

Program Change Request

Date Submitted: 01/10/23 9:07 am

Viewing: **101MCEASP : Middle Childhood through Early Adolescence/Elementary Education Dual Cert**

Parent Plan: [MAJ: Special Education BSE](#)

Last approved: 04/12/22 3:17 pm

Last edit: 01/10/23 9:07 am

Changes proposed by: rbradbury

Catalog Pages Using this Program [Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert, BSE](#)

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

Name
Barb Gerloff - EDU

Proposal Abstract/Summary:

Wisconsin's Department of Public Instruction (DPI) recently changed its teacher licensing structure. These mandates prompted a review and reorganization of the Special Education program to be in compliance with the new requirements.

A license to teach Middle Childhood-Early Adolescence Special Education will no longer be available through DPI.

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

Spring 2023 (1234)

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: [Suspend, will be discontinued](#) **Active**

Type of Program: Named Option

Parent Program: MAJ: Special Education BSE

Parent Audience: Undergraduate

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

Department:

Parent: 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

Parent Award: Bachelor of Science-Education

SIS Code: 101MCEASP

SIS Description: Mid Child-Early Adolescence

Transcript Title: Middle Childhood through Early Adolescence/Elementary Education Dual Cert

Named Options: 101MCEASP: Mid Child-Early Adolescence
101SPBGR3: Ery Childhd Special Ed Brth-3G
101SPEECS: EryChildhd/SpcEd DualCert B-12
101SPECK12: SPE Cross Categorical K-12
101EESPEE: K-9G/Special EdK-12G Dual Cert

Does the parent program offer this as an additional major as well? No

Suspension and Discontinuation

What is the last term that a student could declare this program? [Fall 2022 \(1232\)](#)

What is the last term that students may be enrolled in or complete the program? [Summer 2024 \(1246\)](#)

What is the timeline and advance communication plan?

[Admission to this named option was suspended in Fall 2021, to facilitate the move to new licensing options. Students admitted into the MC-EA/Elementary Education Dual Cert named option complete a prescriptive, four-semester professional course sequence. The last group of students admitted to this sequence will finish at the of Spring 2023. Students will have an additional year and summer of finish any remaining coursework prior to the discontinuation of this named option.](#)

Explain the precipitating circumstances or rationale for the proposal.

[Wisconsin's Department of Public Instruction \(DPI\) has changed its licensing structure, including the creation of new grade level bands for Elementary Education and Special Education.](#)

[A new named option was created to reflect the updated grade bands mandated by DPI; a K-9 Elementary/K-12 Special Education dual option.](#)

What is the potential impact on enrolled students?

[Students enrolled in this named option will be allowed to complete their degree and obtain certification and licensing in both Elementary Education and Special Education at the Middle Childhood - Early Adolescence level.](#)

What is the potential impact on faculty and staff?

[Faculty and staff will continue to be engaged with the new program options and no faculty or staff will be left go. Faculty and staff continue to teach the professional sequence courses.](#)

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

[Great effort has been expended to alert relevant faculty and staff of the new licensing changes, and all have been engaged in the process of restructuring the Special Education and Elementary Education programs.](#)

In Workflow

1. RP & SE Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. UAPC Approver
6. Registrar

Approval Path

1. 01/15/23 9:37 am
Susan Smedema (ssmedema):
Approved for RP & SE Dept. Approver

History

1. Nov 1, 2018 by
Melissa Schultz (mrschultz3)
2. May 13, 2019 by
Michelle Young (meyoung)
3. Apr 24, 2020 by
Barbara Gerloff (bgerloff)
4. Apr 12, 2022 by
Maddie Sychta (sychta)

