

: SPECIAL EDUCATION TEACHER CERTIFICATION

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IN WORKFLOW

1. RP & SE Dept. Approver (leko@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelly@wisc.edu; meharris2@wisc.edu; jloeffelholz@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; meharris2@wisc.edu; ckelly@wisc.edu)
3. EDU School Approver (bgerloff@wisc.edu; ejach@wisc.edu; ckelly@wisc.edu; meharris2@wisc.edu)
4. APIR Admin (wiessinger@wisc.edu; mrschultz3@wisc.edu; jlmilner@wisc.edu)
5. UAPC Approver (smangelsdorf@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; wiessinger@wisc.edu; lalaininger@wisc.edu)
6. APIR Admin (wiessinger@wisc.edu; mrschultz3@wisc.edu; jlmilner@wisc.edu)
7. Registrar (sjgolueke@wisc.edu; wclipske@wisc.edu)

APPROVAL PATH

1. Fri, 30 Nov 2018 17:21:16 GMT
Melinda M Leko (leko): Approved for RP & SE Dept. Approver

NEW PROGRAM PROPOSAL

Date Submitted: Fri, 30 Nov 2018 16:47:20 GMT

VIEWING: : SPECIAL EDUCATION TEACHER CERTIFICATION

LAST EDIT: FRI, 30 NOV 2018 16:47:43 GMT

Changes proposed by: leko

Final Catalog

Rationale for Inactivation

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

Name
Carolyn Kelley - EDU

Proposal Abstract/Summary:

This proposal seeks to create a new subplan or named option for the Master of Science Special Education major. The Special Education master's degree currently offers two unofficial program "tracks." We are seeking to formalize these program tracks by creating subplans or named options to reflect these two program emphases. This proposal describes the Special Education Teacher Certification subplan. This program leads to certification in Special Education and is specifically designed for a new population of working professionals. The new named option program makes use of summer semesters and evening courses so students can work full-time while still completing their master's degree in Special Education with teacher certification. The RPSE department has received several federal grants through the US Department of Education to provide financial support for students to complete this Certification track.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change be effective?

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

BASIC INFORMATION

Program State:

Type of Program:

Named Option

Parent Program:

MAJ: Special Education MS

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

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

Parent Audience:

Graduate or professional

Who is the audience?

Parent Home Department:

RP & SE

Home Department:

Parent School/College:

School of Education

School/College:

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

No

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

Parent is in the Graduate School:

Yes

Is this in the Graduate School?

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Special Education Teacher Certification

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

Named Options:

Sub Plan 1033: No Title Found

Sub Plan 1034: No Title Found

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

No

Will this be offered as an additional major as well?

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

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

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

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

Will a doctoral minor be required?

Explain the rationale for the decision.

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

Is this a non-admitting master's degree?

SUSPENSION AND DISCONTINUATION

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

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

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

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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

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

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

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

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Leko, Melinda M	leko@wisc.edu	608/263-5751	
Faculty Director	Leko, Melinda M	leko@wisc.edu	608/263-5751	

Primary Contact	Waddick, Virginia	vwaddick@wisc.edu	608/263-4608
Primary Dean's Office Contact	Kelley, Carolyn J	ckelley@wisc.edu	608/263-5733

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

Departments

College of Letters & Science (L&S)

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

Yes

Please explain.

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

Yes

Please explain.

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

Yes

Please explain.

Mode of Delivery:

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

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

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

No

Upload proposal:

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

No

Upload proposal:

Parent has outside accreditation:

No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

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

Graduates of parent program seek licensure or certification after graduation.

No

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2019 (1202)

When will the application for the first term of enrollment open?

Spring 2019 (1194)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Start Term	Application Deadline MM/DD
Fall	01/15
Summer	01/15

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

2023

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

2025

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

Recruitment and planning for this program is already underway through a collaborative design process with the Madison Metropolitan School District, as well as through the support of U.S. Department of Education grant support. Students who are admitted to this program for fall 2019 admission will be able to complete the named option program.

