

New Program Proposal

Changes saved but not submitted

Viewing: : **Elementary Education and Special Education**

Last edit: 10/07/22 12:15 pm

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

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

The BSE – Elementary Education and Special Education program at UW-Madison will prepare educators to be certified to teach in both general education classrooms (kindergarten – 9th grade) and special education classrooms (kindergarten – 12th grade). BSE-EESE students will engage in field placements including student teaching placements and practicum experiences that equip them to be leaders in diverse schools across Wisconsin. These field experiences are a required component of the BSE-EESE program and provide an opportunity to hone instructional skills and learn from experienced teachers. DPI requires students to complete a full semester of student teaching. Students must complete 120 credits to earn the BSE-EESE degree. Of these 120 credits, the Elementary Education and Special Education major comprises 70 credits.

Basic Information

Program State: Active

Type of Program: Degree/Major

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

[FastTrack A2P MSN Elementary Educ and Special Educ BSE 2022 10 03.pdf](#)

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

[Elementary Education and Special Education, BSE - Board of Regents](#)

Authorization.docx

Who is the audience? Undergraduate

Home Department: Rehab Psych and Special Educ (RP & SE)

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?

Yes

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.

The inherent nature of the major, which leads to dual certification, requires collaboration between C&I and RPSE to provide the required coursework on a consistent schedule that allows timely program completion. Faculty and staff in the two departments will form a Joint Advisory Committee, facilitated by the Special Education Teacher Education Committee Chair (or their designee), to provide oversight to the program on a regular basis

Award: Bachelor of Science-Education

SIS Code:

SIS Description:

Transcript Title: Elementary Education and Special Education

Named Options:

Will this be offered as an additional major as well? No

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	Smedema, Susan	ssmedema@wisc.edu	608/265-0845	
Faculty Director	Trezek, Beverly	bjtrezek@wisc.edu		
Primary Contact	Trezek, Beverly	bjtrezek@wisc.edu		
Primary Dean's Office Contact	Lee, Stacey	sjlee3@wisc.edu	608/265-5956	

Role Type	Name (Last, First)	Email	Phone	Title
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
Curriculum and Instruction (CURR INSTR)
College of Letters & Science (L&S)

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

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

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

Mode of Delivery:

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

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Will this program have outside accreditation? No

Will graduates of this program seek licensure or certification after graduation? No

First term of student enrollment: Summer 2023 (1236)

Year of first program review (5 years after first student enrollment):
2027

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

The new degree will be effective Summer 2023.

Rationale and Justifications

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

The Elementary-Special Education program currently functions as a dual major certification program, which is a unique structure on campus and not in compliance with campus rules. Students in the Elementary-Special Education program (EESP) are simultaneously enrolled in Elementary Education (EESP 387) and Special Education (EESP 101) academic plans and are awarded majors in Elementary and Special Education. Both of these majors appear on the student's final transcript upon graduation with the Bachelor of Science - Education degree along with statements indicating what they are certified to teach.

The program has been designed collaboratively between the Departments of Curriculum and Instruction and Rehabilitation Psychology and Special Education to enable students to complete their degree in a timely manner. Thus, the program is not currently designed as two distinct majors (i.e., an additional major), because it represents a hybrid of the two majors. Students are required to enroll in both majors simultaneously, and if they decided to drop one of the majors, they would need to switch to a different Elementary Education or Special Education option altogether. Additional courses would be required to complete a degree in one or the other areas.

Because of its unique coding structure, the program in its current configuration creates an additional burden on campus to maintain, and it does not meet the campus criteria for an additional major. APIR has asked the School of Education to work with C&I and RPSE to rethink the academic structure of the program so that it addresses student and program needs, complies with campus policy, and reduces the burden on the system to maintain.

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)?

RPSE is the only department at UW-Madison that is solely committed to improving the lives of people with disabilities, as well as their families. The departmental mission seeks to prepare leaders, researchers, practitioners, and clinicians to serve as resources and advocates for people with disabilities in both public and private sectors. The BSE-EESE program will continue to contribute to this mission, preparing teacher candidates to support students with disabilities in their classrooms. The BSE-EESE program also aligns with the broad goals of the special education program by preparing competent and confident teachers who can assume leadership roles in the education of students with disabilities.

