



INSTRUCTIONS FOR PROPOSING NAMED OPTIONS and USE OF PROPOSAL FORM

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

PLANNING A NAMED OPTION

- Planning starts with idea development among the program faculty and staff.
- If you are part of a planning group that thinks a named option is a good idea, start to fill out the Named Option Proposal Form.
- When your ideas are starting to take shape, consult with your school/college dean's office. If you aren't sure who to talk to in your school/college dean's office or if you have questions and want to discuss your plans, contact Jocelyn Milner (Jocelyn.Milner@wisc.edu), Director of Academic Planning and Institutional Research.
- When you have a full draft of a completed Named Option Proposal Form, and ideally before school/college approval, send the proposal to Jocelyn Milner (Jocelyn.Milner@wisc.edu) for a check in and proposal review. This will help make sure that the named option meets all components of the UAPC guidelines and will identify any implementation questions.

APPROVAL STEPS FOR A NAMED OPTION

1. The program faculty who are sponsoring the named option (most often a department) formally approve the named option proposal.
2. The school/college that houses the named option considers the named option for approval, usually at the Academic Planning Council.
3. After school/college approval, the dean forwards the proposal to the provost with a copy to the director of Academic Planning and Institutional Research.
4. The provost will seek a recommendation for approval from the University Academic Planning Council.



FOR INFORMATION AND FORMS: <http://apir.wisc.edu/degreesmajorsoptions.htm>

At this URL you will find links to the following information:

- These instructions and the Named Option Proposal Form, which includes detailed instructions
- Policy Guidelines for Named Options within Academic Majors, which is the policy framework for the proposal form (adopted April 2016)

QUESTIONS:

Jocelyn Milner, Director, Academic Planning and Institutional Research (jocelyn.milner@wisc.edu)
Sarah Kuba, Academic Planner, APIR (sarah.kuba@wisc.edu)



PROPOSAL FORM
NAMED OPTION

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

This form is to be used in concert with the [Policy Guidelines for Named Options within Academic Majors](#). Complete the form and save as a Microsoft Word document.

1. Overview

- 1.1. Named Option: Elementary Education
- 1.2. Academic Major: Special Education
- 1.3. Home Department: Rehabilitation Psychology and Special Education
- 1.4. School/college: Education, School of
- 1.5. Partner department(s)/units/schools/colleges: Type names of partner units, if any, here.
- 1.6. Chair of the Major (name, title, email): Bonnie Doren, Associate Professor, bdoren@wisc.edu
- 1.7. Primary faculty or staff contact for the proposal (name, title, email): Carolyn Kelley, Senior Associate Dean, carolyn.kelley@wisc.edu
- 1.8. Primary school/college dean's office contact (name, title, email): Carolyn Kelley, Senior Associate Dean, carolyn.kelley@wisc.edu
- 1.9. Briefly describe the type and purpose of the named option.
Describe named option type and purpose. (1000 word limit)

In 2012, a new track was offered to students that was the result of a partnership between Special Education and Elementary Education. This dual-licensure track of the Elementary Education program provided students with majors in both Elementary and Special Education and certification at the middle childhood through early adolescence level in each. We are now requesting that the Special Education portion of this track become a named option of the Special Education major (please see separate proposal for the elementary education named option).

Since the creation of the dual Elementary Education/Special Education track in 2012, Special Education has continued to offer their regular major which licenses students in middle childhood through early adolescence (approximately grades 1-8) and early adolescence through adolescence (approximately grades 6-12). This named option provides licensure only at the middle childhood through early adolescence level. Special Education has been committed to fully supporting both this regular program as well as the elementary education dual certification program. Thus, this track was created to fulfill a need to educate future Elementary Education and Special Education teachers. This dual certification option shares a core with the regular Special Education major as well as learning goals. The program has been thoughtful in determining what portions of the curriculum may be integrated with the regular major and which are tailored to the specific licensure level.

Named option types are described in the [Policy Guidelines for Named Options within Academic Majors](#): 1. Area of curricular emphasis within the major for undergraduate programs; 2. Honors in the major for undergraduate programs; 3. Area of curricular emphasis within the major for graduate programs; 4. Non-pooled tuition revenue programs; 5. Distance/Online Programs; 6. Off-Campus Location for graduate, professional, or undergraduate programs

1.10. Date form completed: 1/11/2017

2. Approval Implementation and Expectations for Review

2.1. School/College Approval Date: 3/1/2017

2.2. GFEC Approval Date (graduate level named options only): Click here to enter a date.

2.3. UAPC Approval Date: Click here to enter a date.

2.4. Expected first term of student enrollment (typically the first fall after UAPC approval): Fall 2017

2.5. Year of three year progress report to GFEC (3 years after first student enrollment; graduate level named options only): Type year of progress report here.

2.6. Year of first program review (5 years after first student enrollment): Type year of first program review here.

2.7. Are all academic programs in the home department up to date for program review? Yes
APIR will provide a list of programs and most recent review date if needed.

