special Education program was highlighted on La Movida, the local

Spanish-speaking radio station in Madison, to raise awareness of the need for people of color in special educator roles, as well as bilingual speakers.

Additionally, program staff frequently discuss and consider issues of minority representation in curriculum and teaching. For example, Special Education faculty and staff collaborate with one another to host a Lunch & Learn each month to discuss equity and diversity issues. Faculty and staff attend conferences, professional workshops, and campus lectures that examine diversity in education.

Research in the area of equity and inclusion in teaching and learning spaces is a focus for our faculty. One particular faculty-led research initiative focuses on the implementation of culturally responsive positive behavioral interventions and supports framework through Learning Labs. In this project, faculty, graduate students, and preK-12 educators and students participate in mutually beneficial opportunities to promote positive outcomes for students from culturally and linguistically diverse backgrounds.

Parent Value

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive. Special Education Program faculty and staff have been actively engaged in supporting these efforts. Advisors from the SoE Education Student Services office participate in the Special Education Teacher Education monthly committee meetings. SoE faculty and staff also participate in campus-wide recruitment fairs. The RPSE department has also engaged in targeted recruitment of students of color through the Forward Madison program. The Madison College pathway is one of the many strategies to increase the diversity of students and, by extension, to help diversify the Wisconsin teacher workforce. Additionally, the revised core program can be completed in 60 credits making it possible for students from Madison College to transfer to UW-Madison and complete the program in two years.

Parent Value

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

What resources are available to support faculty, staff, labs, equipment, etc.?

Program advisor(s) with title and departmental affiliation(s).

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

The program is prepared to cover all changes to the curriculum. The program has notified the SoE Student Services Office of changes to the curriculum.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

No additional resources are needed.

Are new Library resources needed to support this program?

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

50% or more of the curriculum will change

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

The creation of the new named options in Special Education was prompted by the Wisconsin Department of Public Instruction's changes to teaching licenses, moving from developmental levels to grade levels. The Special Education program and the Elementary Education program have collaborated to create a new dual certification option to meet these requirements.

Special Education is also proposing new options in early childhood special education to address student interest, as well as the licensure changes. Incoming students will enroll in the new named options starting Fall 2022. These changes won't have a large impact on students currently enrolled, who will shift to the Cross-Categorical k-12 named option, which mirrors the current program.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

Program Admission Overview

Undergraduate students generally apply to the professional part of the Special Education degree program in their sophomore year. Selection is made during the spring semester. Currently, students are admitted to the program once a year, effective for the summer following selection. Once admitted, students typically spend four semesters completing their remaining coursework.

Information about application procedures for the Elementary-Special Education dual teacher certification option is available in the Elementary Education (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/>) section of the Guide.

Entering the School of Education

New and Current UW–Madison Students

New freshmen and transfer students interested in special education are admitted directly to the School of Education with a “pre-professional” classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in special education receive the “pre-professional” classification of PSR.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (<http://guide.wisc.edu/#Last%2060%20Credits%20Rule>)). It is not necessary to be a “pre-professional” student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 to schedule an appointment with an advisor.

Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admissible to the University to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; to schedule, call 608-262-1651.

Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an *Education Special student* or a *second degree student*, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this “certification only” coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Application and Admission

Certification to teach special education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the special education program one a year, effective for summer following selection. Resources limit the number of students who can be served by the UW–Madison Special Education Teacher Education Program. In recent years the program has been able to accommodate all qualified applicants; however, if the number of qualified applicants exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

- complete at least 40 transferable college-level credits by the end of the fall semester before application.
- successfully complete RP & SE 300 Individuals with Disabilities (3 cr) by the end of the summer semester of the application year.
- earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.¹
- submit all program application form(s), transcripts, and other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.
- Note: In previous years, applicants to teacher education programs were required to submit scores from one of the following exams: ACT, SAT, Praxis I/PPST, Praxis Core, or GRE. Under emergency rules announced by the Wisconsin Department of Public Instruction, no applicants need to submit scores for any exam as a component of their application to this program. The exam requirement was officially removed by the School of Education on November 15, 2017.

1

A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

Two grade point averages will be calculated to determine candidates' eligibility for program consideration. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Program Selection Criteria

The special education faculty will review all completed applications that meet eligibility criteria. When reviewing an application, special education faculty want to learn as much about the applicant as possible and will make every effort to take into account the whole person. Applicants are encouraged to provide, in writing, whatever they would want to share in a face-to-face interview.

The selection committee members will consider several factors when selecting students for the program. Although the grade point average (GPA) is considered an important indicator of success, it is not the only basis on which applicants will be selected for admission. Trends in the applicant's grades, difficulty of course load, and outside work load will be considered (see factors 1, 2, and 3 below).

In addition to the GPA, faculty will consider the following factors:

- **College grading and course selection pattern.** Transcripts will be examined individually. Account will be taken whether an applicant has clearly followed an unusually easy or difficult pattern of courses or if the GPA reflects a poor grade in an exceptionally difficult subject area.
- **Trends of college grades.** An applicant who started very poorly or showed a decline in their early phases of college, but performed strongly in later college years, may be judged more favorably than another with the same GPA but level or declining record.
- **Diversity of experience or background.** Work/life experience, college activity, political activity, and other experiences or background that adds a diverse perspective to the special education student body may work in the applicant's favor. Volunteer or paid work with people with disabilities will be taken into account in the selection process. Volunteer or paid work with people from a background different than the applicant's may also be taken into account in the selection process.
- **Writing sample (Statement of Purpose).** Application materials must include an essay in which the applicant gives reasons for becoming a special education teacher. Writing is so important in the professional life of teachers and in the teacher education program that the quality of the applicant's writing will be taken into account in making admissions decisions.
- **Letters of recommendation.** Recommendation letters will play an important role in helping the selection committee judge the applicant's prospects for academic success in the program. Careful, thoughtful letters from mentors, teachers, or employers will provide information about the applicant's intellect, imagination, or prospects for becoming a successful teacher. Working with people with disabilities will be taken into account in the selection process. Working with people from a background different than the applicant's may also be taken into account in the selection process.
- **Other factors.** The program's quest for diversity leads the selection committee to take into account fully qualified applicants from under-represented groups. Race, ethnicity, cultural, geographic background, and economic disadvantage are among the factors that will be considered, taking into account the needs of the schools. A full-time or extra heavy part-time work load will be considered a factor in close cases.

Criminal Background Investigation

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher

education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean's Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

An individual who is deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the academic dean in the School of Education Student Services office.

Describe plans for recruiting students to this program.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Yes

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Advisors from the School of Education Student Services meet with prospective students and their families to discuss SoE programs and explain various requirements. Once a student is admitted to the university, they are assigned a student services advisor who will counsel them to complete the program application, requirements, and prerequisite courses. Students also work with advisors in the SoE Career Center. These advisors confirm a students' interest in the program and teaching profession. Pre-professional students work with their advisor to formulate a back up plan in the event that they are not accepted into the program. If students are not admitted to the Special Education Program, they will be counseled by their advisor as they determine their next steps. In recent years, the Special Education program has admitted 100% of its applicants.

Projected Annual Enrollment:

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

School of Education Liberal Studies Requirements

Will this program have Honors in the Major?

No

Parent Requirements

Guide Requirements tab

Program Structure

The Special Education program has four primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Professional education* coursework includes an examination of the schools' relationship to our society and the processes by which students grow and learn.
- *Core Requirements* offer an in-depth study of Special Education, including a four-semester *professional sequence* of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- *Elective* coursework is taken to reach the required minimum of 120 credits.

Special Education Options - Select One Elective Coursework

Complete additional coursework to reach the minimum of 120 credits.

GPA and Other Graduation Requirements

Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty advisor(s) to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.
- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

Degree Audit (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar’s website (<https://registrar.wisc.edu/dars-student/>).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

View as listView as grid

- [Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert \(http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/\)](http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/)

Additional Certification Requirements and Applying for a License

In addition to completing UW–Madison’s program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program’s requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW–Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/#certificationlicensuretext>)

Total credits required:

120

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

List the program learning outcomes.

| Outcomes – enter one learning outcome per box. Use the green + to create additional boxes. | |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | (Professionalism) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner. |
| 2 | (Collaboration and Communication) Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities. |
| 3 | (Assessment) Collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction. |
| 4 | (Special Education Evaluation and Individualized Educational Planning) To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process. |
| 5 | (Instructional Planning) Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum. |
| 6 | (Instructional Presentations) Present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals. |
| 7 | (Classroom Management) Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students. |

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Student learning is assessed in two ways: (1) students are assessed during their student teaching experiences via a written rubric, and (2) students complete a survey reflecting on their own learning at the end of the program. The Special Education Teacher Education committee reviews assessment outcomes, writes a summary report, and makes recommendations for improvement. Special Education area faculty monitor implementation of recommendations.

Department Approved Assessment Plan:

UGR_Assessment_Plan_SpecialEducation_Updated 4 14 21.docx

Related Programs

List majors and certificates that may not be earned in combination with this program.

Select Majors and Certificates, enter one per box. Use the green + to create additional boxes.

Certificate in Disability Rights and Services

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

These changes were approved by the Department of Rehabilitation Psychology & Special Education on 3/1/2021 .

Entered by:

Maddie Sychta

Date entered:

04/26/2021

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

Undergraduate

SIS Program Code:

SPE

SIS Program Code (BS):

SIS Short Description:

Special Ed

SIS code for additional major:

SIS code for intended major:

PSR 101

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

| Plan code (10 characters) | Plan description (30 characters) |
|---------------------------|----------------------------------|
| EESP101 | Special Education BSE |

Diploma Text:
Bachelor of Science-Education

Diploma Text 2:

Degree:
272

Degree (BS):

Field of Study:
Social Science

Program Length:
4

National Student Clearing House Classification:
Bachelors

Plan Group:
101

Educational Level:
Bachelors degrees

Award Category:
Bachelor's

Enrollment Category:
Undergraduate

CIP Code:
13.1001 - Special Education and Teaching, General.

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:
Yes

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Key: 861

: SPECIAL EDUCATION CROSS CATEGORICAL K-12

Export to PDF
Add Comment

In Workflow

1. RP & SE Dept. Approver (leko@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; jloeffelholz@wisc.edu; sychta@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu; jlmilner@wisc.edu; meyoung@wisc.edu; mittelstadt@wisc.edu)
5. UAPC Approver (jkscholz@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; laleininger@wisc.edu; mittelstadt@wisc.edu)
6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

Approval Path

1. Wed, 03 Mar 2021 22:43:19 GMT
Melinda Leko (leko): Approved for RP & SE Dept. Approver

New Program Proposal

Date Submitted: Wed, 03 Mar 2021 22:41:50 GMT

Viewing: : Special Education Cross Categorical K-12

Last edit: Tue, 06 Apr 2021 16:43:26 GMT

Changes proposed by: leko

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

Name

Carolyn Kelley - EDU

Proposal Abstract/Summary:

This proposal establishes a Special Education Cross Categorical K-12 option in response to licensure changes made by the Wisconsin Department of Public Instruction (DPI). Specifically, DPI has established new grade level divisions for Wisconsin teaching licenses. As a result, the Special Education BSE program is creating four new named options, including the dual certification in Special Education and Elementary Education. Students in the Special Education Cross Categorical K-12 option will seek licensure to work with with children in elementary and secondary schools (kindergarten through grade 12.)

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

Basic Information

Program State:

Active

Type of Program:

Named Option

2 : Special Education Cross Categorical K-12

Parent Program:

MAJ: Special Education BSE

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Undergraduate

Who is the audience?

Parent Home Department:

Rehab Psych and Special Educ (RP & SE)

Home Department:

Parent School/College:

School of Education

School/College:

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Bachelor of Science-Education

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Special Education Cross Categorical K-12

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

101MCEASP: Mid Child-Early Adolescence

Sub Plan 1195: No Title Found

Sub Plan 1216: No Title Found

Sub Plan 1219: No Title Found

Sub Plan 1224: No Title Found

Sub Plan 1228: No Title Found

Does the parent program offer this as an additional major as well?

No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

| Role Type | Name (Last, First) | Email | Phone | Title |
|-------------------------------|--------------------|-----------------|--------------|-------|
| Department Chair | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Faculty Director | Ruppar, Andrea | ruppar@wisc.edu | 6082635791 | |
| Primary Contact | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Primary Dean's Office Contact | Sychta, Maddie | sychta@wisc.edu | | |

List the departments that have a vested interest in this proposal.

Departments

Curriculum and Instruction (CURR INSTR)

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Yes

Parent Guide Certification/Licensure tab

Additional Certification Requirements

Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. These requirements include those required by UW–Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Disclosure Statement and Criminal Background Investigation

Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

Criminal Background Investigation (CBI)

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

Environmental Education

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

Student Teaching and Assessment

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of *Become a Teacher* (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

Content Proficiency

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

Wisconsin Foundations of Reading Test

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

Teacher Performance Assessment (edTPA)

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

Field Experiences

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

Pre–Student Teaching Practicum

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

Withdrawing From/Failing Field Experience Assignments

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

Minority Group Relations and Conflict Resolution

Minority Group Relations

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

Conflict Resolution Requirement

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

Phonics

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

Cooperatives

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

Applying for a Teaching License

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence level*. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will

also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for Licensure" (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is "posted" by the registrar's office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email (mlpatton@wisc.edu) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The first semester for students to be admitted into the new named option is fall 2022. Upon approval, the campus and the admissions office will be notified of the new named option.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The Department of Rehabilitation Psychology and Special Education (RPSE) is creating four new named options in their Special Education BSE program: Special Education Cross Categorical K-12, Early Childhood Special Education Birth-Grade 3, Early Childhood Special Education/Special Education Dual Cert Birth-Grade 12, and Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification. These new named options present various licensure combinations students can earn.

Why is the program being proposed? What is its purpose?