Explain and provide evidence of efforts made to confer with and to notify current students.
We ceased enrollment for this named option in Summer, 2021; the last group of students was admitted at this time. The currently enrolled students are in a professional sequence that ends in Spring, 2023 with the completion of their student teaching assignment. Students will have an additional year and summer to finish their degree requirements.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.
The stakeholders with whom we work are local schools, DPI, UW-Madison's admissions office, the School of Education advising team, the Teacher Education Center and other relevant UW departments. We have notified all involved parties of these changes during meetings and via email messages, and posted them on the departmental website and in the Guide. DPI has approved the new options, and our students will be finishing both the old and new licensing options consistent with their admission year. We are on schedule for the timeline that DPI is mandating for implementation of the new grade bands.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
The professional sequence will be completed by the end of Spring, 2023. In 2023-24, students will be completing other remaining degree requirements and will not be needing sequence coursework. In the unlikely event a student needs a professional sequence course, we can accommodate their need as most courses are still being offered.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?
Course offerings and advising will continue as they are currently provided to students. All prospective applicants will be able to enroll in the new named options. Students have assigned advisors through the School of Education Student Services office, the Career Center, the Teacher Education Center, and with the Special Education Program Manager.

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?
The Department of Rehabilitation Psychology and Special Education and also the Department of Curriculum and Instruction have worked with SOAR advisors for the past two years regarding the upcoming changes, and updates to the website and the Guide have been made to alert prospective students of this change.

Teach-out plan: C) For stopped students, what provisions are made for their re-entry? What program(s) will they be re-entered into?
The core program will be completed in Spring, 2023. In 2023-24, students will be completing other courses. If a student needed a professional sequence course, most courses are still being offered. For students who return after the program is discontinued, they will need to meet with an SoE advisor, and potentially complete a new licensing program in order to meet certification requirements. Prior courses will need to be evaluated for equivalencies.

Teach-out plan: D) Provide any other information relevant to teach-out planning.
Due to the professional sequence of our program, we are not anticipating any difficulties with students completing any remaining requirements.

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	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
Mathematics (MATH)
Botany (BOTANY)
Community & Environmental Soc (C&E SOC)
Sociology (SOCIOLOGY)
Plant Pathology (PL PATH)
Inst for Environmental Studies (ENVIR ST)
Forest and Wildlife Ecology (F&W ECOL)

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

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. Yes

Parent Guide Certification/Licensure tab

Approved Shared Content from /shared/school-of-education-additional-certification-requirements/

Last Approved: May 5, 2022 3:26pm

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](#) 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 Background Checks

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.

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) is required by law to conduct a background check on all Wisconsin educator license applicants.

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.

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](#). 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](#). 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](#), programs provide the knowledge and skills needed to meet the [Performance Standards](#).

Approved Shared Content from /shared/school-of-education-applying-for-a-teaching-license/

Last Approved: Apr 26, 2022 10:55am

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 Department of Public Instruction recently issued new administrative rules governing educator licensing. Changes in requirements and also the license types and levels will occur as program areas implement the new requirements.

Pending final approval from DPI, the following licensing options will be offered at UW–Madison.

The core Elementary Education licensing level will be *Kindergarten through Grade 9, Early Childhood, or English as a Second Language Kindergarten through Grade 12*, may be added to the K-9 option. These new levels will replace the current licensing levels of *Early Childhood* and *Middle Childhood through Early Adolescence*.

Special Education will offer licensing at the *Early Childhood level, Kindergarten through Grade 12 level*, and a program option that licenses in *Early Childhood and K-12 Special Education*. The Special Education/Elementary Education dual major option certifies students in *Special Education Kindergarten through Grade 12 and Elementary Education Kindergarten through Grade 9*. These new levels will replace and expand the current licensing levels of *Middle Childhood through Early Adolescence* and *Early Adolescence through Adolescence*.

Secondary Education program areas will license in their subject area *Grades 4 through 12*, and also in *English as a Second Language Kindergarten through Grade 12*. These new levels will replace the current licensing level of *Early Adolescence through Adolescence*.