If no, program reviews need to be completed before a new proposal is advanced at campus level (GFEC and UAPC). Please provide and information related to plans for completion of program reviews:

3. Background/Rationale

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

The BS-Education with a major in Special Education currently licenses students for both Middle Childhood through Early Adolescence (MC-EA) and Early Adolescence through Adolescence (EA-A) resulting a student's ability to teach in a school district grades 1-12. This named option allows students to break out the MC-EA licensure option from the regular Special Education major.

This track was formed as a dual licensure program with Elementary Education and Special Education that results in certification of both at the middle childhood through early adolescence level. Due to licensure requirements, this dual Elementary Education/Special Education curriculum differed from the original Special Education program. Creating this dual certification named option in Elementary Education/Special Education clearly differentiates these students from those who are pursuing the Special Education major that culminates in elementary, middle school, and high school certification. This dual certification has been offered in the School of Education since 2012 as a track and is now requested to become a named option.

3.2. What is the purpose of the named option? How does the named option contribute to the mission of the sponsoring unit?

The Elementary Education/Special Education named option previously existed as a program track in Elementary Education. This named option of the Special Education major provides students with the specialized four-semester professional sequence appropriate to be certified by the Department of Public Instruction (DPI) in Elementary Education Middle Childhood through Early Adolescence as well as in Special Education Middle Childhood through Early Adolescence resulting in two certifications. Students graduating from this program are prepared to teach in classrooms of the appropriate developmental level and Special Education which contributes to the mission of both the Curriculum and Instruction and Rehabilitation Psychology and Special Education Departments in preparing future teachers.

- 3.3. What is the evidence that there is a student demand for the named option?
Every year 25 students are admitted to the Elementary Education/Special Education dual-certification track. Historically, more students apply to the major than can be accommodated. With the formalization of this named option, students seeking the Elementary Ed/Special Ed option will be simultaneously admitted to both named options in Elementary Ed and Special Ed and will be expected to remain enrolled in both majors; selection of this named option will require enrollment in both majors.

4. Curriculum

- 4.1. Delivery modality:

Face-to-face

Distance-delivered programs are those programs in which 50% or more of the required courses may be taken as distance-delivered courses. If the option is intended to provide a way to distinguish between students in a face-to-face or an online/distance delivered program, the provide information on how the distance program is developed and supported in 10.1.

- 4.2. Provide a complete list of named option requirements.

RPSE 466-Diversity in Special Education

RPSE 473-Management: Students with Learning and Behavioral Disabilities

RPSE 465-Language and Reading Instruction for Students with Disabilities

RPSE 475-Practicum (Inclusive Classroom)

Curric/RPSE 506- Strategies for Inclusive Schooling

RPSE 401-Augmentative and Alternative Communication and Assistive Technology

RPSE 464-Diagnosis, Assessment and Instructional Planning in Special Education

Curric/RPSE 365-Teaching Mathematics in Inclusive Settings

RPSE 477-Student Teaching: Learning and Behavioral Disabilities K-9

RPSE 402-Methods in Teaching Functional Skills

Program requirements should provide content that leads to the completion of major learning goals. See section 5 Assessment.

- 4.3. Attach a full curriculum including all required and elective courses.

- 4.4. For undergraduate named options, attach a four year roadmap.

Named options for undergraduate majors will have requirements totaling 120 credits and students should be able to complete the degree/major within four academic years.

- 4.5. For graduate named options, attach a [chart outlining minimum degree requirements and elements for satisfactory progress.](#)

Master's level programs will include at least 30 credits of requirements. Doctoral level programs will include at least 51 credits of requirements.

Checklist for Verification of Curricular Policy Requirements *

You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed in the text box that follows the check list, below.

- Courses are offered on a regular basis.
- Courses have enrollment capacity for students in the named option.
- All courses required for the named option are fully approved.
- Units must maintain Named Option requirements so that they are up-to-date; all curriculum changes must be approved through the appropriate school/college academic planning council (APC) or curriculum committee. The school/college APC or curriculum committee will notify the Office of the Registrar and the Graduate School (graduate level named options only) about approved curricular changes to the named option. Typically, any changes in requirements will be effective no sooner than the fall semester after approval.

*Provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.

Provide explanation for Curricular Policy Requirements that have not been affirmed here.

5. Assessment

- 5.1. Attach a program assessment plan when submitting this proposal.

Assessment plans for a named option should be integrated with the assessment plan for the major. See the [Basic Assessment Plan](#) for instruction and accompanying template. The Basic Assessment Plan and Template are minimum expectations for this information. Programs that have developed plans that exceed what is specified in the basic plan may provide that information.