The Special Education program is creating new named options in order to address changes the Wisconsin Department of Public Instruction (DPI) has made to the licensing structure. DPI is shifting their licensing structure from developmental levels to grade levels.

This proposal establishes a named option for students interested in pursuing a K-12 cross categorical license in Special Education.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

This new named option ensures that students in the Special Education program will meet new licensing requirements in order to teach in Wisconsin. The Special Education program has had steady enrollments with approximately 15-20 applicants each year. Given the shortages of special educators in Wisconsin, the department does not anticipate a decrease in enrollment.

What is the market, workforce, and industry need for this program? Provide evidence.

The Bureau of Labor statistics (U.S. Department of Labor, 2018) predicts that the national growth of special education positions will increase at a rate of 8% through 2026, resulting in a need for at least 33,300 new special education teachers. While much of the demand will result from those leaving the profession due to retirement, attrition, or transfer to general education (Boe, 2014; Ingersoll, 2003), the annual total turnover of special education teachers is roughly 29% (Boe, 2014). As a result, approximately half of all districts in the country have reported difficulty employing qualified special educators (U.S. Department of Education, 2009). When data are disaggregated by poverty levels and rurality, 90% of the country's high-need Local Education Agencies report not having enough qualified special educators (U.S. Department of Education, 2009).

Similar to national trends, special education personnel shortages are chronic and widespread within the state of Wisconsin. Over the last decade, the supply of certified special educators in Wisconsin has been far below school district demands. Wisconsin has experienced a shortage of special educators that has remained unabated since 1990 (Office of Postsecondary Education, 2018). In 2018, Wisconsin experienced a serious shortage of special educators across all license categories (Office of Postsecondary Education, 2018). Even more alarming is the steady upward trend in shortages of fully certified special educators across the state. Statewide data from 2010-2011 indicate that 3.1% of special education teaching positions statewide were filled by individuals working under either an emergency license or no license. By the 2016-2017 academic year, the statewide percentage had risen to 7.4% (n=766). Most recent data from the 2019-2020 school year indicate that Pre-K and grades 1-3 in special education were still considered teacher shortage areas for the state of Wisconsin.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

The creation of the new named options in the Special Education program will ensure that students meet the new licensure requirements as set by DPI. The new named options are essential to preparing students to teach in special education settings in Wisconsin.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting equity, inclusivity, and accessibility are longstanding goals of the Special Education program. The program's mission statement, "...preparing leaders to serve as resources and advocates for persons with disabilities..." is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity through coursework such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, as well as in the various field-based experiences across school settings.

Field-based experiences shape special education teacher candidates to become educators who promote social justice through multicultural education and critical reflection. A major component of all field-based experiences is reflection on how current systemic issues within schools and classrooms do or do not promote social justice for students with disabilities. Program faculty will ensure field experience sites promote inclusive practices so that teacher candidates have opportunities to work with students with heterogeneous needs.

Parent Value

Promoting equity, inclusivity, and accessibility are longstanding goals of the Special Education program. The program's mission statement, "...preparing leaders to serve as resources and advocates for persons with disabilities..." is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity through coursework such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, as well as in the various field-based experiences across school settings.

Field-based experiences shape special education teacher candidates to become educators who promote social justice through multicultural education and critical reflection. A major component of all field-based experiences is reflection on how current systemic issues within schools and classrooms do or do not promote social justice for students with disabilities. The Early Childhood Special Education named option within the Special Education program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms. Program faculty will ensure field experience sites promote inclusive practices so that teacher candidates have opportunities to work with students with heterogeneous needs.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Special Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. Some of these avenues include the Forward Madison partnership with MMSD and participation in the FIG program. Specifically, the department offers a FIG course on diversity in special education.

The program is also currently working closely with the Teacher Education Center and the Education Student Services office to develop a direct transfer program from Madison College. As a result, recruiting from Madison College has the potential to increase the UW's Special Education Program's diversity within the student population. In addition, the Teacher Education Center has hired a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education.

The special education teacher education committee meets monthly to discuss individual students who might be struggling. Part of these discussions is to consider supports that students may need including, meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. The student services coordinator regularly contacts students to schedule advising sessions to discuss opportunities to engage in volunteer and paid experiences, program requirements, and progress towards degree completion.

Parent Value

In addition to the current efforts at the School of Education level, the Special Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. Some of these avenues include the Forward Madison partnership with MMSD and participation in the FIG program. Specifically, the department offers a FIG course on diversity in special education.

The program is also currently working closely with the Teacher Education Center and the Education Student Services office to develop a direct transfer program from Madison College. As a result, recruiting from Madison College has the potential to increase the UW's Special Education Program's diversity within the student population. In addition, the Teacher Education Center has hired a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education.

The special education teacher education committee meets monthly to discuss individual students who might be struggling. Part of these discussions is to consider supports that students may need including, meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. The student services coordinator regularly contacts students to schedule advising sessions to discuss opportunities to engage in volunteer and paid experiences, program requirements, and progress towards degree completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Rehabilitation Psychology and Special Education Department is committed to hiring underrepresented minorities for faculty and staff positions. As a subset of the department, the Special Education Program does the utmost to hire supervisors, faculty, and staff of color. In preparation for this named option program, the RPSE department hired two new tenure-line faculty, both of whom identify as scholars of color. The RPSE department works closely with the SoE Office of Diversity, Equity, and Inclusion before posting a new faculty or staff position in order to reach a broader pool of candidates from diverse backgrounds.

Through an SoE initiative led by the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program is represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on campus and off-campus who are interested in becoming teachers. Recently, the Special Education program was highlighted on La Movida, the local Spanish-speaking radio station in Madison, to raise awareness of the need for people of color in special educator roles, as well as bilingual speakers.

Additionally, program staff frequently discuss and consider issues of minority representation in curriculum and teaching. For example, Special Education faculty and staff collaborate with one another to host a Lunch & Learn each month to discuss equity and diversity issues. Faculty and staff attend conferences, professional workshops, and campus lectures that examine diversity in education.

Research in the area of equity and inclusion in teaching and learning spaces is a focus for our faculty. One particular faculty-led research initiative focuses on the implementation of culturally responsive positive behavioral interventions and supports framework through Learning Labs. In this project, faculty, graduate students, and preK-12 educators and students participate in mutually beneficial opportunities to promote positive outcomes for students from culturally and linguistically diverse backgrounds.

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Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive. Special Education Program faculty and staff have been actively engaged in supporting these efforts. Advisors from the SoE Education Student Services office participate in the Special Education Teacher Education monthly committee meetings. SoE faculty and staff also participate in campus-wide recruitment fairs. The RPSE department has also engaged in targeted recruitment of students of color through the Forward Madison program. The Madison College pathway is one of the many strategies to increase the diversity of students and, by extension, to help diversify the Wisconsin teacher workforce. Additionally, the revised core program can be completed in 60 credits making it possible for students from Madison College to transfer to UW-Madison and complete the program in two years.

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Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

| Name (Last, First) | Department | Title |
|--------------------|----------------------------------------|---------------------|
| Leko, Melinda | Rehab Psych and Special Educ (RP & SE) | Department Chair |
| Ruppar, Andrea | Rehab Psych and Special Educ (RP & SE) | Associate Professor |

What resources are available to support faculty, staff, labs, equipment, etc.?

No new resources necessary as this is the existing Special Education program.

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department | Title |
|--------------------------|----------------------------------------|------------------------------|
| Armstrong Alfstad, Kayla | Rehab Psych and Special Educ (RP & SE) | Student Services Coordinator |

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Student services and advising will continue in the same way they have been delivered for the Special Education BSE program. Recently the Special Education faculty increased from six to nine assistant or full professors. Faculty are expecting to advise two or three additional students per academic year based on a potential increase in enrollment. Students are also supported by two associate faculty and a student services coordinator who act as informal advisors and provide support. Additionally, the program hosts a group orientation for incoming students in order to consolidate the early advising load.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

No new resources needed, as this program is currently operating.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Program Admission Overview

Undergraduate students generally apply to the professional part of the Special Education degree program in their sophomore year. Selection is made during the spring semester. Currently, students are admitted to the program once a year, effective for the summer following selection. Once admitted, students typically spend four semesters completing their remaining coursework.

Information about application procedures for the Elementary-Special Education dual teacher certification option is available in the Elementary Education (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/>) section of the Guide.

Entering the School of Education

New and Current UW–Madison Students

New freshmen and transfer students interested in special education are admitted directly to the School of Education with a “pre-professional” classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in special education receive the “pre-professional” classification of PSR.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (<http://guide.wisc.edu/#Last%2060%20Credits%20Rule>)). It is not necessary to be a “pre-professional” student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 to schedule an appointment with an advisor.

Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admissible to the University to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; to schedule, call 608-262-1651.

Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an *Education Special student* or a *second degree student*, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this “certification only” coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Application and Admission

Certification to teach special education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the special education program one a year, effective for summer following selection. Resources limit the number of students who can be served by the UW–Madison Special Education Teacher Education Program. In recent years the program has been able to accommodate all qualified applicants; however, if the number of qualified applicants exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

- complete at least 40 transferable college-level credits by the end of the fall semester before application.
- successfully complete RP & SE 300 Individuals with Disabilities (3 cr) by the end of the summer semester of the application year.
- earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.¹
- submit all program application form(s), transcripts, and other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.
- Note: In previous years, applicants to teacher education programs were required to submit scores from one of the following exams: ACT, SAT, Praxis I/PPST, Praxis Core, or GRE. Under emergency rules announced by the Wisconsin Department of Public Instruction, no applicants need to submit scores for any exam as a component of their application to this program. The exam requirement was officially removed by the School of Education on November 15, 2017.

¹ A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive

cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

Two grade point averages will be calculated to determine candidates' eligibility for program consideration. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Program Selection Criteria

The special education faculty will review all completed applications that meet eligibility criteria. When reviewing an application, special education faculty want to learn as much about the applicant as possible and will make every effort to take into account the whole person. Applicants are encouraged to provide, in writing, whatever they would want to share in a face-to-face interview.

The selection committee members will consider several factors when selecting students for the program. Although the grade point average (GPA) is considered an important indicator of success, it is not the only basis on which applicants will be selected for admission. Trends in the applicant's grades, difficulty of course load, and outside work load will be considered (see factors 1, 2, and 3 below).

In addition to the GPA, faculty will consider the following factors:

- **College grading and course selection pattern.** Transcripts will be examined individually. Account will be taken whether an applicant has clearly followed an unusually easy or difficult pattern of courses or if the GPA reflects a poor grade in an exceptionally difficult subject area.
- **Trends of college grades.** An applicant who started very poorly or showed a decline in their early phases of college, but performed strongly in later college years, may be judged more favorably than another with the same GPA but level or declining record.
- **Diversity of experience or background.** Work/life experience, college activity, political activity, and other experiences or background that adds a diverse perspective to the special education student body may work in the applicant's favor. Volunteer or paid work with people with disabilities will be taken into account in the selection process. Volunteer or paid work with people from a background different than the applicant's may also be taken into account in the selection process.
- **Writing sample (Statement of Purpose).** Application materials must include an essay in which the applicant gives reasons for becoming a special education teacher. Writing is so important in the professional life of teachers and in the teacher education program that the quality of the applicant's writing will be taken into account in making admissions decisions.
- **Letters of recommendation.** Recommendation letters will play an important role in helping the selection committee judge the applicant's prospects for academic success in the program. Careful, thoughtful letters from mentors, teachers, or employers will provide information about the applicant's intellect, imagination, or prospects for becoming a successful teacher. Working with people with disabilities will be taken into account in the selection process. Working with people from a background different than the applicant's may also be taken into account in the selection process.
- **Other factors.** The program's quest for diversity leads the selection committee to take into account fully qualified applicants from under-represented groups. Race, ethnicity, cultural, geographic background, and economic disadvantage are among the factors that will be considered, taking into account the needs of the schools. A full-time or extra heavy part-time work load will be considered a factor in close cases.

Criminal Background Investigation

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean's Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

An individual who is deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the academic dean in the School of Education Student Services office.

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Advisors from the School of Education Student Services meet with prospective students and their families to discuss SoE programs and explain various requirements. Once a student is admitted to the university, they are assigned a student services advisor who will counsel them to complete the program application, requirements, and prerequisite courses. Students also work with advisors in

the SoE Career Center. These advisors discuss confirm a students' interest in the program and teaching profession. Pre-professional students work with their advisor to formulate a back up plan in the event that they are not accepted into the program. If students are not admitted to the Special Education Program, they will be counseled by their advisor as they determine their next steps. In recent years, the Special Education program has admitted 100% of its applicants.

Upon acceptance into the Special Education program, students work with the RPSE student services coordinator, who advises students completing programs in RPSE. The RPSE student services coordinator meets regularly with students to update their program plans, monitor minimum GPA and other program requirements, and process graduation warrants.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year | Projected Enrollment |
|--------|----------------------|
| Year 1 | 15 |
| Year 2 | 15 |
| Year 3 | 20 |
| Year 4 | 20 |
| Year 5 | 20 |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Program Structure

The Special Education program has four primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Professional education* coursework includes an examination of the schools' relationship to our society and the processes by which students grow and learn.
- *Core Requirements* offer an in-depth study of Special Education, including a four-semester *professional sequence* of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- *Elective* coursework is taken to reach the required minimum of 120 credits.

Special Education Options - Select One

Elective Coursework

Complete additional coursework to reach the minimum of 120 credits.

GPA and Other Graduation Requirements

Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty advisor(s) to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching

license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.
- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

Degree Audit (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar’s website (<https://registrar.wisc.edu/dars-student/>).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

View as listView as grid

- [Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert \(http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/\)](http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/)

Additional Certification Requirements and Applying for a License

In addition to completing UW–Madison’s program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program’s requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW–Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/#certificationlicensuretext>)

Guide Requirements tab

Students in the Special Education Cross Categorical K-12 option will seek licensure to work with students in elementary and secondary schools (kindergarten through grade 12.) Admitted students begin a four-semester professional sequence in the fall following admission.