RATIONALE AND JUSTIFICATIONS

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

This proposal seeks to formalize requirements for what is currently operated as a very small informal program "track" in the Special Education master's degree program. Students will now be required to choose a named option/sub plan of the Special Education major. The named option provides a mechanism to denote an area of curricular emphasis on the transcript. The named option will help us reflect the significantly different requirements of this master's degree curricular option that offers an applied, professional pathway to initial certification as a Special Education teacher versus the more general Special Education Research and Theory named option. The Special Education Teacher Certification named option is an applied professional training program preparing graduates to go directly into positions as Special Education teachers, whereas the Special Education Research and Theory named option is a more general preparation for students wishing to go directly into doctoral study or pursue advocacy/leadership positions outside of the school setting.

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

The purpose of this named option is to address the severe shortage of Special Education teachers in Wisconsin by creating a program tailored to the needs of current school employees who have earned a bachelor's degree and who wish to become Special Education teachers. The collaborative development of the program with the local school district and rural districts in Wisconsin ensures that students will be supported by their employing school district while deepening their professional skills to better serve the children with whom they work. The program design and recruitment target school-based staff serving as paraprofessionals and as provisionally licensed special education teachers to provide them with high quality training in Special Education through a master's degree program. Graduates of the program will continue to serve the schools in which they are employed bringing a deeper knowledge base and academic skills to their work in the field of Special Education. The program is designed to attract a new group of students to our degree programs - students who are currently working in the area of Special Education who do not have formal academic training in this area.

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

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

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

Prospective students and school district leaders have indicated to us that they have a strong need for support and collaboration from the University to train Special Education teachers. Because of the staffing crisis and lack of certified teachers, districts have needed to hire individuals who are not certified/trained in Special Education to serve in the role of Special Education teachers. This is the primary group of students we wish to attract to this program.

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

The critical shortage of Special Education teachers has been well documented. In 2012, 59% of rural or town districts had to hire emergency certified teachers and in 2016-2017 over 10% of the Special Education teachers in Madison were emergency certified. (2018 WiRSA Presentation on Emergency Certification in Wisconsin's Rural Schools by Special Education doctoral students, Elizabeth Sikora and Katie McCabe). The Wisconsin Department of Public Instruction and institutions of higher education across the state are seeking new ways to address the critical shortage of teachers in the field including changes to licensure requirements and development of innovative program to attract and train new Special Education teachers. This program addresses this important state-wide need. The need is so great that the Federal government has awarded UW-Madison several personnel preparation grants to provide stipends and tuition support for students to complete this program.

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

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

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

Our current degree programs do not serve well individuals who wish to obtain practical, professional teacher training while maintaining full time employment. This named option fills that gap in the current program array. Because the current structure of the master's with teacher certification program is designed for full time graduate students and takes two years and a summer to complete, it attracts very few students. This program will address a critical community need while meeting the needs of individuals who wish to complete a master's degree while maintaining employment.

What is the rationale for this change?

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

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

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

FACULTY AND STAFF RESOURCES

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

Name (Last, First)	Department	Title
Leko, Melinda M	Rehab Psych and Special Educ (RP & SE)	Associate Professor
Wilkerson, Kimber L	Rehab Psych and Special Educ (RP & SE)	Professor
An, Zhe	Rehab Psych and Special Educ (RP & SE)	Assistant Professor
Doren, Bonnie	Rehab Psych and Special Educ (RP & SE)	Associate Professor
Bal, Aydin	Rehab Psych and Special Educ (RP & SE)	Associate Professor
Ruppar, Andrea Lynn	Rehab Psych and Special Educ (RP & SE)	Assistant Professor
Gonzalez, Taucia Eliza	Rehab Psych and Special Educ (RP & SE)	Assistant Professor
Waddick, Virginia	Rehab Psych and Special Educ (RP & SE)	Sr. Student Services Coordinator

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

The student services coordinator as well as department administrator and university services associate provide administrative support.