- 5.2. Provide a summary of the program assessment plan, including learning goals for the major and any additional learning goals that are specific for the named option, key methods and assessment approaches, and how assessment information will be reviewed and acted on. Type summary here. (1000 word limit)

The Special Education faculty have adopted the Council for Exceptional Children (CEC) initial educator standards and code of ethics which outline specific knowledge and performance standards for new Special Education teachers. The CEC is the largest Special Education professional organization and its standards for professional practice provide guidance to institutions of higher education that train initial Special Educators. The CEC standards and code of ethics guide UW-Madison's Special Education instructional activities and assessment practices.

The learning goals identified, map to the seven topic areas of the CEC standards:

- Professionalism: The teacher candidate will adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.
- Collaboration and Communication: The teacher candidate will collaborate and effectively communicate with students and their families, other educators, related service providers and members of the community to address the needs of students with disabilities.
- Assessment: The teacher candidate will collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.
- Special Education Evaluation and Individualized Educational Planning: To the maximum possible, the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.
- Instructional Planning: The teacher candidate will plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.
- Instructional Presentations: The teacher candidate will present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals.
- Classroom Management: The teacher candidate will create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

Assessment methods include student teaching assessments and student surveys. While the student teaching assessment data is collected every term, the Teacher Education committee of the Special Education area will compile and review the results every three years. The student survey is collected every year and evaluated every fall semester by the Teacher Education committee of the Special Education area. In both cases the committee determines whether program changes are warranted based on the results.

The assessment summary should highlight how the named option is included in the overall assessment plan for the major. The named option must adhere to all learning goals for the major and may also have additional learning goals that are specific for the named option.

6. Overlap and Related Programs

- 6.1. Specify any other degree/majors, named options, or certificates that may not be earned in combination with this named option.

There is no overlap between these programs and any other programs in the School of Education or on campus.

Overlap restrictions must be managed at the program level as part of the advising process. When proposing a named option that has the same name as an existing degree/major certificate or doctoral minor at the same level, the program will be required to put in place processes to ensure that students do not enroll in both programs with the same name. If the program faculty choose to limit any other overlap with other degree/majors, named options, or certificates a list must be specified in the proposal and the program faculty/staff will be responsible for monitoring and enforcing overlap limits.

7. Admissions & Enrollment

- 7.1. For graduate programs proposing a named option with admissions requirements that are distinct from the major with no named option, explain the admissions criteria and process.

7.2 What is the projected annual enrollment in the named option? 50 (2 cohorts of 25 students will be enrolled at any given time)

7.3 What is the maximum enrollment (using existing instructional and student resources)? 50 (25 per cohort)

7.4 What are the contingency plans for supporting enrollments higher than the stated maximum enrollment? Describe contingency plans for supporting enrollments higher than the state maximum here. Only 25 students will be admitted to a cohort. Students are permitted to apply to multiple Elementary Education options during the admission period during sophomore year. Students will likely take admission to their second choice program if not admitted to their first choice.

Checklist for Verification of Admission Policy Requirements for Undergraduate Named Options*

You will have an opportunity to provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the text box that follows the checklist.

- Named option admission requirements are consistent with admission requirements for the major with no named option, if the major has any admission requirements beyond admission to the University. Admission limits should be related to interest or aptitude for the content and not based solely on a high GPA cutoff
- The named option will be declared and canceled using the e-Declaration process in the student information system.
- Undergraduates will not be advised to declare or remain enrolled in a named option if it will extend their time to graduation. Undergraduate students are to be discouraged from earning more than one named option that represents an area of curricular emphasis within the major.

*Provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the above checklist.

Type explanations for Admission Policy Requirements not affirmed here.

8. Advising

- 8.1. List name(s) of major and named option advisor(s) with title and departmental affiliation(s). List major and named option advisor(s) here.

Heather Dahl, Faculty Associate, Rehabilitation Psychology and Special Education

- 8.2. Describe how there will be sufficient advising and academic support for all students in the major (both the existing major's students and the new students that will be served by the named option).

Describe advising and academic support here. (1000 word limit)

Pre-admission advising of students seeking this and other options of the Elementary Education major is handled by staff at Education Academic Services (EAS), the undergraduate dean's office and advising office for pre-professional students in the School of Education. Once admitted to the option, students are advised by the faculty/staff member assigned to the 25-student group as cohort leader. Staff from EAS provide additional advising and academic support as needed.

- 8.3. Confirm that major and named option advisor(s) have been consulted and reviewed this proposal.

9. Governance & Faculty

- 9.1. The named option must be governed by the same department or academic unit that oversees the major. Any sub-committee governing the named option must report to the faculty governance committee for the major.

9.1.1. If a sub-committee governs the named option, describe procedures including how faculty are identified and provisions for transitions in the committee.

Describe sub-committee procedures here. (1000 word limit)

The Special Education major is governed by the Special Education program area faculty and by the faculty of the Department of Rehabilitation Psychology and Special Education.

- 9.2. List core faculty and staff with title and departmental affiliation(s).