The option coursework listed here is one component of the Special Education, BSE degree (<https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/>) requirements.

Professional Education Requirements

Individuals with Disabilities

This course is a prerequisite for admission to the Special Education program. It must be completed by the end of the summer of the application year.

| Code | Title | Credits |
|-------------|-------------------------------|---------|
| RP & SE 300 | Individuals with Disabilities | 3 |

Development (Minimum of 3 credits)

| Code | Title | Credits |
|--------------------------------------|----------------------------------------------------------------------------------------------------|---------|
| Select one of the following options: | | |
| Option 1 | | 3 |
| ED PSYCH 331 | Human Development From Childhood Through Adolescence (Recommended for all certification levels) | |
| Option 2 | | 5-6 |
| ED PSYCH 320 or PSYCH 460 | Human Development in Infancy and Childhood ¹ Child Development | |
| ED PSYCH 321 | Human Development in Adolescence | |

Learning (Minimum of 3 credits)

| Code | Title | Credits |
|--------------|------------------|---------|
| ED PSYCH 301 | How People Learn | 3 |

Foundations of the Profession (Minimum of 3 credits)

| Code | Title | Credits |
|------------------------------|-------------------------------|---------|
| Select one of the following: | | |
| ED POL 300 | School and Society | 3 |
| ED POL/HISTORY 412 | History of American Education | |

Core Requirements (includes Professional Sequence)

RP & SE 300 Individuals with Disabilities is a prerequisite for admission to the Special Education program. This course must be completed by the end of the summer of the application year and is calculated into the major gpa required for graduation.

Special Education Professional Sequence

Students complete a four-semester sequence of professional courses after admission to the program. The professional methods courses and clinical (field) experiences must be followed sequentially and taken in consecutive semesters. Class schedules for the professional sequence courses are determined in advance.

| Code | Title | Credits |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------|
| Semester 1 | | |
| RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education | 3 |
| CURRIC/RP & SE 506 | Strategies for Inclusive Schooling | 3 |
| RP & SE 515 | Access to the General Curriculum for Students with Disabilities | 3 |
| Semester 2 | | |
| RP & SE 465 | Language and Reading Instruction for Students with Disabilities (Meets Communication B requirement) | 3 |
| RP & SE/CURRIC 365 | Teaching Mathematics in Inclusive Settings | 4 |
| CURRIC 374 | General Educ Practicum & Instructional Planning for Diverse Learners | 5 |
| RP & SE 473 | Classroom Management for Inclusive Classrooms | 3 |
| Semester 3 | | |
| RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities | 3 |
| RP & SE 466 | Diversity in Special Education | 3 |
| RP & SE 475 or RP & SE 476 | Special Education Practicum: Elementary (PK - Grade 9) Special Education Practicum: Secondary (Grades 4-12) | 3 |
| Semester 4 | | |
| RP & SE 472 | Methods in Transition and Vocational Education | 3 |
| RP & SE 477 or RP & SE 478 | Special Education Student Teaching: Elementary (PK - Grade 9) Special Education Student Teaching: Secondary (Grades 4-12) | 10 |
| RP & SE 467 or RP & SE 468 | Elementary Student Teaching Seminar Secondary Student Teaching Seminar | 2 |

Total credits required:

120

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Special Education: Special Education Cross Categorical K-12 option
Sample Four-Year Plan

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report, the Guide, and the Course Search and Enroll app to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements.

If you are interested in completing a study abroad semester, please meet with Kayla Armstrong prior to starting the professional sequence and review the study abroad section of the planning document (<https://uwmadison.box.com/s/kcids3uopuacgj5c2qtc8qke6ii6ods8/>). Study abroad semesters are usually completed during the fall semester of a student's senior year.

Freshman

| Fall | Credits | Spring | Credits |
|-------------------------------------------|---------|---------------------------------------------|---------|
| Communication A (fall or spring semester) | | 3 Communication A (fall or spring semester) | 3 |
| RP & SE 300 | | 3 Ethnic Studies | 3 |
| Liberal Studies course work | | 9-12 Quantitative Reasoning A | 3 |
| | | Liberal Studies course work | 6-9 |
| 15 | | 15 | |

Sophomore

| Fall | Credits | Spring | Credits |
|-----------------------------|---------|---------------------------------------------------|---------|
| ED POL/HISTORY 412 | | 3 Quantitative Reasoning B | 3 |
| ED PSYCH 301 | | 3 ED PSYCH 331 | 3 |
| Liberal Studies course work | | 9 Liberal Studies or General Elective course work | 9 |
| 15 | | 15 | |

Junior

| Fall | Credits | Spring | Credits |
|-------------------------------------------------|---------|--------------------------------------------|---------|
| RP & SE 464 | | 3 RP & SE 465 (Also meets Communication B) | 3 |
| RP & SE/CURRIC 506 | | 3 RP & SE/CURRIC 365 | 4 |
| RP & SE 515 | | 3 RP & SE 473 | 3 |
| Liberal Studies or General Elective course work | | 6 CURRIC 374 | 5 |
| 15 | | 15 | |

Senior

| Fall | Credits | Spring | Credits |
|-------------------------------------------------|---------|----------------------|---------|
| RP & SE 330 | | 3 RP & SE 472 | 3 |
| RP & SE 466 | | 3 RP & SE 477 or 478 | 10 |
| RP & SE 475 or 476 | | 3 RP & SE 467 or 468 | 2 |
| Liberal Studies or General Elective course work | | 6 | |
| 15 | | 15 | |

Total Credits 120

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The proposed program can be completed in four years or less. Courses necessary for program completion are offered every year, and in some cases, students may elect to take courses in the summer. All students in an RPSE certification program are automatically guaranteed space within the required courses to ensure that they do not fall behind due to a course being closed or not offered.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

(Professionalism) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

(Collaboration and Communication) Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.

(Assessment) Collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.

(Special Education Evaluation and Individualized Educational Planning) To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.

(Instructional Planning) Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.

(Instructional Presentations) Present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals.

(Classroom Management) Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Student learning will be assessed primarily through direct assessment methods. The two primary tools will be a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Early Childhood Special Education/Special Education Dual Certification Program. As this is a named option, assessment data from this new named option will be incorporated into the overall assessment process for the Special Education BSE program. Specifically, the department has a Special Education Teacher Education committee. This group monitors student progress and assessment, reviews annual data, and makes appropriate program alterations to improve the program.

Department Approved Assessment Plan:

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor’s degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The RP & SE Department approved the creation of this named option on 3/1/2021.

Entered by:

Maddie Sychta

Date entered:

03/12/2021

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean’s support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Melinda Leko (leko) (Wed, 03 Mar 2021 22:42:55 GMT): Unanimous department approval obtained 03/01/21

Key: 1224

: EARLY CHILDHOOD SPECIAL EDUCATION/SPECIAL EDUCATION DUAL CERTIFICATION BIRTH-GRADE 12

Export to PDF
Add Comment

In Workflow

1. RP & SE Dept. Approver (leko@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; jloeffelholz@wisc.edu; sychta@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu; jlmilner@wisc.edu; meyoung@wisc.edu; mittelstadt@wisc.edu)
5. UAPC Approver (jkscholz@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; lalaininger@wisc.edu; mittelstadt@wisc.edu)
6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

Approval Path

1. Mon, 01 Mar 2021 19:31:25 GMT
Melinda Leko (leko): Approved for RP & SE Dept. Approver

New Program Proposal

Date Submitted: Mon, 01 Mar 2021 19:30:24 GMT

Viewing: : Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12

Last edit: Wed, 21 Apr 2021 23:04:22 GMT

Changes proposed by: leko

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

Name

Carolyn Kelley - EDU

Proposal Abstract/Summary:

This proposal establishes a named option in Early Childhood Special Education/Special Education Dual Certification (birth - grade 12) in response to licensure changes made by the Wisconsin Department of Public Instruction (DPI). Specifically, DPI has established new grade level divisions for Wisconsin teaching licenses. As a result, the Special Education BSE program is creating four new named options, including the dual certification in Special Education and Elementary Education. Students in the Early Childhood Special Education/Special Education Dual Certification (birth - grade 12) will seek licensure to work as educators and early interventionists for children with disabilities from birth through grade 12.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

Basic Information

Program State:

Active

Type of Program:

Named Option

Parent Program:

MAJ: Special Education BSE

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Undergraduate

Who is the audience?

Parent Home Department:

Rehab Psych and Special Educ (RP & SE)

Home Department:

Parent School/College:

School of Education

School/College:

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Bachelor of Science-Education

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

101MCEASP: Mid Child-Early Adolescence

Sub Plan 1195: No Title Found

Sub Plan 1216: No Title Found

Sub Plan 1219: No Title Found

Sub Plan 1224: No Title Found

Sub Plan 1228: No Title Found

Does the parent program offer this as an additional major as well?

No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

| Role Type | Name (Last, First) | Email | Phone | Title |
|-------------------------------|--------------------|-----------------|--------------|-------|
| Department Chair | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Faculty Director | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Primary Contact | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Primary Dean's Office Contact | Sychta, Maddie | sychta@wisc.edu | | |

List the departments that have a vested interest in this proposal.

| Departments |
|-----------------------------------------|
| Curriculum and Instruction (CURR INSTR) |
| Human Devel and Family Studies (HDFS) |
| Educational Psychology (ED PSYCH) |

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Yes

Parent Guide Certification/Licensure tab

Additional Certification Requirements

Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. These requirements include those required by UW–Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Disclosure Statement and Criminal Background Investigation

Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

Criminal Background Investigation (CBI)

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

Environmental Education

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

Student Teaching and Assessment

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of Become a Teacher (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

Content Proficiency

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

Wisconsin Foundations of Reading Test

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

Teacher Performance Assessment (edTPA)

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

Field Experiences

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

Pre–Student Teaching Practicum

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

Withdrawing From/Failing Field Experience Assignments

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

Minority Group Relations and Conflict Resolution**Minority Group Relations**

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

Conflict Resolution Requirement

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

Phonics

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

Cooperatives

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

Applying for a Teaching License

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence level*. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for Licensure" (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is "posted" by the registrar's office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email (mlpatton@wisc.edu) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The first semester for students to be admitted into the new named option is fall 2022. Upon approval, the campus and the admissions office will be notified of the new named option.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The Department of Rehabilitation Psychology and Special Education (RPSE) is creating four new named options in their Special Education BSE program: Special Education Cross Categorical K-12, Early Childhood Special Education Birth-Grade 3, Early Childhood Special Education/Special Education Dual Cert Birth-Grade 12, and Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification. These new named options present various licensure combinations students can earn.

This named option will allow students to complete a dual certification program. Their course of study will focus on early childhood (birth through grade 3) and elementary and secondary (K-12). Students will be prepared to work with children with disabilities from birth - grade 12.

Why is the program being proposed? What is its purpose?

The Special Education program is creating new named options in order to address changes the Wisconsin Department of Public Instruction (DPI) has made to the licensing structure. DPI is shifting their licensing structure from developmental levels to grade levels.

This proposal establishes a named option for students interested in pursuing an Early Childhood Special Education/Special Education (birth - grade 12) teaching license. The purpose of the program is to prepare future educators to work and be certified to teach in early childhood settings. This dual certification program combines the early childhood specialization with the existing elementary and secondary special education program.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

This new named option ensures that students in the Special Education program will meet new licensing requirements in order to teach in Wisconsin. Additionally, students frequently express interest in special education programming that targets young children.

What is the market, workforce, and industry need for this program? Provide evidence.

The Bureau of Labor statistics (U.S. Department of Labor, 2018) predicts that the national growth of special education positions will increase at a rate of 8% through 2026, resulting in a need for at least 33,300 new special education teachers. While much of the demand will result from those leaving the profession due to retirement, attrition, or transfer to general education (Boe, 2014; Ingersoll, 2003), the annual total turnover of special education teachers is roughly 29% (Boe, 2014). As a result, approximately half of all districts in the country have reported difficulty employing qualified special educators (U.S. Department of Education, 2009). When data are disaggregated by poverty levels and rurality, 90% of the country's high-need Local Education Agencies report not having enough qualified special educators (U.S. Department of Education, 2009).

Similar to national trends, special education personnel shortages are chronic and widespread within the state of Wisconsin. Over the last decade, the supply of certified special educators in Wisconsin has been far below school district demands. Wisconsin has experienced a shortage of special educators that has remained unabated since 1990 (Office of Postsecondary Education, 2018). In 2018, Wisconsin experienced a serious shortage of special educators across all license categories (Office of Postsecondary Education, 2018). Even more alarming is the steady upward trend in shortages of fully certified special educators across the state. Statewide data from 2010-2011 indicate that 3.1% of special education teaching positions statewide were filled by individuals working under either an emergency license or no license. By the 2016-2017 academic year, the statewide percentage had risen to 7.4% (n=766). Most recent data from the 2019-2020 school year indicate that Pre-K and grades 1-3 in special education were still considered teacher shortage areas for the state of Wisconsin.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

The creation of new named options in the Special Education program will ensure that students meet the new licensure requirements as set by DPI. The new named options are essential to preparing students to teach in special education settings in Wisconsin.

Currently the special education major and certification programs only prepare students for elementary and secondary certification. The department does not have a special education program that targets early childhood. The dual certification option enables students to study special education at all age levels within the education system.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting equity, inclusivity, and accessibility are longstanding goals of the Special Education program. The program's mission statement, "...preparing leaders to serve as resources and advocates for persons with disabilities..." is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity through coursework such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, as well as in the various field-based experiences across school settings.

Field-based experiences shape special education teacher candidates to become educators who promote social justice through multicultural education and critical reflection. A major component of all field-based experiences is reflection on how current systemic issues within schools and classrooms do or do not promote social justice for students with disabilities. The Early Childhood Special Education named option within the Special Education program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms. Program faculty will ensure field experience sites promote inclusive practices so that teacher candidates have opportunities to work with students with heterogeneous needs.