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

Name (Last, First)	Department	Title
Leko, Melinda M	Rehab Psych and Special Educ (RP & SE)	Associate Professor
Wilkerson, Kimber L	Rehab Psych and Special Educ (RP & SE)	Professor
An, Zhe	Rehab Psych and Special Educ (RP & SE)	Assistant Professor
Doren, Bonnie	Rehab Psych and Special Educ (RP & SE)	Associate Professor
Bal, Aydin	Rehab Psych and Special Educ (RP & SE)	Associate Professor
Ruppar, Andrea Lynn	Rehab Psych and Special Educ (RP & SE)	Assistant Professor
Gonzalez, Taucia Eliza	Rehab Psych and Special Educ (RP & SE)	Assistant Professor

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

Describe how student services and advising will be supported.

The student services coordinator will provide student services including admissions support, onboarding communication and general pre program advising, orientation, administrative support and advising support.

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

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

Yes

Select the Graduate Research Scholars Community for this program.

RESOURCES, BUDGET, AND FINANCE

Is this a revenue program?

Yes

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:

Provide a summary business plan.

The department of Rehabilitation Psychology and Special Education has received several federal grants to support this program. Our business plan comes from the grant documents that specify recruitment and marketing strategies. The grants provide generous financial support for students to complete this Masters plus certification program. These grant documents also provide an implementation and evaluation plan which we will use as part of a continuous improvement model.

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

Program administration will be supported by current departmental allocations including support by the department administrator, university services associate and student services coordinator. Instructional/curricular delivery will be provided using existing resources in classes that are currently underenrolled. If additional sections of classes need to be offered, the Department has a pool of community members and doctoral students that are qualified and available to teach additional sections. In addition, the program has also received funding through a Department of Education grant that will provide program coordination support and support to a faculty member to oversee the program.

What is the marketing plan?

The program has been working with the Madison Metropolitan School District and with the Beloit school district, as well as with smaller rural districts identified to market the program and recruit current staff to apply to the program. In addition, the School of Education Office of Communications and Advancement and the Department student services coordinator will provide marketing support to reach qualified applicants with information about the program.

Marketing materials and strategies will include:

- existing MOUs with 7 partner school districts
- strategic emails to district employees sent by key school staff
- social media posts using Department and School of Education accounts
- updated information on the Department website

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

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

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

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

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

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

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

The program does not currently require substantial new resources.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

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

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

The bulk of students attending this program will be supporting by one of the Federal grants that have been awarded to the RPSE department. These grants provide stipends and tuition support for students. Other students pursuing this program will be full time school employees and some students may be eligible to receive tuition support from their employing districts.

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

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

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

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

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

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

CURRICULUM AND REQUIREMENTS

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

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

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

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

Which University Special students are eligible for the certificate?

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

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

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

Parent Plan Admissions/How To Get In Requirements

Application information is available on the department website (<http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/special-education-graduate-programs/application-requirements-and-deadlines>). Applicants are expected to meet general requirements for admission to the Graduate School. The admissions committee considers a variety of factors including academic preparation, letters of recommendation, personal statement, and professional experiences.

GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/admissions>).

Guide Admissions/How to Get In tab

Application information is available on the department website (<http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/special-education-graduate-programs/application-requirements-and-deadlines>). Applicants are expected to meet general requirements for admission to the Graduate School. The admissions committee considers a variety of factors including academic preparation, letters of recommendation, personal statement, and professional experiences.

Describe plans for recruiting students to this program.

Recruitment activities for both this named option and the Special Education Research and Theory named option include outreach to UW-Madison students and advisors, outreach to UW-System schools advisors in social science fields, attendance at Graduate School fairs at UW-Madison and outreach to Rehabilitation Psychology alumni, and outreach to school-based professionals and para professionals. Through the grants awarded to the department, there are already existing MOUs with 7 Wisconsin School Districts who will support recruitment efforts within their districts and communities. We will also work closely with the SoE's Office of Communications and Advancement.

What is the recruiting and admissions strategy for underrepresented students?

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

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

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	15
Year 2	20

Maximum enrollment that can be supported with existing instructional and student services resources:

35

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

Are international students permitted to enroll in this program?