Aydin Bal, Assistant Professor, Rehabilitation Psychology and Special Education

Bonnie Doren, Associate Professor, Rehabilitation Psychology and Special Education

Taucia Gonzalez, Assistant Professor, Rehabilitation Psychology and Special Education

Andrea Ruppert, Assistant Professor, Rehabilitation Psychology and Special Education

Kimber Wilkerson, Professor, Rehabilitation Psychology and Special Education

Sara Bringman, Associate Faculty Associate, Rehabilitation Psychology and Special Education

Heather Dahl, Associate Faculty Associate, Rehabilitation Psychology and Special Education

Virginia Waddick, Student Services Coordinator, Rehabilitation Psychology and Special Education

10. Fiscal Structure and Ongoing Commitment

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

Overview of funding plans (1000 word limit)

These are long-established, ongoing programs and there is no additional financial commitment required.

- 10.2. How will the named option impact staffing needs beyond the immediate program? How are those needs being met?

Describe the impact of the named option on staffing needs. (1000 word limit)

Given that this is an existing track being converted to a named option, staffing will remain the same as no new students or resources are being added.

If there is no change in staffing, please describe how the duties of current employees will evolve to support this named option.

- 10.3. For named options supported using non-pooled tuition, provide a fiscal annual summary including planned enrollment, estimated paid tuition, instructional costs, and estimated excess tuition available for reinvestment in keeping with the separate guidelines for non-pooled programs.

Fiscal annual summary or as an attachment

- 10.4. For graduate programs supported using pooled tuition, provide a plan for how new graduate students will be funded.

Describe funding plans for new graduate students in the named option.

Required attachments

- Cover letter from the Dean of the school/college that will be the home of the named option

When a proposal for a new named option is forwarded for approval, it will have a cover letter to the provost from the supporting dean.

Supporting letters/memos

Proposals must be accompanied by letters or memos submitted by the chair or director of other academic units that have overlapping interest. These notes may comment on shared resources, competition for students or other ways in which the programs will interact surrounding the named option. This will include departments/schools/colleges, share a student audience, represent a closely related area of study, have overlapping faculty, or have program names that are similar.

Full curriculum including all required and elective courses

For undergraduate named options, attach a four year roadmap.

For graduate named options, attach a [chart outlining minimum degree requirements and elements for satisfactory progress.](#)

Assessment plan

Named options supported using non-pooled tuition must attach:

Core Criteria Checklist

Additional Requirements Checklist

See the current Non-pooled Program Requirements Process document posted at <https://kb.wisc.edu/vesta/page.php?id=59300>



General Education and Liberal Studies Requirements

These requirements provide students the opportunity for academic exploration and breadth in their college studies. **Completion of these requirements is not a prerequisite to program application or admission.** In general, courses listed in School of Education departments may NOT be used to satisfy these requirements. Courses that transfer to campus as departmental electives (e.g., Poli Sci X10) might meet specific liberal studies requirements; consult an Education Academic Services (EAS) advisor.

See full details of these requirements at www.education.wisc.edu. Choose Academics>Undergraduate Students> Academic Programs. Select your program of interest and go to *General Education and Liberal Studies Requirements*.

General Education Requirements

- ___ **Communication Part A (Comm A):** Literacy proficiency, 2–3 crs. Course work focusing on reading, listening, and speaking; emphasis on writing. Courses coded with an *a*. Students may be exempt through placement scores.
- ___ **Communication Part B (Comm B):** Enhancing literacy proficiency, 2–3 crs. Courses designated with a *b*. This requirement is met in many major programs.
- ___ **Quantitative Reasoning Part A (Quant A):** Mathematics or formal logic, 3 crs. Courses coded with a *q*. Students may be exempt through placement scores.
- ___ **Quantitative Reasoning Part B (Quant B):** Enhancing quantitative reasoning skills, 3 crs. Designated with an *r*.

Liberal Studies Requirements—40 Credits

Campus courses are assigned **breadth codes** that describe their content:

<i>B</i> Biological Science	<i>P</i> Physical Science	<i>Y</i> Biological or Social Science
<i>H</i> Humanities	<i>S</i> Social Science	<i>Z</i> Humanities or Social Science
<i>L</i> Literature	<i>W</i> Social or Natural Science	
<i>N</i> Natural Science	<i>X</i> Humanities or Natural Science	

Humanities—9 credits

- ___ **Literature** (minimum of 2 credits). Courses designated with an *L*.
- ___ **Fine Arts** (minimum of 2 credits). **Additional courses can be considered;** confer with an EAS advisor.
 - Afro American Studies 156, 241, 242, 308, 309, 310, 311, 316, 320, 400, 413
 - Art—any course
 - Art Education 322
 - Art History—any course
 - Communication Arts 350
 - Dance—any course
 - English 207, 307
 - Gender & Women’s Studies St 410, 412
 - Music—any course
 - Music Performance—any course
 - Theatre—any course
- ___ **Other Humanities.** Courses to reach the minimum of 9 credits. May include courses designated *H, L, X,* or *Z*, elementary and intermediate level foreign language courses, or approved Fine Arts courses above.