World Language Education program areas will license at the *Prekindergarten through Grade 12 level*, replacing the current level of *Early Childhood through Adolescence*.

Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education will be licensed at the *Prekindergarten through Grade 12 level*, replacing the current level of *Early Childhood through Adolescence*.

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](#). A background check will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the [Department of Public Instruction](#).

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

- all certification requirements are met;
- student teaching (following the school district calendar) is completed;
- final grades are posted and reviewed;
- the degree is "posted" by the registrar's office (one to four weeks after graduation); and
- a recommendation for certification is received from the program faculty.

The Wisconsin Department of Public Instruction may require an additional 6 to 8 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](#) 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, Madison, WI 53706, or by email (mjpatton@wisc.edu) to be completed. You must complete your personal information on the form before sending it to Student Services. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must also be completed before sending the form to Student Services.

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: Apr 26, 2022 10:56am

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

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

[This named option will not longer be offered due DPI changes, Effective Fall 2022, students will be completing a new option consistent with the DPI licensing structure.](#)

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.

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.

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.

Parent Value 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 Movidia, 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.

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.

Parent Value 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 School of 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.

Faculty and Staff Resources

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

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.

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 suspending which will result in the reduction of fiscal resources.

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, no substantial new resources are required, and Dean Hess is committed and supportive of the discontinuation of this program.

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.

As stated in the abstract, Wisconsin's Department of Public Instruction (DPI) recently changed its teacher licensing structure. These mandates prompted a review and reorganization of the Elementary Education and Special Education programs to be in compliance with the new requirements. The named option listed below must be discontinued as a consequence of these changes. A license to teach Middle Childhood – Early Adolescence, for example, will no longer be available through DPI.

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](#) 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](#). 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. Students may call 608-262-1651 or email soeacademicervices@education.wisc.edu 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](#) 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; call 608-262-1651 or email soeacademicervices@education.wisc.edu to schedule an appointment with an advisor.

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, by telephone or online; call 608-262-1651 or email soeacademicervices@education.wisc.edu to schedule an appointment.

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](#).

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. 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.

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](#).

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 Teacher Education Center.

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

Parent
Requirements

Program Structure

The Special Education program has four primary components:

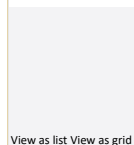
Liberal studies courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.

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



View as list View as grid

[Special Education: Early Childhood Special Education Birth - Grade 3, BSE](#)

[Special Education: Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12, BSE](#)

[Special Education: Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification, BSE](#)

[Special Education: Middle Childhood through Early Adolescence/Elementary Education Dual Cert, BSE](#)

[Special Education: Special Education Cross Categorical K-12, BSE](#)

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](#).
- 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)

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](#).

Guide Requirements tab

The Middle Childhood-Early Adolescence/Dual Elementary and Special Education option prepares teachers to work in intermediate and middle school settings (approximately ages 6 through 12-13). Students are certified in both Special Education and Elementary Education at the Middle Childhood-Early Adolescence levels. Admitted students begin the four-semester professional sequence in the fall following admission. The option coursework listed here is one component of the [Elementary/Special Education, BSE degree](#) requirements.

RP & SE 300 Individuals with Disabilities—Admission Prerequisite

This course must be completed prior to beginning the professional sequence.

RP & SE 300	Individuals with Disabilities	3
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Environmental Education Requirement

Select one [Environmental Studies](#) course or from the following list. If appropriate, this course may also be applied toward the liberal studies requirements.