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

Curriculum requirements.docx

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

Will this program have Honors in the Major?

Parent Requirements

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

Mode of Instruction Definitions

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

Requirements	Detail
Minimum Credit Requirement	30 credits The teacher certification track incorporates a professional program; average number of credits taken by students exceeds 30 credits.
Minimum Residence Credit Requirement	16 credits
Minimum Graduate Coursework Requirement	M.S. general track: Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide/). M.S. teacher certification track: 36 credits must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	Students in the master's with teacher certification program must complete Wisconsin required teacher certification examinations. Students in the general master's program are required to complete a comprehensive examination, and a master's project or thesis.
Language Requirements	No language requirements.

REQUIRED COURSES

M.S. General Master's Program ¹

Requires a minimum of 30 credits to include:

- RP & SE 700 Research in Rehabilitation, Mental Health and Special Education
- Additional coursework to be determined in consultation with faculty advisor
- Master's comprehensive exam
- Project and/or thesis (to be determined in consultation with faculty advisor)

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

M.S. Teacher Certification Program ¹

Program admission requires completion of RP & SE 300 Individuals with Disabilities, and verification of basic skills teacher certification requirement.

Requires completion of the Special Education teacher certification program including the following courses:

Code	Title	Credits
RP & SE 330	Behavior Analysis: Applications to Persons with Disabilities	3
RP & SE 403	Promoting Adolescent Literacy for Students with Disabilities	1
RP & SE 660	Special Topics (Development, Learning and Educational Foundations in Special Education)	3
RP & SE 464	Diagnosis, Assessment, and Instructional Planning in Special Education	4
CURRIC/RP & SE 506	Strategies for Inclusive Schooling	3
CURRIC 374	General Educ Practicum & Instructional Planning for Diverse Learners	5
RP & SE 465	Language and Reading Instruction for Students with Disabilities	4
RP & SE 473	Management: Students with Learning and Behavioral Disabilities	3
RP & SE 401	Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities	1
RP & SE 402	Methods in Teaching Functional Skills	1
RP & SE 700	Research in Rehabilitation, Mental Health and Special Education	3
RP & SE 467	Elementary Student Teaching Seminar	2
RP & SE 477	Special Education Student Teaching: Middle Childhood - Early Adolescence	7
RP & SE 468	Secondary Student Teaching Seminar	2
RP & SE 478	Special Education Student Teaching: Early Adolescence - Adolescence	7
RP & SE 472	Methods in Transition and Vocational Education	3
RP & SE 660	Special Topics (Access to the Gen Curriculum for Students with Disabilities)	3

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

M.S. Teacher Certification Program

Program admission requires completion of RP & SE 300 Individuals with Disabilities

Complete the Special Education Teacher Certification program including the following courses:

Code	Title	Credits
RP & SE 330	Behavior Analysis: Applications to Persons with Disabilities	3
RP & SE/CURRIC 365	Teaching Mathematics in Inclusive Settings	4
RP & SE 464	Diagnosis, Assessment, and Instructional Planning in Special Education	3
RP & SE 465	Language and Reading Instruction for Students with Disabilities	3
RP & SE 472	Methods in Transition and Vocational Education	3
RP & SE 515	Access to the General Curriculum for Students with Disabilities	3
RP & SE 700	Research in Rehabilitation, Mental Health and Special Education	3
RP & SE 705	Development, Learning, and Foundations of Special Education	3
RP & SE 710	Multicultural Issues in Special Education	3
RP & SE 475	Special Education Practicum: Middle Childhood - Early Adolescence	3
or RP & SE 485	Special Education Practicum: Early Adolescence through Adolescence	
RP & SE 467	Elementary Student Teaching Seminar	2
or RP & SE 468	Secondary Student Teaching Seminar	
RP & SE 477	Special Education Student Teaching: Middle Childhood - Early Adolescence	10
or RP & SE 478	Special Education Student Teaching: Early Adolescence - Adolescence	

Recommendation for certification to the state of Wisconsin Department of Public Instruction for a teaching license also requires successful completion of state mandated certification requirements including:

Wisconsin Foundations of Reading Test - WFOR: Minimum passing score - 240

Education Teacher Performance Assessment - EdTPA: Minimum passing score on the Special Education EdTPA - 38

For more information on required tests, see: <https://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/student-testing-and-assessment>.