The transition of the BSE-EESE program from separate named options in Elementary Education and Special Education to a BSE degree with a single major will continue UW-Madison's tradition of offering high quality instruction to prepare graduates to effectively deal with the immediate and long-range needs of society. The BSE-EESE will equip teacher candidates to meet the diverse needs of their students through culturally responsive instruction that serves every student. Program curriculum demonstrates a commitment to "the ideals of a pluralistic, multiracial, open and democratic society," in alignment with the institutional mission.

The BSE-EESE program also aligns with UW-Madison's strategic plan, specifically the commitment to living the Wisconsin Idea. Students are encouraged to "engage with the community to provide positive social, cultural, and economic impact in Wisconsin and beyond" through fieldwork experiences and course content. These required fieldwork experiences also "enhance the holistic development of students by combining learning in and out of the classroom that is steeped in the values of the university," resulting in graduates who are prepared to provide high quality, culturally competent instruction in kindergarten - 9th grade general education classrooms and kindergarten - 12th grade special education classrooms.

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

SoE Student Services has calculated a retention rate, the percentage of a fall entrance cohort who are still enrolled but have not yet graduated, of 93.8% from fall 2018-summer 2022 for the existing dual certification program. 44 students are currently enrolled in the existing dual certification program for fall 2022.

Dual teaching certification in general and special education in particular, are becoming increasingly popular in policy and practice. Almost one-third of states require educators to obtain a general education license before they are eligible for special education licensure, likely in response to the changes in special education service delivery models and more collaborative roles between these general and special educators. As students with disabilities are experiencing greater instructional time in the general education setting, special educators require knowledge of the general education curriculum and general educators must possess the knowledge and skills to work with a range of learners. Pursuing licenses in both elementary and special education offers notable benefits to teacher candidates for both their preparedness and in the labor market, as well as positive outcomes for students with disabilities who are taught by these teachers.

The professional dispositions of dually certified teachers are more inclusive, reporting a sense of shared responsibility for the learning of all students and greater success with inclusive service delivery models. Teachers who possess a dual certification report feeling more prepared and confident to work with students with disabilities, including addressing instructional and behavioral needs, likely due to integrated coursework that addresses disability and opportunities to work with students with disabilities during their preparation program. In addition, some students with disabilities taught by teachers holding a dual certification experience increased academic achievement, with studies finding greater math achievement for students with disabilities than when taught by teachers with only an elementary teaching license.

Given their ability to support a wider range of students as well as their licensure for additional roles, teachers holding both elementary and special education teaching licenses have more job opportunities, which may include the ability to select desirable schools and districts and increase in salary scales. In fact, principals in rural communities report a preference for hiring teachers with elementary and special education dual licenses when compared to hiring teachers with single licenses. When elementary teacher candidates are provided the opportunity to pursue a license in special education as well, they are not only more prepared for teaching students with disabilities in their classrooms but are also better positioned within the labor market.

Because the C&I and RPSE Departments have been offering a dual (Elementary and Special

Education) certification option for the past 10 years, we anticipate that the creation of a new major will not affect existing demand for related majors. We expect that the number of students who have historically enrolled in the existing dual major will be similar to the number who enroll in the new major.

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

Wisconsin schools are facing teacher shortages for a number of reasons. Generally, fewer students are pursuing educational careers and applicant pools are shrinking as the number of retiring teachers increases. Certain disciplines are at critical shortage levels. According to DPI, from academic year (AY) 2013–14 to 2018–19, enrollment in Wisconsin teacher licensing programs decreased by approximately 14%. This enrollment decline was coupled with a 15.7% decrease in preparation program completion of those enrolled from AY 2012–13 to 2018–19. At the same time, the state faces a severe shortage of qualified teachers. One-third of licensed teachers who completed an educator preparation program in AY2018–19 in Wisconsin were not employed in a state public school, not accounting for the number of teacher candidates who completed a preparation program but did not seek licensure. Furthermore, the teacher attrition rate reached 6.76% in AY 2017–18, and about 55% of teachers with 10 or more years of experience left teaching positions.