Social Studies/Social Sciences—9 credits

- ___ **Social Studies** courses to reach 9 credits. Choose from courses designated *S, Z, W,* or *Y*.
- ___ **Teacher education students** must complete a Local, State, and National Government requirement. Enroll in one of these courses as part of the 9 credits: Political Science 104 Introduction to American Politics and Government, 4, or Political Science 205 Introduction to State Government, 4
- ___ **Athletic Training and Kinesiology—Exercise and Movement Science students** must complete Psychology 201, 202, or 281 as part of the 9 credits.

Science—9 credits

- ___ **Biological Science.** Choose from courses designated *B* or *Y*.
- ___ **Physical Science.** Choose from courses designated *P*.
- ___ **Other biological, physical, or natural science** (designated *B, P, N, W, X,* or *Y*) to reach 9 credits.

___ **Science laboratory requirement.** In addition to courses with labs indicated in the *Course Guide*, the following courses will meet the lab requirement: Anthropology 105, Astronomy 100, Atmospheric and Oceanic Studies 101, Botany 100, Botany/Plant Pathology 123, Geoscience 100, Physics 109. Suggested courses outside L&S that meet the lab science requirement include Agronomy 100, Food Science 235 & 236, or Horticulture 120. Also met by AP Biology score of 4 or 5.

Cultural and Historical Studies

These courses can also be used to meet any of the requirements above, but a single course cannot satisfy more than one of the three *Cultural and Historical Studies* requirements listed below.

___ **Ethnic Studies** (minimum 3-credit course). Courses coded *e*. The ethnic studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community.

___ **U.S. or European History** (minimum 3 credits). ***Additional courses (including topics courses) can be considered;*** confer with an EAS advisor.

- Afro-American Studies 156, 231, 272, 297, 302, 323, 324, 344, 353, 354, 393, 395, 397, 398, 403, 408, 412, 416, 427, 428, 434, 460, 461, 462, 468, 490
- American Indian Studies 100, 250, 314, 320, 490
- Asian American Studies 102, 160, 161, 220, 246
- Chican@ and Latin@ Studies 102, 201, 245, 301, 332, 461, 462
- History Department—U.S. History: 101, 102, 109, 150, 160, 161, 219, 221, 227, 245, 262, 272, 302, 329, 343, 344, 353, 354, 393, 395, 397, 398, 403, 408, 412, 416, 427, 428, 434, 460, 461, 462, 468, 490
- History Department—European History: 110, 112, 115, 119, 120, 123, 124, 208, 215, 223, 224, 253, 254, 271, 303, 307, 309, 312, 313, 314, 318, 323, 333, 334, 349, 350, 351, 352, 357, 358, 359, 360, 361, 367, 368, 369, 370, 373, 374, 410, 417, 418, 419, 420, 424, 425, 426, 431, 432, 437, 467, 470, 474, 475

___ **Global Perspectives** (minimum 3 credits). Includes courses whose primary emphasis is on (1) cultures whose origins lie outside of the western tradition, or (2) analyzing and interpreting cultural differences through the study of language, gender, race, ethnicity, religion, or class, or (3) cultural pluralism within specific geographical areas. ***Additional courses (including topics courses) can be considered;*** confer with an EAS advisor.

- African Languages and Literature 120, 130, 201, 210, 211, 230, 270, 277, 297, 300, 370
- Afro-American Studies 241, 260, 277, 297, 367,
- Agricultural & Applied Economics 350, 373, 374
- Agronomy 203, 350, 377
- Anthropology 100, 102, 104, 105, 211, 260, 277, 300, 314, 321, 322, 327, 330 (topic must be approved), 333, 350, 358, 365
- Art History 203, 241, 305, 307, 308, 354, 371, 372, 379
- Community & Environmental Sociology 140, 260
- Comparative Literature 379 (topic must be approved)
- Dance 118 (1 cr), 165, 318, 321 (2crs),
- East Asian Area Studies 255, 300 (topic must be approved), 301 (topic must be approved)
- East Asian Languages and Literature 235, 253, 277, 300, 337, 350, 351, 352, 353, 354, 356, 363, 364, 367, 371
- Environmental Studies 139, 244, 309, 339, 368
- Folklore 100, 103, 210, 211, 270, 279, 321 (2 crs), 352, 374
- Gender & Women's Studies 102, 325, 367
- Geography 101, 139, 244, 252, 260, 277, 309, 339, 340, 355, 358
- Hebrew 343, 346, 356, 377
- History 103, 104, 105, 108, 130, 135, 138, 142, 144, 205, 225, 226, 241, 242, 244, 246, 252, 255, 260, 265, 276, 277, 278, 279, 297, 309, 319, 335, 337, 341, 342, 377, 378, 379
- Integrated Liberal Studies 209
- Inter-AG 350
- Inter-LS 220 (specific topic must be approved)
- International Business 200
- International Studies 101, 310 (specific topic must be approved), 335, 374
- Jewish 377
- Languages and Cultures of Asia 100, 101, 110, 205, 206, 235, 244, 246, 252, 265, 266, 279, 300, 311, 314, 355, 357, 361, 364, 367, 370, 374, 379
- Literature in Translation 211, 214, 226, 257, 261, 262, 263, 264, 301, 303, 304, 368, 372, 373, 374 (specific topic must be approved)
- Medical History 213
- Medieval Studies 309
- Music 103 (2 crs), 361
- Nutritional Sciences 203, 350
- PE Activity 277
- Political Science 106, 186, 231, 244, 252, 255, 260, 277, 297, 333, 346, 353, 362
- Population Health 370
- Religious Studies 110, 205, 206, 235, 309, 350, 352, 355, 357, 363, 364, 367, 370, 377, 379
- Sociology 140, 170, 222, 225, 244, 248, 252, 260, 277, 380
- Spanish 223, 260
- Theatre and Drama 351