Parent Value

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Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Special Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. Some of these avenues include the Forward Madison partnership with MMSD and participation in the FIG program. Specifically, the department offers a FIG course on diversity in special education.

The program is also currently working closely with the Teacher Education Center and the Education Student Services office to develop a direct transfer program from Madison College. As a result, recruiting from Madison College has the potential to increase the UW's Special Education Program's diversity within the student population. In addition, the Teacher Education Center has hired a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education.

The special education teacher education committee meets monthly to discuss individual students who might be struggling. Part of these discussions is to consider supports that students may need including, meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. The student services coordinator regularly contacts

students to schedule advising sessions to discuss opportunities to engage in volunteer and paid experiences, program requirements, and progress towards degree completion.

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Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Rehabilitation Psychology and Special Education Department is committed to hiring underrepresented minorities for faculty and staff positions. As a subset of the department, the Special Education Program does the utmost to hire supervisors, faculty, and staff of color. In preparation for this named option program, the RPSE department hired two new tenure-line faculty, both of whom identify as scholars of color. The RPSE department works closely with the SoE Office of Diversity, Equity, and Inclusion before posting a new faculty or staff position in order to reach a broader pool of candidates from diverse backgrounds.

Through an SoE initiative led by the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program is represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on campus and off-campus who are interested in becoming teachers. Recently, the Special Education program was highlighted on La Movida, the local Spanish-speaking radio station in Madison, to raise awareness of the need for people of color in special educator roles, as well as bilingual speakers.

Additionally, program staff frequently discuss and consider issues of minority representation in curriculum and teaching. For example, Special Education faculty and staff collaborate with one another to host a Lunch & Learn each month to discuss equity and diversity issues. Faculty and staff attend conferences, professional workshops, and campus lectures that examine diversity in education.

Research in the area of equity and inclusion in teaching and learning spaces is a focus for our faculty. One particular faculty-led research initiative focuses on the implementation of culturally responsive positive behavioral interventions and supports framework through Learning Labs. In this project, faculty, graduate students, and preK-12 educators and students participate in mutually beneficial opportunities to promote positive outcomes for students from culturally and linguistically diverse backgrounds.

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Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive. Special Education Program faculty and staff have been actively engaged in supporting these efforts. Advisors from the SoE Education Student Services office participate in the Special Education Teacher Education monthly committee meetings. SoE faculty and staff also participate in campus-wide recruitment fairs. The RPSE department has also engaged in targeted recruitment of students of color through the Forward Madison program. The Madison College pathway is one of the many strategies to increase the diversity of students and, by extension, to help diversify the Wisconsin teacher workforce. Additionally, the revised core program can be completed in 60 credits making it possible for students from Madison College to transfer to UW-Madison and complete the program in two years.

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Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

| Name (Last, First) | Department | Title |
|--------------------------|----------------------------------------|------------------------------|
| Leko, Melinda | Rehab Psych and Special Educ (RP & SE) | Professor |
| Love, Hailey | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| An, Zhe | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| Armstrong Alfstad, Kayla | Rehab Psych and Special Educ (RP & SE) | Student Services Coordinator |

What resources are available to support faculty, staff, labs, equipment, etc.?

The Special Education program collaborates closely with the School of Education's Teacher Education Center and MERIT (library and instructional technology). No labs or equipment are required. The proposed program will incorporate a range of field experiences within local schools and early childcare settings. The Teacher Education Center has personnel to assist with identifying appropriate placements and potential cooperating/mentor teachers

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department | Title |
|--------------------------|----------------------------------------|------------------------------|
| Armstrong Alfstad, Kayla | Rehab Psych and Special Educ (RP & SE) | Student Services Coordinator |

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Recently the Special Education faculty increased from six to nine assistant or full professors. Faculty are expecting to advise two or three additional students per academic year based on a potential increase in enrollment. Students are also supported by two associate faculty and a student services coordinator who act as informal advisors and provide support. Additionally, the program hosts a group orientation for incoming students in order to consolidate the early advising load.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how

student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

The dean has already provided support for this new program. The department recently hired two full-time tenure track faculty whose expertise is in early childhood special education. The department also hired a full-time Clinical Associate Professor.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Program Admission Overview

Undergraduate students generally apply to the professional part of the Special Education degree program in their sophomore year. Selection is made during the spring semester. Currently, students are admitted to the program once a year, effective for the summer following selection. Once admitted, students typically spend four semesters completing their remaining coursework.

Information about application procedures for the Elementary-Special Education dual teacher certification option is available in the Elementary Education (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/>) section of the Guide.

Entering the School of Education

New and Current UW–Madison Students

New freshmen and transfer students interested in special education are admitted directly to the School of Education with a "pre-professional" classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in special education receive the "pre-professional" classification of PSR.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (<http://guide.wisc.edu/#Last%2060%20Credits%20Rule>)). It is not necessary to be a "pre-professional" student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 to schedule an appointment with an advisor.

Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admissible to the University to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; to schedule, call 608-262-1651.

Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an *Education Special student* or a *second degree student*, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this "certification only" coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Application and Admission

Certification to teach special education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the special education program one a year, effective for summer following selection. Resources limit the number of students who can be served by the UW–Madison Special Education Teacher Education Program. In recent years the program has been able to accommodate all qualified applicants; however, if the number of qualified applicants exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page for

application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

- complete at least 40 transferable college-level credits by the end of the fall semester before application.
- successfully complete RP & SE 300 Individuals with Disabilities (3 cr) by the end of the summer semester of the application year.
- earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.¹
- submit all program application form(s), transcripts, and other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.
- Note: In previous years, applicants to teacher education programs were required to submit scores from one of the following exams: ACT, SAT, Praxis I/PPST, Praxis Core, or GRE. Under emergency rules announced by the Wisconsin Department of Public Instruction, no applicants need to submit scores for any exam as a component of their application to this program. The exam requirement was officially removed by the School of Education on November 15, 2017.

¹ A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

Two grade point averages will be calculated to determine candidates' eligibility for program consideration. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Program Selection Criteria

The special education faculty will review all completed applications that meet eligibility criteria. When reviewing an application, special education faculty want to learn as much about the applicant as possible and will make every effort to take into account the whole person. Applicants are encouraged to provide, in writing, whatever they would want to share in a face-to-face interview.

The selection committee members will consider several factors when selecting students for the program. Although the grade point average (GPA) is considered an important indicator of success, it is not the only basis on which applicants will be selected for admission. Trends in the applicant's grades, difficulty of course load, and outside work load will be considered (see factors 1, 2, and 3 below).

In addition to the GPA, faculty will consider the following factors:

- **College grading and course selection pattern.** Transcripts will be examined individually. Account will be taken whether an applicant has clearly followed an unusually easy or difficult pattern of courses or if the GPA reflects a poor grade in an exceptionally difficult subject area.
- **Trends of college grades.** An applicant who started very poorly or showed a decline in their early phases of college, but performed strongly in later college years, may be judged more favorably than another with the same GPA but level or declining record.
- **Diversity of experience or background.** Work/life experience, college activity, political activity, and other experiences or background that adds a diverse perspective to the special education student body may work in the applicant's favor. Volunteer or paid work with people with disabilities will be taken into account in the selection process. Volunteer or paid work with people from a background different than the applicant's may also be taken into account in the selection process.
- **Writing sample (Statement of Purpose).** Application materials must include an essay in which the applicant gives reasons for becoming a special education teacher. Writing is so important in the professional life of teachers and in the teacher education program that the quality of the applicant's writing will be taken into account in making admissions decisions.
- **Letters of recommendation.** Recommendation letters will play an important role in helping the selection committee judge the applicant's prospects for academic success in the program. Careful, thoughtful letters from mentors, teachers, or employers will provide information about the applicant's intellect, imagination, or prospects for becoming a successful teacher. Working with people with disabilities will be taken into account in the selection process. Working with people from a background different than the applicant's may also be taken into account in the selection process.
- **Other factors.** The program's quest for diversity leads the selection committee to take into account fully qualified applicants from under-represented groups. Race, ethnicity, cultural, geographic background, and economic disadvantage are among the factors that will be considered, taking into account the needs of the schools. A full-time or extra heavy part-time work load will be considered a factor in close cases.

Criminal Background Investigation

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean’s Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

An individual who is deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the academic dean in the School of Education Student Services office.

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

The Department will work closely with the new teacher education recruiter employed by the Teacher Education Center in the School of Education. The School of Education is also launching new initiatives to engage freshmen who express interest in becoming teachers. The Department will leverage existing partnerships with local school districts when marketing the program. Finally, the Department offers RP & SE 100, a signature course, to incoming freshman the summer before they move to Madison. RPSE also sponsors two FIG courses each fall that promote special education teaching and careers.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year | Projected Enrollment |
|--------|----------------------|
| Year 1 | 7 |
| Year 2 | 8 |
| Year 3 | 9 |
| Year 4 | 10 |
| Year 5 | 10 |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

ECSE Dual Cert 4-year plan.docx
 ECSE Dual Cert Course List.docx

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Program Structure

The Special Education program has four primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.

- *Professional education* coursework includes an examination of the schools' relationship to our society and the processes by which students grow and learn.
- *Core Requirements* offer an in-depth study of Special Education, including a four-semester *professional sequence* of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- *Elective* coursework is taken to reach the required minimum of 120 credits.

Special Education Options - Select One Elective Coursework

Complete additional coursework to reach the minimum of 120 credits.

GPA and Other Graduation Requirements

Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty advisor(s) to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.
- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

Degree Audit (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar’s website (<https://registrar.wisc.edu/dars-student/>).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

View as list View as grid

- **Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert** (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/>)

Additional Certification Requirements and Applying for a License

In addition to completing UW–Madison’s program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program’s requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW–Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/#certificationlicensuretext>)

The Early Childhood Special Education (ECSE)/Special Education K-12 Dual Certification option will prepare students to work as educators and early interventionists for children with disabilities from birth through grade 12.

PREREQUISITE FOR PROGRAM ADMISSION

This course must be completed by the end of the summer of the application year and is calculated into the major gpa required for graduation.

| Code | Title | Credits |
|-------------|-------------------------------|---------|
| RP & SE 300 | Individuals with Disabilities | 3 |

ECSE/SPECIAL EDUCATION PROFESSIONAL SEQUENCE

Students complete a four-semester sequence of professional courses after admission to the program. Although some courses may be completed prior to program admission, the remaining professional methods courses and clinical (field) experiences must be followed sequentially and taken in consecutive semesters. Class schedules for the professional sequence courses are determined in advance.

| Code | Title | Credits |
|--------------------------------|-------------------------------------------------------------------------------------------------------|---------|
| Semester 1 | | |
| CURRIC 550 | Methods, Materials and Activities in Early Childhood Education ¹ | 3 |
| CURRIC 663 | Learning Environments for Initial Education Programs | 3 |
| HDFS 362 or ED PSYCH 320 | Development of the Young Child (preferred) ¹ Human Development in Infancy and Childhood | 3 |
| RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities ¹ | 3 |
| RP & SE 435 | Course RP & SE 435 Not Found ¹ | 3 |
| RP & SE 465 | Language and Reading Instruction for Students with Disabilities (also meets Communication B) | 3 |
| Semester 2 | | |
| RP & SE 455 | Course RP & SE 455 Not Found | 3 |
| RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education | 3 |
| RP & SE 472 | Methods in Transition and Vocational Education | 3 |
| RP & SE 475 | Special Education Practicum: Elementary (PK - Grade 9) | 3 |
| RP & SE 510 | Course RP & SE 510 Not Found ¹ | 3 |
| Semester 3 | | |
| HDFS 663 | Developmental and Family Assessment | 3 |
| RP & SE 460 | Course RP & SE 460 Not Found | 3 |
| RP & SE 466 | Diversity in Special Education ¹ | 3 |
| RP & SE 476 | Special Education Practicum: Secondary (Grades 4-12) | 3 |
| RP & SE 515 | Access to the General Curriculum for Students with Disabilities | 3 |
| <i>Select one</i> ¹ | | |
| ED POL 300 | School and Society | 3 |
| ED POL/HISTORY 412 | History of American Education (also meets U.S./European history) | 3 |
| RP & SE 605 | Course RP & SE 605 Not Found | 3 |
| Semester 4 | | |
| RP & SE 467 | Elementary Student Teaching Seminar | 2 |
| RP & SE 477 | Special Education Student Teaching: Elementary (PK - Grade 9) | 10 |
| RP & SE 473 | Classroom Management for Inclusive Classrooms | 3 |

¹ May be completed prior to program admission.

Total credits required:

120

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Special Education Sample Four-Year Plan**Early Childhood Special Education/Special Education Dual Certification Option**

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report, the Guide, and the Course Search and Enroll app to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements.

If you are interested in completing a study abroad semester, please meet with Kayla Armstrong prior to starting the professional sequence and review the study abroad section of the planning document (<https://uwmadison.box.com/s/kcids3uopuacgj5c2qtc8qke6ii6ods8/>). Study abroad semesters are usually completed during the fall semester of a student's senior year.