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

According to a 2019-2020 survey conducted by the American Association for Employment in Education, schools reported considerable shortages in 20 of 59 fields of study. Notably, fields that have traditionally shown a surplus in candidates, such as elementary and middle-level education, are beginning to experience a balance of applicants to available positions and, in some cases, slight shortages. In Wisconsin, special education has been identified as an area where there is a particular dearth of qualified teachers. The number of emergency licenses issued in cross-categorical special education outnumbered the number of licenses issued to teacher candidates who completed preparation programs in AY 2016–17, and the use of emergency licensure in special education has increased 175% since AY 2012–13. Aside from general, non-specific middle and high school teaching positions, special education positions had the most job postings in 2017, and it took longer to fill those positions than any other subject area. Data from AY 2017–18 reveal that attrition for full-time equivalency positions in cross-categorical special education in the state was 9.43%, greater than other subject areas, including elementary education, English, math, art, and social studies.

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)?

The longstanding goals of the existing Special Education program include promoting equity, inclusivity, and accessibility, consistent with the program mission statement to prepare “leaders to serve as resources and advocates for persons with disabilities.” The BSE-EESE will continue to offer students opportunities to engage in teaching in a diverse environment. Students will be challenged intellectually through courses such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, where students are exposed to multicultural education and practice critical reflection. Students will also take the new introductory course, CURRIC/RP & SE 406: Race, Intersectionality and Equity in Education, which provides a theoretical foundation for students to develop a critical and historical understanding of racism, marginalization, and exclusion that is endemic to the public school system in the U.S. The field-based experiences in the classroom will also shape teacher candidates to become educators who promote social justice and strive for representation in current and future classrooms.

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

The teacher preparation programs in the SoE consistently rank among the best programs nationally. The proposed BSE-EESE will continue this tradition of excellence and culturally competent teacher preparation. This proposal represents an administrative change that elevates the existing dual certification program to a standalone degree. The BSE-EESE will replace the Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification named options in the Elementary Education, BSE and the Special Education, BSE. The new degree will be housed in the Department of Rehabilitation Psychology and Special Education (RPSE). A committee comprised of faculty from RPSE and C&I will engage in regular discussions surrounding program curriculum and pedagogical philosophy to ensure program quality.

RPSE also offers an undergraduate Special Education BSE with named options in Early Childhood Education (birth – 3rd grade), Early Childhood Special Education (birth – 12th grade), and Special Education Cross-Categorical (kindergarten – 12th grade). The Department of Curriculum and Instruction (C&I) offers an undergraduate Elementary Education BSE for students planning to teach kindergarten – 9th grade in Wisconsin.

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.

The longstanding goals of the existing Elementary Education and Special Education programs include promoting equity, inclusivity, and accessibility. The BSE-EESE will continue to offer students opportunities to engage in teaching in a diverse environment. Students will be challenged intellectually through courses such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, where students are exposed to multicultural education and practice critical reflection. Students will also take the new introductory course, CURRIC/RP & SE 406: Race, Intersectionality and Equity in Education, which provides a theoretical foundation for students to develop a critical and historical understanding of racism, marginalization, and exclusion that is endemic to the public school system in the U.S. The field-based experiences in the classroom will also shape teacher candidates to become educators who promote social justice and strive for representation in current and future classrooms.

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.

RPSE and Curriculum and Instruction have defined a number of avenues to increase the diversity of teacher candidates, including partnerships with Forward Madison through the Madison Metropolitan School District and by expanding the courses taught as part of the First-Year Interest Groups (FIG) program on campus. The program will also leverage the direct transfer program from Madison College, a collaboration between the School of Education's (SoE) Teacher Education Center (TEC) and the SoE Student Services Office. The TEC also hired a teacher candidate recruiter to increase the diversity of teacher candidates. Students in the BSE-EESE program will also continue to be supported by the Special Education Teacher Education Committee, a faculty group that meets monthly to identify struggling students and develop a plan to support them, including advisor intervention, extension of deadlines, and communication with other supervisors on campus.

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.

