Research and Theory

Last edit: 01/24/19 12:58 pm
Changes proposed by: leko
Name of the school or college academic planner who you consulted with on this proposal.

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
</tr>
</tbody>
</table>

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 Research and Theory subplan. After the subplans are approved, the parent page will be updated to reflect the changes.

**Basic Information**

Type of Program:
Named Option

Parent Program:
MAJ: Special Education MS

Parent Audience:
Graduate or professional

Parent Home Department:
RP & SE

Parent School/College:
School of Education

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

No

Parent is in the Graduate School:
Yes

SIS Code:
SIS Description:

Transcript Title:
Research and Theory

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Leko, Melinda M</td>
<td><a href="mailto:leko@wisc.edu">leko@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Leko, Melinda M</td>
<td><a href="mailto:leko@wisc.edu">leko@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Waddick, Virginia</td>
<td><a href="mailto:vwaddick@wisc.edu">vwaddick@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Kelley, Carolyn J</td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction (CURR INSTR)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
</tbody>
</table>

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

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

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

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

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

Will instruction take place at a location geographically separate from UW-Madison?
No
Parent has outside accreditation: 
No

Graduates of parent program seek licensure or certification after graduation: 
No

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?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>01/01</td>
</tr>
<tr>
<td>Fall</td>
<td>01/01</td>
</tr>
</tbody>
</table>

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.

This proposal formalizes our current program structure, so implementation will not require any new processes. Once approved, the title of the named option will be updated on the website.

**Rationale and Justifications**

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

The Research and Theory named option is a more general program of study than the other named option (Teacher Certification). This program focuses on graduate level research and theory in the field of Special Education. A plan of study generally includes multiple research courses and theory courses in Special Education as well as related course work from other departments that contribute to the student's academic and research interests.

This proposal seeks to formalize requirements for what is currently operated as an 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 a focus on research and theory versus the more applied teacher certification track which trains students for Special Education teaching practice.

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

The Research and Theory named option deepens students' academic preparation to understand key questions and issues in the field of special education and to strengthen students' analytical and research skills. These skills contribute to the development of high quality scholars and leaders in the field. Most graduates of this named option will choose to pursue further study in a doctoral program, or to pursue positions in community based, advocacy organizations that promote independence and inclusion for individuals with disabilities. Its purpose is to contribute to the preparation of leaders in the field of Special Education. The program has for many years been offered as an internal "track," so is not a new program in terms of the Department's processes or infrastructure.

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

The program appeals to current teachers who wish to deepen their professional development through graduate work, as well as to students who intend to pursue doctoral study; (the Department does not admit directly to the doctoral program). The program also appeals to many international students who do not have access to graduate Special Education programs in their home countries. We expect demand to remain steady with current trends.

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

Although it is a small program, the program satisfies an important need to train students who do not plan to become Special Education teachers, or who are already trained Special Education teachers in order to pursue preparation for doctoral study, or to further their knowledge in the field at the graduate level. There is a national shortage of Special Education teachers and this program seeks to prepare more leaders in the field, many of whom will go on to become teacher educators through pursuit of a doctoral degree. There is also a growing demand among international students for this program. The RPSE Department has joined the Open Society Foundation Scholarship program and anticipates that this program will contribute to enrollments in the program as well.

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

The named option provides a pathway to a master's degree in Special Education for students who do not intend to become Special Education teachers or who already have completed a Special Education teacher certification undergraduate program.

**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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
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<tbody>
<tr>
<td>Leko, Melinda M</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Wilkerson, Kimber L</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Professor</td>
</tr>
<tr>
<td>An, Zhe</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Ruppar, Andrea Lynn</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Doren, Bonnie</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Bal, Aydin</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Gonzalez, Taucia Eliza</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Waddick, Virginia</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Sr. Student Services Coordinator</td>
</tr>
</tbody>
</table>

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).

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<td>Assistant Professor</td>
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</table>

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.

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

Yes
Resources, Budget, and Finance

Is this a revenue program?
No

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

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.

This is not a new program, thus new resources are not required for this program.

Are new Library resources needed to support this program?
No

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

Master’s students in the Special Education Research and Theory named option are not guaranteed funding through the Department at this time. However, the Department works closely with admitted students to seek funding opportunities across campus, and also has been able to support some master’s students with funding through EdGRS fellowship funding or for experienced master’s students with Departmental TA funding for support of undergraduate classes and practicum/student teaching supervision.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Recruitment activities for both this named option and the Teacher Certification 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.

Projected Annual Enrollment:
<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>6</td>
</tr>
</tbody>
</table>

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

10

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

Parent Requirements
Guide Requirements tab

Total credits required:

30

Parent Plan Graduate Policies

Guide Graduate Policies tab

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

The Special Education Research and Theory named option is a 30 credit degree. Most students complete the degree in three semesters. Length of the degree is influenced by the student’s professional and academic goals and research interests.

**Program Learning Outcomes and Assessment**

Parent Program Learning Outcomes
(Research and Theory option) Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry or schools of practice in the field of study.
(Research and Theory option) Identifies sources and assembles evidence pertaining to questions or challenges in the field of study.
(Research and Theory option) Demonstrates understanding of the primary field of study in a historical, social, or global context.
(Research and Theory option) Selects and/or utilizes the most appropriate methodologies and practices.
(Research and Theory option) Evaluates or synthesizes information pertaining to questions or challenges in the field of study.
(Research and Theory option) Communicates clearly in ways appropriate to the field of study.

(Teacher Certification option) 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.

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

(Teacher Certification option) 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.

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

(Teacher Certification option) 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.

(Teacher Certification option) 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.

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

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

(Teacher Certification option) Recognize and apply principles of ethical and professional conduct.

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

Summarize the assessment plan.

The assessment plan retains the same basic elements as the plan that was submitted to the Provost’s office in 2016 as part of the Special Education Master's Program Assessment Plan. At that time, we developed the assessment plan to reflect the separate "track" of the "general" master's program for teacher certification. This general masters track will now be the Special Education Research and Theory named option. The learning outcomes for the program include:

Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry or schools of practice in the field of study.

Identifies sources and assembles evidence pertaining to questions or challenges in the field of study.
Demonstrates understanding of the primary field of study in a historical, social, or global context.

Selects and/or utilizes the most appropriate methodologies and practices.

Evaluates or synthesizes information pertaining to questions or challenges in the field of study.

Communicates clearly in ways appropriate to the field of study.

Assessment measures include an exit survey - students will be asked to evaluate their experience in relation to the learning goals. Every three years, results reviewed by the Graduate Studies Committee.

Assessment measures also include a review of the comprehensive exam. The comprehensive exam measures students’ ability to synthesize knowledge about the field and apply it to a particular focus of interest in Special Education. It is evaluated using a rubric reflecting many of the learning goals. Every three years, the Graduate Studies Committee of the Special Education area will review a summary of comprehensive exam rubric results to determine how well students are doing in relation to the learning goals reflected in this rubric.

**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

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

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

Yes
Supporting Information

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

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:
RP & SE voted unanimously to approve this named option on Dec. 3, 2018.

Entered by:
Barbara Gerloff
Date entered:
1/24/19

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:
This proposal was approved by the School of Education Programs Committee on December 7, 2018.

Entered by and date:
Barbara Gerloff
Date entered:
1/24/19

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