Freshman

| Fall | Credits | Spring | Credits |
|-------------------------------------------|----------------|---------------------------------------------|----------------|
| Communication A (fall or spring semester) | | 3 Communication A (fall or spring semester) | 3 |
| RP & SE 300 | | 3 Ethnic Studies | 3 |
| Liberal Studies course work | | 9-12 Quantitative Reasoning A | 3 |
| | | Liberal Studies course work | 6-9 |
| | | 15 | 15 |

Sophomore

| Fall | Credits | Spring | Credits |
|-------------------------------------------------|----------------|---------------------------------------------------|----------------|
| Liberal Studies course work | | 10 Quantitative Reasoning B | 3 |
| Liberal Studies or General Elective course work | | 2 Liberal Studies or General Elective course work | 9 |
| | | 12 | 12 |

Junior

| Fall | Credits | Spring | Credits |
|----------------------------------------------------------|----------------|----------------------------|----------------|
| CURRIC 550 ¹ | | 3 RP & SE 455 | 3 |
| CURRIC 663 | | 3 RP & SE 464 | 3 |
| HDFS 362 or ED PSYCH 320 (362 is preferred) ¹ | | 3 RP & SE 472 | 3 |
| RP & SE 330 ¹ | | 3 RP & SE 475 | 3 |
| RP & SE 435 ¹ | | 3 RP & SE 510 ¹ | 3 |
| RP & SE 465 (also meets Communication B) | | 3 | |
| | | 18 | 15 |

Senior

| Fall | Credits | Spring | Credits |
|-------------------------------------------------------|----------------|---------------|----------------|
| HDFS 663 | | 3 RP & SE 473 | 3 |
| RP & SE 460 | | 3 RP & SE 477 | 10 |
| RP & SE 466 ¹ | | 3 RP & SE 467 | 2 |
| RP & SE 476 | | 3 | |
| RP & SE 515 | | 3 | |
| Select one ¹ | | 3 | |
| ED POL 300 | | | |
| ED POL/HISTORY 412 (also meets U.S./European history) | | | |
| RP & SE 605 | | | |
| | | 18 | 15 |

Total Credits 120

¹ These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The proposed program is able to be completed in four years or less. Courses necessary for program completion are offered every year, and in some cases, students may elect to take courses in the summer. All students in an RPSE certification program are automatically guaranteed space within the required courses to ensure that they do not fall behind due to a course being closed or not offered.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

(Professionalism) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

(Collaboration and Communication) Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.

(Assessment) Collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.

(Special Education Evaluation and Individualized Educational Planning) To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.

(Instructional Planning) Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.

(Instructional Presentations) Present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals.

(Classroom Management) Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Student learning will be assessed primarily through direct assessment methods. The two primary tools will be a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Early Childhood Special Education/Special Education Dual Certification Program. As this is a named option, assessment data from this new named option will be incorporated into the overall assessment process for the Special Education BSE program. Specifically, the department has a Special Education Teacher Education committee. This group monitors student progress and assessment, reviews annual data, and makes appropriate program alterations to improve the program.

Department Approved Assessment Plan:

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

| Name (Last, First) | Date of contact/ support letter received | School,College, or Department | Comment by contact person | On behalf of |
|--------------------|------------------------------------------------|-----------------------------------------------|---------------------------------|--------------|
| Halverson, Erica | 02-09-21 | Curriculum and Instruction (CURR INSTR) | Approved- see email attachment | |
| Kirkorian, Heather | 02-17-21 | Human Devel and Family Studies (HDFS) | Approved- see letter attachment | |

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

HDFS Chair Letter Supporting ECSE Program.pdf

Letter of supportpermission for CI EC courses.pdf

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The RP & SE Department approved the creation of this new named option of 3/1/2021.

Entered by:

Maddie Sychta

Date entered:

03/12/2021

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and

administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Melinda Leko (leko) (Mon, 01 Mar 2021 19:31:21 GMT): Unanimous Department approval 03/01/21

Key: 1219

: EARLY CHILDHOOD SPECIAL EDUCATION BIRTH-GRADE 3

Export to PDF
Add Comment

In Workflow

1. RP & SE Dept. Approver (leko@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; jloeffelholz@wisc.edu; sychta@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu; jlmilner@wisc.edu; meyoung@wisc.edu; mittelstadt@wisc.edu)
5. UAPC Approver (jkscholz@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; laleininger@wisc.edu; mittelstadt@wisc.edu)
6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

Approval Path

1. Mon, 01 Mar 2021 19:35:28 GMT
Melinda Leko (leko): Approved for RP & SE Dept. Approver

New Program Proposal

Date Submitted: Mon, 01 Mar 2021 19:34:41 GMT

Viewing : Early Childhood Special Education Birth-Grade 3

Last edit: Wed, 21 Apr 2021 22:35:46 GMT

Changes proposed by: leko

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

Name

Carolyn Kelley - EDU

Proposal Abstract/Summary:

This proposal establishes an Early Childhood Special Education option in response to licensure changes made by the Wisconsin Department of Public Instruction (DPI). Specifically, DPI has established new grade level divisions for Wisconsin teaching licenses. As a result, the Special Education BSE program is creating four new named options, including the dual certification in Special Education and Elementary Education. Students in the Early Childhood Special Education option will seek licensure to work as educators and early interventionists for children with disabilities from birth through grade 3.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

Basic Information

Program State:

Active

Type of Program:

Named Option

2 : Early Childhood Special Education Birth-Grade 3

Parent Program:

MAJ: Special Education BSE

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Undergraduate

Who is the audience?

Parent Home Department:

Rehab Psych and Special Educ (RP & SE)

Home Department:

Parent School/College:

School of Education

School/College:

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Bachelor of Science-Education

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Early Childhood Special Education Birth-Grade 3

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

101MCEASP: Mid Child-Early Adolescence

Sub Plan 1195: No Title Found

Sub Plan 1216: No Title Found

Sub Plan 1219: No Title Found

Sub Plan 1224: No Title Found

Sub Plan 1228: No Title Found

Does the parent program offer this as an additional major as well?

No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

| Role Type | Name (Last, First) | Email | Phone | Title |
|-------------------------------|--------------------|-----------------|--------------|-------|
| Department Chair | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Faculty Director | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Primary Contact | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Primary Dean's Office Contact | Sychta, Maddie | sychta@wisc.edu | | |

List the departments that have a vested interest in this proposal.

| Departments |
|-----------------------------------------|
| Curriculum and Instruction (CURR INSTR) |
| Human Devel and Family Studies (HDFS) |
| Educational Psychology (ED PSYCH) |

Are all program reviews in the home academic unit up to date?
Yes

Please explain.

Are all assessment plans in the home academic unit up to date?
Yes

Please explain.

Are all assessment reports in the home academic unit up to date?
Yes

Please explain.

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?
No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?
No

Upload proposal:

Parent has outside accreditation:
No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Yes

Parent Guide Certification/Licensure tab

Additional Certification Requirements

Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. These requirements include those required by UW–Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Disclosure Statement and Criminal Background Investigation

Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

Criminal Background Investigation (CBI)

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

Environmental Education

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

Student Teaching and Assessment

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of Become a Teacher (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

Content Proficiency

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required

to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

Wisconsin Foundations of Reading Test

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

Teacher Performance Assessment (edTPA)

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

Field Experiences

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

Pre–Student Teaching Practicum

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

Withdrawing From/Failing Field Experience Assignments

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

Minority Group Relations and Conflict Resolution

Minority Group Relations

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.

- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

Conflict Resolution Requirement

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

Phonics

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

Cooperatives

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

Applying for a Teaching License

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence level*. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for Licensure" (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is "posted" by the registrar's office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email (mlpatton@wisc.edu) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The first semester for students to be admitted into the new named option is fall 2022. Upon approval, the campus and the admissions office will be notified of the new named option.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

The Department of Rehabilitation Psychology and Special Education (RPSE) is creating four new named options in their Special Education BSE program: Special Education Cross Categorical K-12, Early Childhood Special Education Birth-Grade 3, Early Childhood

Special Education/Special Education Dual Cert Birth-Grade 12, and Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification. These new named options present various licensure combinations students can earn.

In this named option, students will still study the profession of and obtain a degree in special education focused on early childhood special education (birth through grade 3). The other named options certify students to teach special education at the elementary and secondary levels.

Why is the program being proposed? What is its purpose?

The Special Education program is creating new named options in order to address changes the Wisconsin Department of Public Instruction (DPI) has made to the licensing structure. DPI is shifting their licensing structure from developmental levels to grade levels.

This proposal establishes a named option for students interested in pursuing an Early Childhood Special Education (birth - grade 3) teaching license.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

This new named option ensures that students in the Special Education program will meet new licensing requirements in order to teach in Wisconsin. Additionally, students frequently express interest in special education programming that targets young children.

What is the market, workforce, and industry need for this program? Provide evidence.

The Bureau of Labor statistics (U.S. Department of Labor, 2018) predicts that the national growth of special education positions will increase at a rate of 8% through 2026, resulting in a need for at least 33,300 new special education teachers. While much of the demand will result from those leaving the profession due to retirement, attrition, or transfer to general education (Boe, 2014; Ingersoll, 2003), the annual total turnover of special education teachers is roughly 29% (Boe, 2014). As a result, approximately half of all districts in the country have reported difficulty employing qualified special educators (U.S. Department of Education, 2009). When data are disaggregated by poverty levels and rurality, 90% of the country's high-need Local Education Agencies report not having enough qualified special educators (U.S. Department of Education, 2009).

Similar to national trends, special education personnel shortages are chronic and widespread within the state of Wisconsin. Over the last decade, the supply of certified special educators in Wisconsin has been far below school district demands. Wisconsin has experienced a shortage of special educators that has remained unabated since 1990 (Office of Postsecondary Education, 2018). In 2018, Wisconsin experienced a serious shortage of special educators across all license categories (Office of Postsecondary Education, 2018). Even more alarming is the steady upward trend in shortages of fully certified special educators across the state. Statewide data from 2010-2011 indicate that 3.1% of special education teaching positions statewide were filled by individuals working under either an emergency license or no license. By the 2016-2017 academic year, the statewide percentage had risen to 7.4% (n=766). Most recent data from the 2019-2020 school year indicate that Pre-K and grades 1-3 in special education were still considered teacher shortage areas for the state of Wisconsin.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

The creation of new named options in the Special Education program will ensure that students meet the new licensure requirements as set by DPI. The new named options are essential to preparing students to teach in special education settings in Wisconsin.

Currently, the special education program only prepares students for elementary and secondary certification, this new option will give students the opportunity to explore an early childhood focus.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting equity, inclusivity, and accessibility are longstanding goals of the Special Education program. The program's mission statement, "...preparing leaders to serve as resources and advocates for persons with disabilities..." is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity through coursework such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, as well as in the various field-based experiences across school settings.

Field-based experiences shape special education teacher candidates to become educators who promote social justice through multicultural education and critical reflection. A major component of all field-based experiences is reflection on how current systemic issues within schools and classrooms do or do not promote social justice for students with disabilities. The Early Childhood Special Education named option within the Special Education program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms. Program faculty will ensure field experience sites promote inclusive practices so that teacher candidates have opportunities to work with students with heterogeneous needs.

Parent Value

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Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Special Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. Some of these avenues include the Forward Madison partnership with MMSD and participation in the FIG program. Specifically, the department offers a FIG course on diversity in special education.

The program is also currently working closely with the Teacher Education Center and the Education Student Services office to develop a direct transfer program from Madison College. As a result, recruiting from Madison College has the potential to increase the UW's Special Education Program's diversity within the student population. In addition, the Teacher Education Center has hired a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education.

The special education teacher education committee meets monthly to discuss individual students who might be struggling. Part of these discussions is to consider supports that students may need including, meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. The student services coordinator regularly contacts students to schedule advising sessions to discuss opportunities to engage in volunteer and paid experiences, program requirements, and progress towards degree completion.

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Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Rehabilitation Psychology and Special Education Department is committed to hiring underrepresented minorities for faculty and staff positions. As a subset of the department, the Special Education Program does the utmost to hire supervisors, faculty, and staff of color. In preparation for this named option program, the RPSE department hired two new tenure-line faculty, both of whom identify as scholars of color. The RPSE department works closely with the SoE Office of Diversity, Equity, and Inclusion before posting a new faculty or staff position in order to reach a broader pool of candidates from diverse backgrounds.

Through an SoE initiative led by the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program is represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on campus and off-campus who are interested in becoming teachers. Recently, the Special Education program was highlighted on La Movida, the local Spanish-speaking radio station in Madison, to raise awareness of the need for people of color in special educator roles, as well as bilingual speakers.

Additionally, program staff frequently discuss and consider issues of minority representation in curriculum and teaching. For example, Special Education faculty and staff collaborate with one another to host a Lunch & Learn each month to discuss equity and diversity issues. Faculty and staff attend conferences, professional workshops, and campus lectures that examine diversity in education.

Research in the area of equity and inclusion in teaching and learning spaces is a focus for our faculty. One particular faculty-led research initiative focuses on the implementation of culturally responsive positive behavioral interventions and supports framework through Learning Labs. In this project, faculty, graduate students, and preK-12 educators and students participate in mutually beneficial opportunities to promote positive outcomes for students from culturally and linguistically diverse backgrounds.

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Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive. Special Education Program faculty and staff have been actively engaged in supporting these efforts. Advisors from the SoE Education Student Services office participate in the Special Education Teacher Education

monthly committee meetings. SoE faculty and staff also participate in campus-wide recruitment fairs. The RPSE department has also engaged in targeted recruitment of students of color through the Forward Madison program. The Madison College pathway is one of the many strategies to increase the diversity of students and, by extension, to help diversify the Wisconsin teacher workforce. Additionally, the revised core program can be completed in 60 credits making it possible for students from Madison College to transfer to UW-Madison and complete the program in two years.

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Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

| Name (Last, First) | Department | Title |
|--------------------------|----------------------------------------|------------------------------|
| Leko, Melinda | Rehab Psych and Special Educ (RP & SE) | Professor |
| Love, Hailey | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| An, Zhe | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| Armstrong Alfstad, Kayla | Rehab Psych and Special Educ (RP & SE) | Student Services Coordinator |

What resources are available to support faculty, staff, labs, equipment, etc.?