RPSE is committed to increasing the diversity of its faculty and staff and recently hired two new tenure-line faculty of color. Curriculum & Instruction has also been successful in recruiting a diverse group of new faculty. Five of the eight faculty hired within the past three years identify as a person of color and/or an international faculty member. The BSE-EESE program will continue to work closely with the SoE's Office of Equity, Diversity, and Inclusion (OEDI) when posting open positions for new faculty or staff members. The newly hired recruiter in the TEC will focus on identifying underrepresented students interested in becoming teachers. Examples of recruitment efforts include placing ads on La Movida, the local Spanish-speaking radio station, to raise awareness of the need for underrepresented teachers, as well as bilingual Spanish-English speakers. Faculty also engage in monthly Lunch and Learn professional development opportunities to discuss equity and diversity issues, in addition to attending conferences, professional workshops, and campus lectures that examine diversity in education. RPSE and Curriculum and Instruction faculty also conduct research on equity and inclusion in teaching and learning spaces. The faculty-led Learning Lab initiative examines the implementation of culturally responsive positive behavioral interventions and support frameworks where faculty, graduate students, and K – 12th grade educators and students participate in activities to promote positive outcomes for underrepresented students.

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.

RPSE and C&I recognize the crucial importance of training a new generation of K-12 teachers whose racial and cultural backgrounds mirror the diverse body of young people whom they will be teaching. BSE-EESE faculty and staff focus on recruiting and retaining diverse students who will go on to become the next generation of Special Educators and Elementary School Teachers. In concert with campus efforts, the SoE at large is increasing recruitment efforts targeting students of color, first generation college students, and students from lower socioeconomic backgrounds. Efforts to recruit a more diverse community of pre-service teachers include the Madison College transfer pathway and the Teacher Pledge, an SoE initiative that covers in-state tuition and fees, testing, and licensing costs for teacher candidates who pledge to teach in Wisconsin schools for three to four years after graduation. Additionally, faculty and staff continue to develop efforts through the SoE for students of color to feel like core members of the community. This includes the development of racial and ethnic affinity groups where undergraduate students can come together to discuss issues that affect them and their communities as well as anti-racist trainings and interventions to promote welcoming and equitable classroom environment.

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.?

The Elementary Education and Special Education BSE program will be housed in the Department of Rehabilitation Psychology and Special Education (RPSE). This curriculum is currently delivered in a collaborative named option format by RPSE and the Department of Curriculum and Instruction (C&I). The curriculum for the proposed BSE program will remain the same and will continue to run on existing resources. RPSE, C&I, and the School of Education are committed to supporting this new degree program.

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

Name (Last, First)	Department	Title
Trezek, Beverly	Rehab Psych and Special Educ (RP &	Faculty Director

Name (Last, First)	Department	Title
	SE)	
<p>How will the resource load for the additional advising be met?</p> <p>No Additional advising will be needed because the proposal is maintaining the same degree requirements as the dual degree Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification program but under a single degree and a single major. The change is administrative.</p> <p>Describe how student services and advising will be supported.</p> <p>Students will continue to be supported by the Faculty Director Beverly Trezek, the Undergraduate Program Manager in RPSE, and will receive ongoing support from the School of Education Student Services Advising and Career Advising teams.</p> <p>Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes</p>		

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard undergraduate and special, per-credit resident/MN
/nonresident/INTL

Will segregated fees be charged?

Yes

Rationale for segregated fees.

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.

The new degree will continue to staff the program as it is currently.

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?

The new degree will continue to staff the program as it is currently.

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?

The new degree will continue to staff the program as it is currently.

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.

n/a

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.

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 BSE-EESE does not require new resources. The Dean is committed to providing these resources.

Are new Library resources needed to support this program?

No

Curriculum and Requirements

Guide Admissions/How to Get In tab

Elementary Education and Special Education (EESE) Program Admission

Undergraduate students generally declare the professional part of the Elementary Education and Special Education (EESE) 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 full semesters completing their remaining coursework.

Entering the School of Education

New and Current UW–Madison Students

New freshmen interested in EESE 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 EESE 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](#). 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](#)). 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. Current students can schedule an appointment online through the [Starfish app](#) in MyUW.

Appointments can also be made through email at soeacademicservices@education.wisc.edu, by calling 608-262-1651, or in person.

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 the campus has its own application, admission process, and application deadlines; see UW–Madison [Office of Admissions and Recruitment](#) for application information. Students wishing to enter directly into EESE should complete both the on-campus program application and the UW-Madison application. All eligibility requirements must be met. Transfers who do not meet the program eligibility criteria will be admitted to UW-Madison with the Pre-Elementary Education and Special Education designation of PSR and apply to EESE at a later time.

Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application. Appointments are available in person, virtually, or

via telephone; call 608-262-1651 or email soeacademicservices@education.wisc.edu to schedule an appointment with an advisor.