Total credits required:

Min. 30

Semesters to completion:

Parent Plan Graduate Policies

GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

MAJOR-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK

The Graduate Program Handbook (<http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/forms-and-handouts>) is the repository for all of the program's policies and requirements.

PRIOR COURSEWORK

Graduate Work from Other Institutions

Students are allowed to count graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, students are allowed to count 7 credits of coursework numbered 300 level or above from a UW–Madison undergraduate degree toward the graduate degree. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

UW–Madison University Special

With program approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

PROBATION

A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for one additional semester based on advisor appeal to the Graduate School.

ADVISOR / COMMITTEE

Students are assigned a faculty mentor upon admission to the program.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Master's degree students who are absent for five or more years will not be given credit for prior work.

OTHER

n/a

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four 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.

This program may be completed in 14 months depending on student's previous experience/academic background. Upon program admission, students meet with the faculty advisor to create a program plan that reflects each student's academic goals and previous experience.

Provide detail on how breadth will be achieved.

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

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

Describe other format here.

PROGRAM LEARNING OUTCOMES AND ASSESSMENT

Parent Program Learning Outcomes

(General Master's Program) Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry or schools of practice in the field of study.

(General Master's Program) Identifies sources and assembles evidence pertaining to questions or challenges in the field of study.

(General Master's Program) Demonstrates understanding of the primary field of study in a historical, social, or global context.

(General Master's Program) Selects and/or utilizes the most appropriate methodologies and practices.

(General Master's Program) Evaluates or synthesizes information pertaining to questions or challenges in the field of study.

(General Master's Program) Communicates clearly in ways appropriate to the field of study.

(Master's with Teacher Certification Program) Special Education Advocacy and Leadership: Prepared to advocate for and provide leadership in the education of students with a wide array of learning, cognitive, social/emotional and behavioral disabilities in accordance with the standards established by the Council for Exceptional Children.

(Master's with Teacher Certification Program) Professionalism: Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

(Master's with Teacher Certification Program) Collaboration and Communication: Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.

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

(Master's with Teacher Certification Program) Special Education Evaluation and Individualized Educational Planning: To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.

(Master's with Teacher Certification Program) Instructional Planning: Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.

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

(Master's with Teacher Certification Program) Classroom Management: Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

(General Master's Program) Recognize and apply principles of ethical and professional conduct.

(Master's with Teacher Certification Program) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.

List the program learning outcomes.

Summarize the assessment plan.

Each year, a survey is sent to students in their student teaching semester. Questions ask students to assess how successfully they met each learning goal through their experiences in the program. Survey results are discussed by the Teacher Education Committee of the Special Education area each September. Every three years, supervisor evaluations of student teachers will be reviewed and a report will be compiled and reviewed by the Teacher Education Committee. Student teaching evaluation rubrics reflect performance areas that are aligned to the learning goals.

Approved Assessment Plan:

RELATED PROGRAMS

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

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

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

COMMITMENTS

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes

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

Yes

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

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

Yes

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

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

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

SUPPORTING INFORMATION

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

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

Additional Information:

APPROVALS

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

Enter any notes about approval here:

Entered by:

Date entered:

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

Enter any notes about approval here:

Entered by and date:

Date entered:

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

Enter any notes about the approval here:

Entered by:

Date entered:

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

Enter any notes about approval here:

Entered by:

Date entered:

FOR ADMINISTRATIVE USE

Admin Notes:

Guide URL:

Effective date:

Effective Guide Edition:

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Reviewer Comments

Melinda M Leko (leko) (Tue, 04 Dec 2018 02:43:38 GMT): RPSE voted unanimously to approve this named option on Dec. 3, 2018

Key: 1033