The Special Education program collaborates closely with the School of Education's Teacher Education Center and MERIT (library and instructional technology). No labs or equipment are required. The proposed program will incorporate a range of field experiences within local schools and early childcare settings. The Teacher Education Center has personnel to assist with identifying appropriate placements and potential cooperating/mentor teachers

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department | Title |
|--------------------------|----------------------------------------|------------------------------|
| Armstrong Alfstad, Kayla | Rehab Psych and Special Educ (RP & SE) | Student Services Coordinator |

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Recently the Special Education faculty increased from six to nine assistant or full professors. Faculty are expecting to advise two or three additional students per academic year based on a potential increase in enrollment. Students are also supported by two associate faculty and a student services coordinator who act as informal advisors and provide support. Additionally, the program hosts a group orientation for incoming students in order to consolidate the early advising load.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

The dean has already provided support for this new program. The department recently hired two full-time tenure track faculty whose expertise is in early childhood special education. The department also hired a full-time Clinical Associate Professor.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Program Admission Overview

Undergraduate students generally apply to the professional part of the Special Education degree program in their sophomore year. Selection is made during the spring semester. Currently, students are admitted to the program once a year, effective for the summer following selection. Once admitted, students typically spend four semesters completing their remaining coursework.

Information about application procedures for the Elementary-Special Education dual teacher certification option is available in the Elementary Education (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/>) section of the Guide.

Entering the School of Education

New and Current UW–Madison Students

New freshmen and transfer students interested in special education are admitted directly to the School of Education with a “pre-professional” classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in special education receive the “pre-professional” classification of PSR.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (<http://guide.wisc.edu/#Last%2060%20Credits%20Rule>)). It is not necessary to be a “pre-professional” student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 to schedule an appointment with an advisor.

Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admissible to the University to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; to schedule, call 608-262-1651.

Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an *Education Special student* or a *second degree student*, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this “certification only” coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Application and Admission

Certification to teach special education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the special education program one a year, effective for summer following selection. Resources limit the number of students who can be served by the UW–Madison Special Education Teacher Education Program. In recent years the program has been able to accommodate all qualified applicants; however, if the number of qualified applicants exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

- complete at least 40 transferable college-level credits by the end of the fall semester before application.
- successfully complete RP & SE 300 Individuals with Disabilities (3 cr) by the end of the summer semester of the application year.
- earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.¹

- submit all program application form(s), transcripts, and other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.
- Note: In previous years, applicants to teacher education programs were required to submit scores from one of the following exams: ACT, SAT, Praxis I/PPST, Praxis Core, or GRE. Under emergency rules announced by the Wisconsin Department of Public Instruction, no applicants need to submit scores for any exam as a component of their application to this program. The exam requirement was officially removed by the School of Education on November 15, 2017.

¹ A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

Two grade point averages will be calculated to determine candidates' eligibility for program consideration. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Program Selection Criteria

The special education faculty will review all completed applications that meet eligibility criteria. When reviewing an application, special education faculty want to learn as much about the applicant as possible and will make every effort to take into account the whole person. Applicants are encouraged to provide, in writing, whatever they would want to share in a face-to-face interview.

The selection committee members will consider several factors when selecting students for the program. Although the grade point average (GPA) is considered an important indicator of success, it is not the only basis on which applicants will be selected for admission. Trends in the applicant's grades, difficulty of course load, and outside work load will be considered (see factors 1, 2, and 3 below).

In addition to the GPA, faculty will consider the following factors:

- **College grading and course selection pattern.** Transcripts will be examined individually. Account will be taken whether an applicant has clearly followed an unusually easy or difficult pattern of courses or if the GPA reflects a poor grade in an exceptionally difficult subject area.
- **Trends of college grades.** An applicant who started very poorly or showed a decline in their early phases of college, but performed strongly in later college years, may be judged more favorably than another with the same GPA but level or declining record.
- **Diversity of experience or background.** Work/life experience, college activity, political activity, and other experiences or background that adds a diverse perspective to the special education student body may work in the applicant's favor. Volunteer or paid work with people with disabilities will be taken into account in the selection process. Volunteer or paid work with people from a background different than the applicant's may also be taken into account in the selection process.
- **Writing sample (Statement of Purpose).** Application materials must include an essay in which the applicant gives reasons for becoming a special education teacher. Writing is so important in the professional life of teachers and in the teacher education program that the quality of the applicant's writing will be taken into account in making admissions decisions.
- **Letters of recommendation.** Recommendation letters will play an important role in helping the selection committee judge the applicant's prospects for academic success in the program. Careful, thoughtful letters from mentors, teachers, or employers will provide information about the applicant's intellect, imagination, or prospects for becoming a successful teacher. Working with people with disabilities will be taken into account in the selection process. Working with people from a background different than the applicant's may also be taken into account in the selection process.
- **Other factors.** The program's quest for diversity leads the selection committee to take into account fully qualified applicants from under-represented groups. Race, ethnicity, cultural, geographic background, and economic disadvantage are among the factors that will be considered, taking into account the needs of the schools. A full-time or extra heavy part-time work load will be considered a factor in close cases.

Criminal Background Investigation

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean's Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

An individual who is deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the academic dean in the School of Education Student Services office.

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

The Department will work closely with the new teacher education recruiter employed by the Teacher Education Center. The School of Education is also launching new initiatives to engage freshmen who express interest in becoming teachers. The Department will leverage existing partnerships with local school districts when marketing the program. Finally, the Department offers RP & SE 100, a signature course, to incoming freshman the summer before they move to Madison. RPSE also sponsors two FIG courses each fall that promote special education teaching and careers.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year | Projected Enrollment |
|--------|----------------------|
| Year 1 | 5 |
| Year 2 | 8 |
| Year 3 | 10 |
| Year 4 | 10 |
| Year 5 | 10 |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

ECSE only 4 year plan.docx

ECSE only Course list.docx

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Program Structure

The Special Education program has four primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Professional education* coursework includes an examination of the schools' relationship to our society and the processes by which students grow and learn.
- *Core Requirements* offer an in-depth study of Special Education, including a four-semester *professional sequence* of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- *Elective* coursework is taken to reach the required minimum of 120 credits.

Special Education Options - Select One Elective Coursework

Complete additional coursework to reach the minimum of 120 credits.

GPA and Other Graduation Requirements

Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty advisor(s) to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.
- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

Degree Audit (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar’s website (<https://registrar.wisc.edu/dars-student/>).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

View as listView as grid

- [Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert \(<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/>\)](http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/)

Additional Certification Requirements and Applying for a License

In addition to completing UW–Madison’s program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program’s requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW–Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/#certificationlicensuretext>)

Guide Requirements tab

The Early Childhood Special Education option will prepare students to work as educators and early interventionists for children with disabilities from birth through grade 3.

PREREQUISITE FOR PROGRAM ADMISSION

This course must be completed by the end of the summer of the application year and is calculated into the major gpa required for graduation.

| Code | Title | Credits |
|-------------|-------------------------------|---------|
| RP & SE 300 | Individuals with Disabilities | 3 |

EARLY CHILDHOOD SPECIAL EDUCATION PROFESSIONAL SEQUENCE

Students complete a four-semester sequence of professional courses after admission to the program. Although some requirements may be completed prior to program admission, the remaining professional methods courses and clinical (field) experiences must be followed sequentially and taken in consecutive semesters. Class schedules for the professional sequence courses are determined in advance.

| Code | Title | Credits |
|--------------------------------|-----------------------------------------------------------------------------|---------|
| Semester 1 | | |
| CURRIC 550 | Methods, Materials and Activities in Early Childhood Education ¹ | 3 |
| CURRIC 663 | Learning Environments for Initial Education Programs | 3 |
| HDFS 362 | Development of the Young Child (preferred) ¹ | 3 |
| or ED PSYCH 320 | Human Development in Infancy and Childhood | |
| RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities ¹ | 3 |
| RP & SE 435 | Course RP & SE 435 Not Found ¹ | 3 |
| RP & SE 465 | Language and Reading Instruction for Students with Disabilities | 3 |
| Semester 2 | | |
| RP & SE 455 | Course RP & SE 455 Not Found | 3 |
| RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education | 3 |
| RP & SE 473 | Classroom Management for Inclusive Classrooms | 3 |
| RP & SE 475 | Special Education Practicum: Elementary (PK - Grade 9) | 3 |
| RP & SE 510 | Course RP & SE 510 Not Found ¹ | 3 |
| Semester 3 | | |
| HDFS 663 | Developmental and Family Assessment | 3 |
| RP & SE 460 | Course RP & SE 460 Not Found | 3 |
| RP & SE 466 | Diversity in Special Education ¹ | 3 |
| RP & SE 475 | Special Education Practicum: Elementary (PK - Grade 9) | 4 |
| <i>Select one</i> ¹ | | 3 |
| ED POL 300 | School and Society | |
| ED POL/HISTORY 412 | History of American Education (also meets U.S./European history) | |
| RP & SE 605 | Course RP & SE 605 Not Found | |
| Semester 4 | | |
| RP & SE 467 | Elementary Student Teaching Seminar | 2 |
| RP & SE 477 | Special Education Student Teaching: Elementary (PK - Grade 9) | 10 |

¹ May be taken prior to program admission.

Total credits required:

120

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report, the Guide, and the Course Search and Enroll app to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements.

If you are interested in completing a study abroad semester, please meet with Kayla Armstrong prior to starting the professional sequence and review the study abroad section of the planning document (<https://uwmadison.box.com/s/kcids3uopuacgj5c2qtc8qke6ii6ods8/>). Study abroad semesters are usually completed during the fall semester of a student's senior year.

Freshman

| Fall | Credits | Spring | Credits |
|----------------------------------------------------------|----------------|-----------------------------------------------------------------|----------------|
| Communication A (fall or spring semester) RP & SE 300 | | 3 Communication A (fall or spring semester) 3 Ethnic Studies | 3 3 |
| Liberal Studies course work | | 9-12 Quantitative Reasoning A Liberal Studies course work | 3 6-9 |
| | | 15 | 15 |

Sophomore

| Fall | Credits | Spring | Credits |
|----------------------------------------------------|----------------|------------------------------------------------------|----------------|
| Liberal Studies course work | | 10 Quantitative Reasoning B | 3 |
| Liberal Studies or General Elective course work | | 5 Liberal Studies or General Elective course work | 11 |
| | | 15 | 14 |

Junior

| Fall | Credits | Spring | Credits |
|--------------------------------------------------------------------------|----------------|----------------------------|----------------|
| CURRIC 550 ¹ | | 3 RP & SE 455 | 3 |
| CURRIC 663 | | 3 RP & SE 464 | 3 |
| HDFS 362 ¹ or ED PSYCH 320 (362 is preferred) ¹ | | 3 RP & SE 473 | 3 |
| RP & SE 330 ¹ | | 3 RP & SE 475 | 3 |
| RP & SE 435 ¹ | | 3 RP & SE 510 ¹ | 3 |
| RP & SE 465 (also meets Communication B) | | 3 | |
| | | 18 | 15 |

Senior

| Fall | Credits | Spring | Credits |
|-----------------------------------------------------------|----------------|---------------|----------------|
| HDFS 663 | | 3 RP & SE 477 | 10 |
| RP & SE 460 | | 3 RP & SE 467 | 2 |
| RP & SE 466 ¹ | | 3 | |
| RP & SE 475 | | 4 | |
| Select one ¹ | | 3 | |
| ED POL 300 | | | |
| ED POL/HISTORY 412 (also meets U.S./ European history) | | | |
| RP & SE 605 | | | |
| | | 16 | 12 |

Total Credits 120

¹ These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The proposed program can be completed in four years or less. Courses necessary for program completion are offered every year, and in some cases, students may elect to take courses in the summer. All students in an RPSE certification program are automatically guaranteed space within the required courses to ensure that they do not fall behind due to a course being closed or not offered.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

(Professionalism) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

(Collaboration and Communication) Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.

(Assessment) Collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.

(Special Education Evaluation and Individualized Educational Planning) To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.

(Instructional Planning) Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.

(Instructional Presentations) Present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals.

(Classroom Management) Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Student learning will be assessed primarily through direct assessment methods. The two primary tools will be a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Early Childhood Special Education/Special Education Dual Certification Program. As this is a named option, assessment data from this new named option will be incorporated into the overall assessment process for the Special Education BSE program. Specifically, the department has a Special Education Teacher Education committee. This group monitors student progress and assessment, reviews annual data, and makes appropriate program alterations to improve the program.

Department Approved Assessment Plan:

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

| Name (Last, First) | Date of contact/ support letter received | School,College, or Department | Comment by contact person | On behalf of |
|--------------------|------------------------------------------------|-----------------------------------------------|--------------------------------|--------------|
| Halverson, Erica | 02/09/21 | Curriculum and Instruction (CURR INSTR) | Approved-see email attachment | |
| Kirkorian, Heather | 02/17/21 | Human Devel and Family Studies (HDFS) | Approved-see letter attachment | |

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Letter of supportpermission for CI EC courses.pdf
HDFS Chair Letter Supporting ECSE Program.pdf

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

The RP & SE Department approved the creation of this new named option on 3/1/2021.

Entered by:

Maddie Sychta

Date entered:

03/12/2021

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Melinda Leko (leko) (Mon, 01 Mar 2021 19:35:25 GMT): Unanimous Department approval 03/01/21

Key: 1216

: KINDERGARTEN - 9TH GRADE/SPECIAL EDUCATION KINDERGARTEN - 12TH GRADE DUAL CERTIFICATION

Export to PDF
Add Comment

In Workflow

1. RP & SE Dept. Approver (leko@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; jloeffelholz@wisc.edu; sychta@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu; jlmilner@wisc.edu; meyoung@wisc.edu; mittelstadt@wisc.edu)
5. UAPC Approver (jkscholz@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; lalaininger@wisc.edu; mittelstadt@wisc.edu)
6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

Approval Path

1. Fri, 19 Mar 2021 23:26:08 GMT
Melinda Leko (leko): Approved for RP & SE Dept. Approver

New Program Proposal

Date Submitted: Fri, 19 Mar 2021 21:51:29 GMT

Viewing: : Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification

Last edit: Mon, 03 May 2021 21:59:13 GMT

Changes proposed by: bgerloff

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

Name

Barb Gerloff - EDU

Proposal Abstract/Summary:

As a consequence of licensing changes by the Wisconsin Department of Public Instruction, the Elementary Education and Special Education programs need to revise the dual cert named option to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to reconsider the preparation that is needed for tomorrow's teachers. These changes in course offerings and course content more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce. The Special Education Program will now have four named options, including the continuation of the dual Elementary Education/Special Education option. Upon successful completion of the program, this particular named option allows students to earn kindergarten through ninth grade Wisconsin teaching certification with an additional certification in Special Education grades kindergarten through ninth grade.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

Basic Information

Program State:

Active

Type of Program:

Named Option

Parent Program:

MAJ: Special Education BSE

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Undergraduate

Who is the audience?