Students with a Previous Degree

Applicants who already hold a Bachelor's degree must be admissible to the University to enroll in a School of Education program. Admission to the campus has its own application, admission process, and application deadlines; see UW–Madison [Office of Admissions and Recruitment](#) for application information.

Students wishing to enter directly into EESE should complete both the on-campus program application and the UW-Madison application. All eligibility requirements must be met. Applicants who do not meet the program eligibility criteria will be admitted to UW-Madison with a Pre-Elementary Education and Special Education designation and apply to the program at a later time.

An applicant with a previous undergraduate degree will be admitted to EESE as a second degree candidate or as a School of Education "Special Student," depending on their academic background.

Second degree candidates in the School of Education are changing their academic direction and wish to complete a degree that is unrelated to their first. A large number of credits are usually required to complete the new degree requirements and a second degree is awarded upon its completion; more information is available [here](#). Most applicants to EESE will be second degree candidates.

Admission as an *Education Special Student* indicates that the student has an interest in pursuing teacher certification in EESE and studied this subject area extensively during their initial degree. A student enrolls in EESE as a Special Student to complete the requirements that were not taken during the first degree; these are assessed on a case by case basis. Another degree is not awarded for this "certification only" coursework.

All off-campus students are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations are available in person, virtually, or via telephone; email soeacademicservices@education.wisc.edu or call 608-262-1651 to schedule an appointment.

Application and Admission

Certification to teach Elementary Education and Special Education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the EESE program once a year, effective for summer following selection. In recent years the program has been able to accommodate all qualified applicants.

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](#) 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](#) page.

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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](#).

Program Selection Criteria

The faculty will review all completed applications that meet eligibility criteria. When reviewing an application, the 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 Elementary Education and 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 an elementary education and 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.

Background Checks

Pursuant to State of Wisconsin law PI 34.018(2), the School of Education is required to administer a background check on all students entering teacher education programs. 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 frequently conduct background checks on teacher education students prior to the start of their in-classroom field work, and the Department of Public Instruction (DPI) will also conduct a background check on each applicant for a Wisconsin educator license.

Students should be aware that 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.

Note: Students cannot complete the Certificate in Disability Rights and Services in conjunction with this program.

Describe plans for recruiting students to this program.

Will students be declared in an intended major while Yes

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
Year 2	25
Year 3	25
Year 4	25
Year 5	25

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

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

Guide Requirements tab

Program Structure

The Elementary Education and 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 Elementary Education and 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.

The Elementary Education and Special Education major 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.

The option coursework listed here is one component of the [Elementary Education, BSE degree](#) requirements.

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.

RP & SE 300	Individuals with Disabilities	3
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Professional Sequence

The professional coursework was designed to be completed in four semesters, starting in the fall after admission to the program. Each semester of the sequence must be followed sequentially and taken in consecutive semesters unless a modification is approved. Most classes must be taken during specified semesters, while other requirements may be completed prior to beginning the sequence.

Semester 1 (Fall)

CURRIC 319	Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 ¹	3
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RP & SE 330	Behavior Analysis: Applications to Persons with Disabilities ¹	3
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CURRIC/ RP & SE 406	Race, Intersectionality, and Equity in Education ¹	3
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RP & SE 465	Language and Reading Instruction for Students with Disabilities	3
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CURRIC 550	Methods, Materials and Activities in Early Childhood Education	3
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RP & SE 605	Development, Learning and Education Foundations in Special Education ¹	3
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Semester 2 (Spring)

CURRIC 318	Teaching Reading and Writing	3
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CURRIC 320	Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 ¹	3
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RP & SE 464	Diagnosis, Assessment, and Instructional Planning in Special Education	3
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RP & SE 472	Methods in Transition and Vocational Education	3
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RP & SE 473	Classroom Management for Inclusive Classrooms	3
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RP & SE 476	Special Education Practicum: Secondary (Grades 4-12)	3
Semester 3 (Fall)		
RP & SE/ CURRIC 365	Teaching Mathematics in Inclusive Settings	3
CURRIC 371	Teaching Social Studies	3
CURRIC 372	Teaching Science	3
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 Elementary Education	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

1

May be taken before semester 1 of the professional sequence, including prior to program admission.

A minimum of 120 credits is still required to complete the degree.