Liberal Studies Electives—Additional courses to reach 40 credits



UW-Madison School of Education — Quick Start Document — June, 2016

Elementary Education: Middle Childhood-Early Adolescence/Special Education Dual Major

For full degree requirements, admissions information, and teacher certification requirements, go to www.education.wisc.edu. Select Academics>Undergraduate Students>Academic Programs>Elementary Education.

The University of Wisconsin-Madison Elementary Education program prepares teachers who can foster high academic achievement in all students—particularly learners from diverse racial, cultural, linguistic, socioeconomic backgrounds and abilities. Teacher education students learn to recognize how their own background and experience shape their thinking and actions, to reflect on their practices, and to develop and adapt practices that serve the needs of their students.

The Middle Childhood-Early Adolescence/Special Education track 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.

Program Structure and Admission

Students interested in Elementary Education usually begin their academic careers in the School of Education with a "pre-professional" designation (*Pre-Elementary Education* or *PRE*). Students who did not begin on campus as Pre-Elementary Education students and who to transfer to that status can find an application at www.education.wisc.edu. Choose Academics>Undergraduate Students>Apply to a Program. Find detailed information on admission eligibility, application, and selection at this same website.

Pre-Elementary Education students enroll in liberal studies, general education, and professional education courses during their freshman and sophomore years. Students usually apply to the professional program during their sophomore year and students begin the professional sequence as juniors. Admitted students begin the four-semester professional sequence in the fall following program admission. The professional sequence is designed for the program to be completed in four years.

Program Requirements

Liberal Studies and General Education

Students must complete the Liberal Studies and General Education requirements for the degree program. For details on these requirements, go to www.education.wisc.edu. Choose Academics>Undergraduate Students>Academic Programs>Elementary Education>Liberal Studies and General Education Requirements.

Environmental Education Requirement

Elementary Education students complete an Environmental Education course to meet certification requirements. Note these codes: S=Social Studies; P=Physical Science; B=Biological Science. If appropriate, this course may also be applied toward the liberal studies requirements. Choose one course from this list: Envir St—Any course; Atm Oc 132 (P); Biology 152 (B); Botany 100 (B), 152 (B), 260(B); Econ 343(S); Geog 120 (P), 127 (P), 139 (S), 339 (S); Land Arc 361 (B); Physics 115 (P); Pop Hlth 502 (B); Soil Sci 301 (P), 324 (P); Zoology 152 (B), 260 (B).

Mathematics for Elementary Teachers, 9 credits

Complete all three courses. Students with college-level calculus course work or advanced placement credit should see the exemption rules at <http://www.math.wisc.edu/~lempp/Exemptionsfor130-32.htm>. Find more detailed information about these courses on the Math Department website, <http://www.math.wisc.edu/~lempp/educ.html>.

- Math 130 Mathematics for Teaching: Numbers and Operations, 3. Meets Quantitative Reasoning Part A.
- Math 131 Mathematics for Teaching: Geometry and Measurement, 3
- Math 132 Problem Solving in Algebra, Probability, and Statistics, 3. Together with Math 131, meets Quantitative Reasoning Part B.

RP&SE 300 Individuals with Disabilities, 3 credits

Must be completed prior to beginning the professional sequence.

Development, 3 credits

Select ONE from below. (With permission, Psych 560 Child Psychology may be substituted for Ed Psych 320.) Students are strongly encouraged to complete this requirement before program admission.

- Ed Psych 331 Human Development from Childhood through Adolescence, 3, OR
- Ed Psych 320 Human Development in Infancy and Early Childhood, 2-3, AND Ed Psych 321 Human Development in Adolescence, 2-3.

Learning, 3 credits

Ed Psych 301 Human Abilities and Learning, 3. Students are strongly encouraged to complete this requirement before beginning the professional sequence.

Foundations of the Profession, 3 credits

Select ONE course from below. Students are strongly encouraged to complete this requirement before beginning the professional sequence.