Parent Home Department:

Rehab Psych and Special Educ (RP & SE)

Home Department:

Parent School/College:

School of Education

School/College:

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Bachelor of Science-Education

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

101MCEASP. Mid Child-Early Adolescence

Sub Plan 1195: No Title Found

Sub Plan 1216: No Title Found

Sub Plan 1219: No Title Found

Sub Plan 1224: No Title Found

Sub Plan 1228: No Title Found

Does the parent program offer this as an additional major as well?

No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

| Role Type | Name (Last, First) | Email | Phone | Title |
|-------------------------------|--------------------------|-----------------------|--------------|-------|
| Department Chair | Leko, Melinda | leko@wisc.edu | 608/263-5751 | |
| Faculty Director | Ruppar, Andrea | ruppar@wisc.edu | 6082635791 | |
| Primary Contact | Armstrong Alfstad, Kayla | armstrongalf@wisc.edu | | |
| Primary Dean's Office Contact | Sychta, Maddie | sychta@wisc.edu | | |

List the departments that have a vested interest in this proposal.

Departments

Curriculum and Instruction (CURR INSTR)

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Yes

Parent Guide Certification/Licensure tab

Additional Certification Requirements

Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. These requirements include those required by UW–Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Disclosure Statement and Criminal Background Investigation

Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

Criminal Background Investigation (CBI)

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

Environmental Education

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

Student Teaching and Assessment

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of Become a Teacher (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

Content Proficiency

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

Wisconsin Foundations of Reading Test

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

Teacher Performance Assessment (edTPA)

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

Field Experiences

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

Pre–Student Teaching Practicum

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

Withdrawing From/Failing Field Experience Assignments

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

Minority Group Relations and Conflict Resolution**Minority Group Relations**

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

Conflict Resolution Requirement

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

Phonics

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

Cooperatives

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

Applying for a Teaching License

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence level*. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for Licensure" (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is "posted" by the registrar's office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email (mlpatton@wisc.edu) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The last term students will be admitted to the existing program and its named options is fall 2021. There will be one academic year, 2022-2023, with an overlap of the current program and the newly modified program. Students impacted by the program change, primarily current freshman, will be notified and advised of the changes accordingly by the School of Education Student Services Office. The first semester for students to be admitted into the new program and its named options, including this named option, is fall 2022. Upon approval, the campus and the admissions office will also be notified of the program change.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

This is one of four new named options that form the newly revised Special Education program. Each are independent options that prepare students to teach special education to various audiences. All options will follow a professional sequence, but must meet the same liberal studies requirements.

Why is the program being proposed? What is its purpose?

Recently the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI is moving from developmental levels in their licensing structure. The grade band licensure spreads have increased, causing the program to be revised. The Elementary Education Program is restructuring its course offerings and sequence to address these new grade level licensure designations. This particular named option will prepare students for a teaching license in Elementary Education K-12 and Special Education K-12.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

This program is necessary for students in the Special Education Program to meet the new licensing requirements of the Wisconsin Department of Public Instruction (DPI) and prepare them to teach in the State of Wisconsin. Given these DPI changes, the Special Education Program will no longer be able to admit students into the current named options. New options are necessary to gain licensure in the State of Wisconsin.

What is the market, workforce, and industry need for this program? Provide evidence.

Like schools across the country, Wisconsin schools are facing teacher shortages. Fewer students are pursuing educational careers and applicant pools are shrinking as the number of retiring teachers is increasing. Certain disciplines are at critical shortage levels. According to a 2019-2020 survey on behalf of the American Association for Employment in Education (AAEE), schools noted considerable shortage in 20 of 59 fields of study (8 areas by college). It further reveals that even fields that have traditionally shown a historical surplus in candidates, such as elementary and middle level education, are now at a point where there is only a balance of candidates with available positions or even a slight shortage of candidates. Attracting, developing, and retaining top students is an important directive of the Elementary Education Program as we prepare students to fill these critical roles. The program changes more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

This named option is a lateral move to address the necessary updating required by the Wisconsin Department of Public Instruction's licensing changes. This does provide the faculty with an opportunity to re-conceptualize aspects of the program. For example, all students will be required to take CURRIC 550: Methods, Materials and Activities in Early Childhood Education to address the larger certification grade bands.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting equity, inclusivity, and accessibility are longstanding goals of the Special Education program. The program's mission statement, "...preparing leaders to serve as resources and advocates for persons with disabilities..." is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity through coursework such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, as well as in the various field-based experiences across school settings.

Field-based experiences shape special education teacher candidates to become educators who promote social justice through multicultural education and critical reflection. A major component of all field-based experiences is reflection on how current systemic issues within schools and classrooms do or do not promote social justice for students with disabilities. The Elementary/Special Education Dual Certification named option within the Special Education program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms. Program faculty will ensure field experience sites promote inclusive practices so that teacher candidates have opportunities to work with students with heterogeneous needs.

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Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Special Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. Some of these avenues include the Forward Madison partnership with MMSD and participation in the FIG program. Specifically, the department offers a FIG course on diversity in special education.

The program is also currently working closely with the Teacher Education Center and the Education Student Services office to develop a direct transfer program from Madison College. As a result, recruiting from Madison College has the potential to increase the UW's Special Education Program's diversity within the student population. In addition, the Teacher Education Center has hired a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education.

The special education teacher education committee meets monthly to discuss individual students who might be struggling. Part of these discussions is to consider supports that students may need including, meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. The student services coordinator regularly contacts students to schedule advising sessions to discuss opportunities to engage in volunteer and paid experiences, program requirements, and progress towards degree completion.

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Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Rehabilitation Psychology and Special Education department is committed to hiring underrepresented minorities for faculty and staff positions. As a subset of the department, the Special Education Program does the utmost to hire supervisors, faculty, and staff of color. In preparation for this named option program, the RPSE department hired two new tenure-line faculty, both of whom identify as scholars of color. The RPSE department works closely with the SoE Office of Diversity, Equity, and Inclusion before posting a new faculty or staff position in order to reach a broader pool of candidates from diverse backgrounds.

Through an SoE initiative led by the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program is represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on campus and off-campus who are interested in becoming teachers. Recently, the Special Education program was highlighted on La Movida, the local Spanish-speaking radio station in Madison, to raise awareness of the need for people of color in special educator roles, as well as bilingual speakers.

Additionally, program staff frequently discuss and consider issues of minority representation in curriculum and teaching. For example, Special Education faculty and staff collaborate with one another to host a Lunch & Learn each month to discuss equity and diversity issues. Faculty and staff attend conferences, professional workshops, and campus lectures that examine diversity in education.

Research in the area of equity and inclusion in teaching and learning spaces is a focus for our faculty. One particular faculty-led research initiative focuses on the implementation of culturally responsive positive behavioral interventions and supports framework through Learning Labs. In this project, faculty, graduate students, and preK-12 educators and students participate in mutually beneficial opportunities to promote positive outcomes for students from culturally and linguistically diverse backgrounds.

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Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive. Special Education Program faculty and staff have been actively engaged in supporting these efforts. Advisors from the SoE Education Student Services office participate in the Special Education Teacher Education monthly committee meetings. SoE faculty and staff also participate in campus-wide recruitment fairs. The RPSE department has also engaged in targeted recruitment of students of color through the Forward Madison program. The Madison College pathway is

one of the many strategies to increase the diversity of students and, by extension, to help diversify the Wisconsin teacher workforce. Additionally, the revised core program can be completed in 60 credits making it possible for students from Madison College to transfer to UW-Madison and complete the program in two years.

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Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

| Name (Last, First) | Department | Title |
|--------------------------|----------------------------------------|-----------------------------------------|
| Ruppar, Andrea | Rehab Psych and Special Educ (RP & SE) | Special Education Area Chair; Professor |
| Leko, Melinda | Rehab Psych and Special Educ (RP & SE) | RP & SE Department Chair; Professor |
| Armstrong Alfstad, Kayla | Rehab Psych and Special Educ (RP & SE) | Student Services Coordinator |
| An, Zhe | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| Bal, Aydin | Rehab Psych and Special Educ (RP & SE) | Professor |
| Dahl, Heather | Rehab Psych and Special Educ (RP & SE) | Faculty Associate |
| Doren, Bonnie | Rehab Psych and Special Educ (RP & SE) | Associate Professor |
| Jozwik, Sara | Rehab Psych and Special Educ (RP & SE) | Clinical Associate Professor |
| Love, Hailey | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| Mueller, Carlyn | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| Trezek, Beverly | Rehab Psych and Special Educ (RP & SE) | Associate Professor |
| White, Ashley | Rehab Psych and Special Educ (RP & SE) | Assistant Professor |
| Wilkerson, Kimber | Rehab Psych and Special Educ (RP & SE) | Professor |
| Loeffelholz, John | Rehab Psych and Special Educ (RP & SE) | Department Administrator |
| Harris, Cheryl | Rehab Psych and Special Educ (RP & SE) | Department Associate |

What resources are available to support faculty, staff, labs, equipment, etc.?

This named option, Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification, will utilize the current resources of the Elementary Education Program and Special Education Program, including resources of the Curriculum and Instruction department and Rehabilitation Psychology and Special Education department, Teacher Education Center and the School of Education. There are no anticipated changes in staffing and it is the intention to maintain all existing resources. The Elementary Education Program has 10 associated members of the faculty, 5 academic staff and 1 administrative support staff. The Special Education Program has 12 faculty, 1 academic staff, and 2 administrative support staff.

MERIT Library and Tech Support provides technology infrastructure and support for program faculty, staff, and students. This includes managing the SoE network accounts and access, desktop security, software and hardware needs, and a HelpDesk offering both walk-in and remote support. MERIT also has circulating and non-circulating equipment available for short term checkout to students, faculty, and staff of the Elementary Education and Special Education Programs. In addition, the Teacher Education Center has several laptops available for teacher education students to check out for the entire semester to fulfill longer term needs. Another support provided through MERIT includes providing instructional services designed to support the attainment of instructional goals through technology integration. MERIT instructional services include consulting, workshops, and instruction for using technology tools.

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department | Title |
|--------------------|-----------------------------------------|-------------------|
| Dahl, Heather | Rehab Psych and Special Educ (RP & SE) | Faculty Associate |
| Nichols, Kathleen | Curriculum and Instruction (CURR INSTR) | Faculty Associate |
| Ramberg, Erica | Curriculum and Instruction (CURR INSTR) | Faculty Associate |

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Resources from both the Curriculum and Instruction department, Rehabilitation Psychology and Special Education department, and the School of Education will be utilized to support this named option. These include academic and career advising services. Students are assigned a Student Services advisor who will counsel the student through the Elementary Education/Special Education Dual Certificate Program's requirements, application process and needed courses. Advisors will be sure to monitor students to ensure they are on track for the named option's requirements. Students also work with advisors through the Career Center. These advisors discuss with the students the path that led them to the teaching profession and confirm the students' interest in the program. Within the program, faculty associates also serve as advisors to students. The faculty associates mentor students and monitor their progress through the professional sequence. These two groups, advisors and faculty associates, work in cooperation with each other as students move through the program.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

There are no substantial new resources required. There is sufficient capacity to meet the curricular and support services. This program proposal replaces a current named option for Elementary Education. There is no additional workload.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Program Admission Overview

Undergraduate students generally apply to the professional part of the Special Education degree program in their sophomore year. Selection is made during the spring semester. Currently, students are admitted to the program once a year, effective for the summer following selection. Once admitted, students typically spend four semesters completing their remaining coursework.

Information about application procedures for the Elementary-Special Education dual teacher certification option is available in the Elementary Education (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/>) section of the Guide.

Entering the School of Education

New and Current UW–Madison Students

New freshmen and transfer students interested in special education are admitted directly to the School of Education with a "pre-professional" classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in special education receive the "pre-professional" classification of PSR.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (<http://guide.wisc.edu/#Last%2060%20Credits%20Rule>)). It is not necessary to be a "pre-professional" student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 to schedule an appointment with an advisor.

Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admissible to the University to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office

of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; to schedule, call 608-262-1651.

Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an *Education Special student* or a *second degree student*, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this "certification only" coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Application and Admission

Certification to teach special education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the special education program one a year, effective for summer following selection. Resources limit the number of students who can be served by the UW–Madison Special Education Teacher Education Program. In recent years the program has been able to accommodate all qualified applicants; however, if the number of qualified applicants exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

- complete at least 40 transferable college-level credits by the end of the fall semester before application.
- successfully complete RP & SE 300 Individuals with Disabilities (3 cr) by the end of the summer semester of the application year.
- earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.¹
- submit all program application form(s), transcripts, and other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.
- Note: In previous years, applicants to teacher education programs were required to submit scores from one of the following exams: ACT, SAT, Praxis I/PPST, Praxis Core, or GRE. Under emergency rules announced by the Wisconsin Department of Public Instruction, no applicants need to submit scores for any exam as a component of their application to this program. The exam requirement was officially removed by the School of Education on November 15, 2017.

¹ A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

Two grade point averages will be calculated to determine candidates' eligibility for program consideration. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

Program Selection Criteria

The special education faculty will review all completed applications that meet eligibility criteria. When reviewing an application, special education faculty want to learn as much about the applicant as possible and will make every effort to take into account the whole person. Applicants are encouraged to provide, in writing, whatever they would want to share in a face-to-face interview.