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. Upon completion, the minor will be posted on the UW-Madison transcript, **but students will not receive an additional certification in the subject area.** The Wisconsin Department of Public Instruction no longer offers content licenses in association with the K-9 educator license.

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. See the links below for the requirements of each minor.

Minor Options

[Biology](#)

[Chemistry](#)

[Earth Science](#)

[Economics](#)

[English](#)

[English Language Arts](#)

[Geography](#)

[History](#)

[Mathematics](#)

[Mathematics and Science Dual](#)

[Mathematics Specialized](#)

[Physics](#)

[Political Science](#)

[Psychology](#)

[Science Specialized](#)

[Social Studies](#)

[Sociology](#)

Elective Coursework

Complete additional courses as necessary to reach the minimum of 120 credits required for the degree.

GPA and Other Graduation Requirements

Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty 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](#).

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.

2.75 cumulative grade point average in the minor, if required.

Minimum 120 credits (degree candidates only).

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 Reporting System (DARS)

Approved Shared Content from /shared/school-of-education-degree-audit-reporting-system/

Last Approved: Apr 26, 2022 10:56am

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](#). 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.

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](#).

Total credits required:

120

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	3	CURRIC 318 (Also meets Communication B)	3
RP & SE 330 ¹	3	CURRIC 320 ¹	3
CURRIC/RP & SE 406 ¹	3	RP & SE 464	3
RP & SE 465	3	RP & SE 472	3
CURRIC 550	3	RP & SE 473	3
RP & SE 605 ¹	3	RP & SE 476	3
	18		18

Senior

Fall	Credits	Spring	Credits
RP & SE/CURRIC 365	3	CURRIC 463	1
CURRIC 371	3	CURRIC 464	7
CURRIC 372	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

May be taken before semester 1 of the professional sequence, including prior to program admission.

A minimum of 120 credits is still required to complete the degree.

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.

Program Learning Outcomes and Assessment

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.
2	Use knowledge of learners, contexts, disciplines, pedagogies, and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.
3	Use knowledge of learners, contexts, disciplines, pedagogies, and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.
4	Create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.
5	Exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.
6	Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

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

Summarize the assessment plan.

1. Final Performance Assessment Teaching Portfolio: Teacher candidates compile an electronic portfolio of artifacts (e.g., lesson plans, student work, post-observation reflections, assignments) that demonstrate their proficiency in the CEC Initial Special Education Preparation Standards (2020), crosswalked with the UW-Madison Teacher Performance Standards/Learning Objectives. A written commentary describing how the selected artifacts illustrate mastery of the standards is required. Candidates add artifacts and the accompanying commentary to the portfolio throughout their pre-student teaching and student teaching experiences to ensure that their development and growth is captured over time. Candidates will have added a minimum of one entry (i.e., artifact with accompanying commentary) per standard. The portfolio of work will be reviewed by an evaluator who has a deep understanding of the standards. The artifacts and commentary will be assessed to determine if the candidate has demonstrated proficiency in the standards. Because program learning objectives are based on the UW-Madison Performance Standards/Learning Objectives, the Final Performance Assessment Teaching Portfolio serves as a direct assessment of the whether teacher candidates are meeting them.

2. Student Survey: Each year, teacher certification students are asked to complete a survey at the end of their final semester in the program to report their experiences in the program. Students are asked to rate the value of their course preparation in relation to its content, the instruction, and its value to their future teaching career. They are also asked to evaluate how their overall experience contributed to meeting each learning goal. Every summer, the results of the student survey are compiled.

Department Approved

[Elementary and Special](#)

Assessment Plan:

[Education_BSE_Assessment_Plan_Final.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.

Elementary Education

Special Education

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

Courses in the curriculum are numbered 699 or lower.

Yes

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

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

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

Yes

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		Curriculum and Instruction (CURR INSTR)		

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:

Guide publish
date/type:

Tuition start term:

Career:

SIS Program Code:

SIS Short
Description:

SIS code for
additional major:

SIS code for
intended major:

SIS code for honors
in the major:

Other plan codes
associated with this
program:

Diploma Text:

Diploma Text 2:

Degree:

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:

Added to UW

System Crosswalk:

Scan this proposal:

Upload documents that should
be scanned:

Reviewer

Comments

Key: 1369