- Ed Pol 300 School and Society, 3
- Ed Pol 412 History of American Education (cross-listed as History 412), 3
- Ed Pol 500 Social Issues in Education, 3, if taken fall 2014 or earlier

Professional Sequence

Admitted students complete a four-semester sequence of professional courses beginning in the fall semester after program admission. Program completion leads to certification in Middle Childhood through Early Adolescence in both Elementary Education and Special Education. Sequence courses must be followed sequentially and taken in consecutive semesters. Class schedules for the professional sequence are determined in advance.

First Semester of the Sequence (Fall), 15 credits

Curric 364 Introduction to Teaching, 3

Curric 368 The Teaching of Reading, 3

Curric 369 The Teaching of Language Arts (with Children's Literature infused), 3 (also meets Communication Part B)

Curric 367 Practicum (Literacy), 3

RP&SE 466 Diversity in Special Education, 3

Second Semester of the Sequence (Spring), 14 credits

RP&SE 473 Management: Students with Learning and Behavioral Disabilities, 3

RP&SE 465 Language and Reading Instruction for Students with Disabilities, 4

RP&SE 475 Practicum (Inclusive Classroom), 3

Curric/RP&SE 506 Strategies for Inclusive Schooling, 3

RP&SE 401 Augmentative and Alternative Communication and Assistive Technology, 1

Third Semester of the Sequence (Fall), 17 credits

RP&SE 464 Diagnosis, Assessment and Instructional Planning in Special Education, 4

Curric 372 Teaching Science, 3

Curric/RP&SE 365 Teaching Mathematics in Inclusive Settings, 4

Curric 371 Teaching Social Studies, 3

Curric 373 Practicum (Math and Science), 3

Fourth Semester of the Sequence (Spring), 17 credits

RP&SE 477 Student Teaching: Learning and Behavioral Disabilities K-9, 7

Curric 464 Student Teaching in the Elementary School, 7

Student Teaching Seminars, 2 (Elementary and Special Education)

RP&SE 402 Methods in Teaching Functional Skills, 1 (five-week course, taught online)

4.4 Undergraduate Roadmap

The Elementary Education named options have roadmaps designed on availability of practicum and student teaching placements. Placements need to be made within a reasonable travel radius, appropriate content-classroom availability, and willing and compatible classroom teacher supervisors. Because of these limitations, the Elementary Education program staggers the starting time of these four-semester professional sequence named options: two start in fall semester, two start in spring semester.

The MC-EA/Special Education named option is a program that starts in fall semester. This puts student completion at 4.0 calendar years. Students are informed of this completion timeline as soon as they show interest in the Elementary Education major. Below is a sample timeline for student completion of the MC-EA/Special Education option.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
	Comm A course	Comm B course	Math 131	Math 132	Curric 364	RPSE 473	RPSE 464	RPSE 477
	Environmental Ed course	Math 130	Ed Psych 331 or Ed Psych 320	Ed Psych 301	Curric 368	RPSE 465	Curric 372	Curric 464
	RPSE 300	Social Studies elective	Social Studies elective	Ethnic Studies	Curric 369	RPSE 475	Curric/RPSE 365	RPSE 402
	Global Perspectives	6 credits lib studies	6 credits lib studies	3 credits lib studies	Curric 367	Curric/RPSE 506	Curric 371	Curric 463
	Polisci 104			Foundations of Profession	RPSE 466	RPSE 401	Curric 373	
Total Credits	16	15	15	15	15	14	17	17

Total Credits	124
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Assessment Plan

UW Madison Special Education and Elementary-Special Education Dual Certification Undergraduate Program

Program Mission

The Rehabilitation Psychology and Special Education Department offers two undergraduate programs in Special Education: the Special Education program, and the Elementary-Special Education Dual Major program.

The Special Education program prepares students to work effectively with individuals across disability categories including individuals with Intellectual and Developmental Disabilities, Learning Disabilities, and Emotional/Behavioral Disabilities. Graduates are eligible to apply for a cross-categorical Special Education license at the Middle Childhood through Early Adolescence level (ages 6-12/13), and also at the Early Adolescence through Adolescence level (ages 10-21). These certifications correspond to Wisconsin Department of Public Instruction license numbers 801 (code 72), and 801 (code 73). The Special Education program emphasizes course work and experiences in elementary, middle and high schools with students who have a wide range of abilities including students with severe disabilities.

The Elementary Education-Special Education Dual Major prepares students to work with individuals across disability categories, leading to Special Education certification at the Middle Childhood through Early Adolescence level (approximately ages 6-12/13) and Elementary Education certification at the Middle Childhood through Early Adolescence levels. Graduates are eligible to apply for MC-EA Cross Categorical Special Education # 801 (code 72) and for MC-EA Regular Education # 777 (code 72). This program emphasizes collaborative practice with training in both Elementary and Special Education methodologies, emphasizing inclusion and a strong background in working with students with learning disabilities, emotional/behavioral disabilities, and other high incidence disabilities.

Both programs include a full-time, four-semester cohort-based program combining education course work, practicum experiences and student teaching in local schools.