Environmental Education courses

ATM OCN/SOIL SCI 132	Earth's Water: Natural Science and Human Use	3
BOTANY 100	Survey of Botany	3
BOTANY/PL PATH 123	Plants, Parasites, and People	3
BOTANY/BIOLOGY/ZOOLOGY 152	Introductory Biology	5
BOTANY 240	Plants and Humans	3
BOTANY/ENVIR ST/ZOOLOGY 260	Introductory Ecology	3
CURRIC/C&E SOC/ENVIR ST 405	Education for Sustainable Communities	3
ECON/A A E/ENVIR ST 343	Environmental Economics	3-4
F&W ECOL 110	Living with Wildlife - Animals, Habitats, and Human Interactions	3
GEOG/ENVIR ST 120	Introduction to the Earth System	3
GEOG/ENVIR ST 127	Physical Systems of the Environment	5
GEOG/ENVIR ST 139	Global Environmental Issues	3
GEOG/ENVIR ST 309	People, Land and Food: Comparative Study of Agriculture Systems	3
GEOG/ENVIR ST 339	Environmental Conservation	4
LAND ARC/ENVIR ST 361	Wetlands Ecology	3
PHYSICS 115	Energy and Climate	3
POP HLTH/ENVIR ST 502	Air Pollution and Human Health	3
SOC/C&E SOC 140	Introduction to Community and Environmental Sociology	4
SOC/C&E SOC/F&W ECOL 248	Environment, Natural Resources, and Society	3
SOIL SCI 301	General Soil Science	3
SOIL SCI/ENVIR ST 324	Soils and Environmental Quality	3

Mathematics for Elementary Teachers

Complete One Group

Group A		
CURRIC 319	Pedagogical Content Knowledge for Teaching Elementary Mathematics 1	3
CURRIC 320	Pedagogical Content Knowledge for Teaching Elementary Mathematics 2	3
Group B		
MATH 130	Mathematics for Teaching: Numbers and Operations ¹	3
MATH 131	Mathematics for Teaching: Geometry and Measurement ¹	3
MATH 132	Problem Solving in Algebra, Probability and Statistics ¹	3

¹ Students with college-level calculus coursework or advanced placement credit should see the [exemption rules](#) for this coursework. [More detailed information](#) about these courses is available on the math department website.

Education Coursework

Child and Adolescent Development 3-6

Select one:

ED PSYCH 331	Human Development From Childhood Through Adolescence	
ED PSYCH 320 & ED PSYCH 321	Human Development in Infancy and Childhood and Human Development in Adolescence ¹	

Learning 3

ED PSYCH 301	How People Learn	3
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Foundations of the Profession 3

Select one:

ED POL 300	School and Society	
ED POL/HISTORY 412	History of American Education	

¹ With permission, [PSYCH 460](#) Child Development (formerly 560) may be substituted for [ED PSYCH 320](#) Human Development in Infancy and Childhood. Students are strongly encouraged to complete this requirement before program admission.

Professional Sequence

Admitted students complete a four-semester sequence of professional courses beginning in the fall semester after program admission. Each semester of the sequence must be followed sequentially and taken in consecutive semesters.

Semester 1

CURRIC 364	Introduction to Education	3
CURRIC 368	The Teaching of Reading	3
CURRIC 369	The Teaching of Language Arts	3

CURRIC 367	Elementary Education Practicum II	3
RP & SE 466	Diversity in Special Education	3
Semester 2		
RP & SE 473	Classroom Management for Inclusive Classrooms	3
RP & SE 465	Language and Reading Instruction for Students with Disabilities	3
RP & SE 475	Special Education Practicum: Early Childhood and Elementary	3-6
RP & SE/CURRIC 506	Strategies for Inclusive Schooling	3
RP & SE 401	Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities	1
Semester 3		
RP & SE 464	Diagnosis, Assessment, and Instructional Planning in Special Education	3
CURRIC 372	Teaching Science	3
CURRIC/RP & SE 365	Teaching Mathematics in Inclusive Settings	3
CURRIC 371	Teaching Social Studies	3
CURRIC 373	Elementary Teaching Practicum III	3
Semester 4		
RP & SE 477	Special Education Student Teaching: Elementary (PK - Grade 9)	7
RP & SE 457	Elementary Student Teaching: Senior - Elementary/Special Education Dual Major	1