The selection committee members will consider several factors when selecting students for the program. Although the grade point average (GPA) is considered an important indicator of success, it is not the only basis on which applicants will be selected for

admission. Trends in the applicant's grades, difficulty of course load, and outside work load will be considered (see factors 1, 2, and 3 below).

In addition to the GPA, faculty will consider the following factors:

- **College grading and course selection pattern.** Transcripts will be examined individually. Account will be taken whether an applicant has clearly followed an unusually easy or difficult pattern of courses or if the GPA reflects a poor grade in an exceptionally difficult subject area.
- **Trends of college grades.** An applicant who started very poorly or showed a decline in their early phases of college, but performed strongly in later college years, may be judged more favorably than another with the same GPA but level or declining record.
- **Diversity of experience or background.** Work/life experience, college activity, political activity, and other experiences or background that adds a diverse perspective to the special education student body may work in the applicant's favor. Volunteer or paid work with people with disabilities will be taken into account in the selection process. Volunteer or paid work with people from a background different than the applicant's may also be taken into account in the selection process.
- **Writing sample (Statement of Purpose).** Application materials must include an essay in which the applicant gives reasons for becoming a special education teacher. Writing is so important in the professional life of teachers and in the teacher education program that the quality of the applicant's writing will be taken into account in making admissions decisions.
- **Letters of recommendation.** Recommendation letters will play an important role in helping the selection committee judge the applicant's prospects for academic success in the program. Careful, thoughtful letters from mentors, teachers, or employers will provide information about the applicant's intellect, imagination, or prospects for becoming a successful teacher. Working with people with disabilities will be taken into account in the selection process. Working with people from a background different than the applicant's may also be taken into account in the selection process.
- **Other factors.** The program's quest for diversity leads the selection committee to take into account fully qualified applicants from under-represented groups. Race, ethnicity, cultural, geographic background, and economic disadvantage are among the factors that will be considered, taking into account the needs of the schools. A full-time or extra heavy part-time work load will be considered a factor in close cases.

Criminal Background Investigation

The Department of Public Instruction (DPI) is required by law to conduct a background (DPI) check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean's Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

An individual who is deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the academic dean in the School of Education Student Services office.

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Staff in the School of Education (SoE) Student Services office work with prospective students through the admissions office. Campus visits, both in-person and virtual, are arranged with prospective students and their families. These presentations include information about the different programs with the SoE, including this named option. Advisors are committed to talking to prospective, current and transfer students. The Elementary Education Program and Special Education Program participates in campus wide events such as Majors Discovery Week and prospective student open houses. The SoE Student Services office also hosts an "Education Day," when prospective students can learn about SoE programs and attend program focused breakout sessions. The Teacher Education Center's recruitment manager works to find new avenues to recruit students to the various SoE programs. Advisors currently assist Madison College students who are interested in transferring to the Elementary Education Program and guide them through that process. To streamline that process, an arrangement is currently under development between the SoE and Madison College that would create a clear transfer program between the two institutions for students interested in this named option.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year | Projected Enrollment |
|--------|----------------------|
| Year 1 | 25 |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Program Structure

The Special Education program has four primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Professional education* coursework includes an examination of the schools' relationship to our society and the processes by which students grow and learn.
- *Core Requirements* offer an in-depth study of Special Education, including a four-semester *professional sequence* of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- *Elective* coursework is taken to reach the required minimum of 120 credits.

Special Education Options - Select One

Elective Coursework

Complete additional coursework to reach the minimum of 120 credits.

GPA and Other Graduation Requirements

Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty advisor(s) to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.
- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

Degree Audit (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar’s website (<https://registrar.wisc.edu/dars-student/>).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

View as listView as grid

- **Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert** (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-middle-childhood-through-early-adolescence-elementary-education-dual-cert-bse/>)

Additional Certification Requirements and Applying for a License

In addition to completing UW-Madison's program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program's requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW-Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K-12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/#certificationlicensuretext>)

Guide Requirements tab

The Elementary Education Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade option requires 70 credits of professional coursework in addition to other degree requirements. RP & SE 300 Individuals with Disabilities must also be completed prior to beginning the professional sequence. This part of the degree was designed to be completed in four semesters, beginning in the fall after admission to the program. Some classes must be taken during specified semesters, while other requirements may be completed at any time, including prior to program admission. See Building a Professional Course Sequence (<http://guide.wisc.edu/programadmin/1213/#EEDPROFSQ>).

The option coursework listed here is one component of the Elementary/Special Education, BSE degree (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/#requirementstext>) requirements.

Elementary Education Foundation and Core Methods Courses

| Code | Title | Credits |
|--------------------|---------------------------------------------------------------------|---------|
| CURRIC 318 | Teaching Reading and Writing | 3 |
| CURRIC 319 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 | 4 |
| CURRIC 320 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 | 4 |
| CURRIC/RP & SE 365 | Teaching Mathematics in Inclusive Settings | 4 |
| CURRIC 371 | Teaching Social Studies | 3 |
| CURRIC 372 | Teaching Science | 3 |
| CURRIC 406 | Course CURRIC 406 Not Found | 3 |
| CURRIC 550 | Methods, Materials and Activities in Early Childhood Education | 3 |

Special Education Foundation and Core Methods Courses

| Code | Title | Credits |
|-------------|----------------------------------------------------------------------------------------------------------------|---------|
| RP & SE 300 | Individuals with Disabilities (prerequisite course - must be taken before beginning the professional sequence) | 3 |
| RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities | 3 |
| RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education | 3 |
| RP & SE 465 | Language and Reading Instruction for Students with Disabilities | 3 |
| RP & SE 466 | Diversity in Special Education | 3 |
| RP & SE 472 | Methods in Transition and Vocational Education | 3 |
| RP & SE 473 | Classroom Management for Inclusive Classrooms | 3 |
| RP & SE 515 | Access to the General Curriculum for Students with Disabilities | 3 |
| RP & SE 605 | Course RP & SE 605 Not Found | 3 |

Field Experiences

| Code | Title | Credits |
|-------------|-------------------------------------------------------------------------------|---------|
| CURRIC 373 | Elementary Teaching Practicum III | 3 |
| CURRIC 463 | Seminar in Pre-Kindergarten Through Middle School Teaching | 1 |
| CURRIC 464 | Student Teaching in the Elementary School | 7 |
| RP & SE 457 | Elementary Student Teaching Seminar - Elementary/Special Education Dual Major | 1 |
| RP & SE 476 | Special Education Practicum: Secondary (Grades 4-12) | 3 |
| RP & SE 477 | Special Education Student Teaching: Elementary (PK - Grade 9) | 7 |

Content Area Minor (Optional Requirement)

Students may elect to complete a minor in one of the following content areas. Minors provide a depth of study in a particular area of interest and also inform classroom instruction. The completion of a minor is required to teach middle school licensing in some states and may benefit students particularly interested in teaching at this level. For more details about the requirements of each minor, choose from the links below.

Minor Options

- Biology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/biology-minor/>)
- Chemistry (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/chemistry-minor/>)
- Earth Science (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/earth-science-minor/>)
- Economics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/economics-minor/>)
- English (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-minor/>)
- English Language Arts (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-language-arts-minor/>)
- Geography (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/geography-minor/>)
- History (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/history-minor/>)
- Mathematics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-minor/>)
- Mathematics and Science Dual (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-science-dual-minor/>)
- Mathematics Specialized (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-specialized-minor/>)
- Physics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/physics-minor/>)
- Political Science (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/political-science-minor/>)
- Psychology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/psychology-minor/>)
- Science Specialized (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/science-specialized-minor/>)
- Social Studies (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/social-studies-minor/>)
- Sociology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/sociology-minor/>)

Building a Professional Sequence

As mentioned above, the 70-credit professional course sequence includes some classes that are required to be taken during specified semesters, while other requirements may be completed at any time, including prior to program admission. Students can take advantage of this curricular flexibility to create a professional course sequence that best meets their needs and interests. If desired, all 70 credits can be completed in four semesters; see the 4-Year Plan [RO please link to four year plan for this option] for an example of this approach. All professional coursework except student teaching and the seminars must be completed prior to semester 4.

Individuals with Disabilities - Prerequisite for Program Admission

This course must be completed by the end of the summer of the application year, before beginning the professional course sequence.

| Code | Title | Credits |
|-------------|-------------------------------|---------|
| RP & SE 300 | Individuals with Disabilities | 3 |

Courses that may be Taken Prior to Program Admission

| Code | Title | Credits |
|------------|---------------------------------------------------------------------|---------|
| CURRIC 319 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 | 4 |
| CURRIC 320 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 | 4 |
| CURRIC 406 | Course CURRIC 406 Not Found | 3 |
| CURRIC 550 | Methods, Materials and Activities in Early Childhood Education | 3 |

Courses Required During Specific Semesters

| Code | Title | Credits |
|----------------------------|------------------------------------------------------------------------------------------------------------------|----------------|
| Semester 1 (Fall) | | |
| CURRIC 319 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 (must be taken this semester, if not before) | 4 |
| CURRIC 406 | Course CURRIC 406 Not Found (must be taken this semester, if not before) | 3 |
| CURRIC 371 | Teaching Social Studies | 3 |
| RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities | 3 |
| RP & SE 465 | Language and Reading Instruction for Students with Disabilities | 3 |
| RP & SE 605 | Course RP & SE 605 Not Found | 3 |
| Semester 2 (Spring) | | |
| CURRIC 318 | Teaching Reading and Writing | 3 |
| CURRIC 320 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 (must be taken this semester, if not before) | 4 |
| RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education | 3 |
| RP & SE 472 | Methods in Transition and Vocational Education | 3 |
| RP & SE 473 | Classroom Management for Inclusive Classrooms | 3 |
| RP & SE 476 | Special Education Practicum: Secondary (Grades 4-12) | 3 |
| Semester 3 (Fall) | | |
| CURRIC 372 | Teaching Science | 3 |
| CURRIC 550 | Methods, Materials and Activities in Early Childhood Education (must be taken this semester, if not before) | 3 |
| RP & SE/CURRIC 365 | Teaching Mathematics in Inclusive Settings | 4 |
| RP & SE 466 | Diversity in Special Education | 3 |
| RP & SE 515 | Access to the General Curriculum for Students with Disabilities | 3 |
| CURRIC 373 | Elementary Teaching Practicum III | 3 |
| Semester 4 (Spring) | | |
| CURRIC 463 | Seminar in Pre-Kindergarten Through Middle School Teaching | 1 |
| CURRIC 464 | Student Teaching in the Elementary School | 7 |
| RP & SE 457 | Elementary Student Teaching Seminar - Elementary/Special Education Dual Major | 1 |
| RP & SE 477 | Special Education Student Teaching: Elementary (PK - Grade 9) | 7 |

Total credits required:

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Special Education

Kindergarten - 9th Grade/Special Education K-12 Dual Certification

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report and Course Search and Enroll to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.

Freshman

| Fall | Credits | Spring | Credits |
|-------------------------------------------|----------------|---------------------------------------------|----------------|
| Communication A (fall or spring semester) | | 3 Communication A (fall or spring semester) | 3 |
| Liberal Studies course work | | 9-12 Quantitative Reasoning A | 3 |
| | | RP & SE 300 | 3 |
| | | Liberal Studies course work | 5-8 |
| | | 12 | 14 |

Sophomore

| Fall | Credits | Spring | Credits |
|-----------------------------|----------------|---------------------------------------------------|----------------|
| Quantitative Reasoning B | | 3 Liberal Studies course work | 7 |
| Ethnic Studies | | 3 Liberal Studies or General Elective course work | 5 |
| Liberal Studies course work | | 6 | |
| | | 12 | 12 |

Junior

| Fall | Credits | Spring | Credits |
|-------------------------|----------------|-------------------------------------------|----------------|
| CURRIC 319 ¹ | | 4 CURRIC 318 (Also meets Communication B) | 3 |
| CURRIC 371 | | 3 CURRIC 320 ¹ | 4 |
| CURRIC 406 ¹ | | 3 RP & SE 464 | 3 |
| RP & SE 330 | | 3 RP & SE 472 | 3 |
| RP & SE 465 | | 3 RP & SE 473 | 3 |
| RP & SE 605 | | 3 RP & SE 476 | 3 |
| | | 18 | 18 |

Senior

| Fall | Credits | Spring | Credits |
|-------------------------|----------------|---------------|----------------|
| RP & SE/CURRIC 365 | | 4 CURRIC 463 | 1 |
| CURRIC 372 | | 3 CURRIC 464 | 7 |
| CURRIC 550 ¹ | | 3 RP & SE 457 | 1 |
| RP & SE 466 | | 3 RP & SE 477 | 7 |
| RP & SE 515 | | 3 | |
| CURRIC 373 | | 3 | |
| | | 18 | 16 |

Total Credits 120

¹ These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Students apply to the Elementary Education Program. This application process occurs during a traditional student's sophomore year. This named option is designed so all coursework can be completed within a student's final four semesters of their four academic years with no summer enrollment required. During their preprofessional status, students work on their liberal studies requirements. Also during this preprofessional period, there are a number of Elementary Education Program courses that students can complete as well if they so desire. This gives students options as they plan out their coursework over the four academic years, but this named option's coursework is deliberately designed so all requirements can be completed after acceptance into the professional program and during their final four semesters.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

(Professionalism) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

(Collaboration and Communication) Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.

(Assessment) Collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.

(Special Education Evaluation and Individualized Educational Planning) To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.

(Instructional Planning) Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.

(Instructional Presentations) Present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals.

(Classroom Management) Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Learning Outcomes will be assessed primarily through direct assessment methods. The two primary tools will be a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Special Education Program.

Department Approved Assessment Plan:

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:

Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Melinda Leko (leko) (Fri, 19 Mar 2021 23:26:02 GMT): Dept approved

Key: 1228