Council for Exceptional Children (CEC) Standards and the Assessment Plan

The Special Education faculty have adopted the Council for Exceptional Children (CEC) initial educator standards and code of ethics which outline specific knowledge and performance standards for new Special Education teachers. The CEC is the largest Special Education professional organization and its standards for professional practice provide guidance to institutions of higher education that train initial Special Educators. The CEC standards and code of ethics guide UW-Madison's Special Education instructional activities and assessment practices. See <https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf> and <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>. These professional standards have been aligned to the Special Education program curriculum. For information on how the CEC standards are linked to the Special Education curriculum, see: [LINK HERE](#).

The learning goals identified for the UW-Madison assessment plan are also mapped to the seven topic areas of the CEC standards. See the attached curriculum map for this alignment.

Learning Goals

(These learning goals have been revised from those submitted in 2015)

- 1. Professionalism:** The teacher candidate will adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.
- 2. Collaboration and Communication:** The teacher candidate will collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.
- 3. Assessment:** The teacher candidate will collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.
- 4. Special Education Evaluation and Individualized Educational Planning:** To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.
- 5. Instructional Planning:** The teacher candidate will plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.
- 6. Instructional Presentations:** The teacher candidate will present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals
- 7. Classroom Management:** The teacher candidate will create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

Special Education Undergraduate Assessment Plan - Curriculum Map

	Learning Goal #1 Professionalism	Learning Goal #2 Collaboration and Communication	Learning Goal #3 Assessment	Learning Goal #4 Educational Evaluation and Individualized Educational Planning	Learning Goal #5 Instructional Planning	Learning Goal #6 Instructional Presentations	Learning Goal #7 Classroom Management
RPSE 300: Ind's with Disabilities	X						
RPSE 330 Behavior Analysis with Ind's with Disabilities			X		X	X	
C&I 506 Strategies for Inclusive Schooling		X			X		
C&I 374 Gen Ed Practicum and Instructional Planning		X			X		
RPSE 464 Assessment and Diagnosis		X	X	X	X		
RPSE 465 Reading Instruction			X	X	X		
RPSE 466 Diversity in Special Education	X				X		
RPSE 473 Classroom Management							X
RPSE 477 Elementary Student Teaching	X	X	X	X	X	X	X
RPSE 478 Secondary Student Teaching	X	X	X	X	X	X	X

	Method for Assessing (at least one direct measure required)	Timetable for Assessment
<p>Learning Goal #1 Professionalism: The teacher candidate will adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below
<p>Learning Goal #2 Collaboration and Communication: The teacher candidate will 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.</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below
<p>Learning Goal #3 Assessment: The teacher candidate will collect information on student backgrounds, learning characteristics and achievement that can be used to determine students' present level of performance and guide instruction.</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below
<p>Learning Goal #4 Special Education Evaluation and Individualized Educational Planning: To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below
<p>Learning Goal #5 Instructional Planning: The teacher candidate will plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below
<p>Learning Goal #6 Instructional Presentations: The teacher candidate will present lessons and units of instruction that gain and maintain student attention and are consistent with students' interests and IEP goals</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below
<p>Learning Goal #7 Classroom Management: The teacher candidate will create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.</p>	<p>Student Teaching Assessments: (direct measure)</p> <p>Student survey (indirect measure)</p>	See below

Assessment Measures

1. Student Teaching Assessment

Students pursuing the teacher certification program are required to complete practicum and student teaching experiences. These experiences provide opportunities for integrative learning, civic engagement in local communities and development of intellectual and practical skills. Supervised practical work in school settings also offers opportunities to develop teamwork, leadership, and other professional and ethical skills. Student teaching is the culminating practical and professional experience leading to degree completion. Because all six of the program's learning goals are reflected in student teaching, it is an exemplary place in the curriculum to assess student learning.

Each student is formally assessed using a written rubric twice during student teaching. The assessment rubric reflects the CEC standards which map to the learning goals.

Every three years, the Teacher Education committee of the Special Education area will compile the results of student teaching assessments and will review the results.

<https://uwmadison.box.com/s/droyfpu67tgmz99cm1vw5nmcpX0pqli>

2. Student Satisfaction Survey

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

Every fall semester, the Teacher Education committee of the Special Education area reviews the results and determines whether program changes are warranted based on results.

<https://uwmadison.box.com/s/rowy2uyf0fgzt2hdrowmaixbvylqkew>

Timeline for Program Assessment Activities 2016-2024

Summer 2016	Student satisfaction survey Summary report of student teaching assessments and certification rates
Summer 2017	Student satisfaction survey
Summer 2018	Student satisfaction survey
Summer 2019	Student satisfaction survey Summary report of student teaching assessments and certification rates
Summer 2020	Student satisfaction survey
Summer 2021	Student satisfaction survey
Summer 2022	Student satisfaction survey Summary report of student teaching assessments and certification rates
Summer 2023	Student satisfaction survey
2023-2024	Ten Year Program Review