Teacher Certification
Parent Plan: MAJ: Special Education MS

Last edit: 01/24/19 12:57 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 Teacher Certification subplan. After the named options are approved, the parent page will be updated to reflect the changes. 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.

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:
Teacher Certification

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>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>Fall</td>
<td>01/15</td>
</tr>
<tr>
<td>Summer</td>
<td>01/15</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.

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.

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.

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.

**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>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<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>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>Ruppar, Andrea Lynn</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Assistant 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).

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leko, Melinda M</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Name (Last, First)</td>
<td>Department</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------</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>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>Ruppar, Andrea Lynn</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Gonzalez, Taucia Eliza</td>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</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?
Yes

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

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

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 pursing this program will be full time school employees and some students may be eligible to receive tuition support from their employing districts.

### 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 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.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>15</td>
</tr>
<tr>
<td>Year 2</td>
<td>20</td>
</tr>
</tbody>
</table>

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

35

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

Parent Requirements

Guide Requirements tab

Total credits required:

43

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.

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.

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.
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.

**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.*
<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPSE</td>
<td>300</td>
<td>Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>330</td>
<td>Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>464</td>
<td>Diagnosis, Assessment &amp; Instructional Planning . . .</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>475 or 485</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>515</td>
<td>Access to the General Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>465</td>
<td>Language and Reading Instruction for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>477 or 478</td>
<td>Student Teaching:</td>
<td>10</td>
</tr>
<tr>
<td>RPSE</td>
<td>467 or 468</td>
<td>Student Teaching Seminar</td>
<td>2</td>
</tr>
<tr>
<td>RPSE</td>
<td>472</td>
<td>Methods in Transition and Vocational Education</td>
<td>3</td>
</tr>
<tr>
<td>RPSE/C&amp;I</td>
<td>365</td>
<td>Teaching Mathematics in inclusive Settings</td>
<td>4</td>
</tr>
<tr>
<td>RPSE</td>
<td>710</td>
<td>Multicultural Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>700</td>
<td>Research in RPSE</td>
<td>3</td>
</tr>
<tr>
<td>RPSE</td>
<td>660</td>
<td>Development, Learning, and Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>
Program name: Special Education Teacher Certification

Program department: RPSE

Instructional cost per credit (cell f6) should be the blended instructional cost average for your program.

Confidential draft

Tuition Revenue:

2020: 0
2021: 4.55423996
2022: 6.55423996

Investments:

2021: 0
2022: 0
2023: 0
2024: 0
2025: 0
2026: 0
2027: 0

Investment margin - department:

2021: 0
2022: 0
2023: 0
2024: 0
2025: 0
2026: 0
2027: 0

Data should be entered only in the cells shaded in green.

More detail can be entered on the "131 establish & operate cost" tab.

Glossary:

- Investment start:
- (Academic Year)
- Program duration (years):
- Resident price per credit:
- Non-resident price per credit:
- Dept scholarship:
- Tuition discount:
- Tuition revenue:
- Scholarship:
- Share:
- Special Education Teacher Certification:
- Payback (unit investment):
- Total Enrollment:

Instructions & notes:

- We have left this as indicated in the original spreadsheet format.

Total Investment:

- 1,000
- 1,000
- 1,000
- 1,000
- 1,000
- 1,000
- 1,000

Certification:

- Teacher
- Special Education

School / college share:

- 50
- 50
- 50
- 50
- 50

School / college share:

- 10%
- 10%
- 10%
- 10%
- 10%

Non-resident price per credit:

- 750
- 750
- 750
- 750
- 750
- 750

Resident price per credit:

- 25
- 25
- 25
- 25
- 25
- 25

Tuition Revenue:

- 138,330
- 138,330
- 170,435
- 171,162
- 684,646

Support cost per credit:

- 25
- 25
- 25
- 25
- 25

Incremental margin:

- 5
- 5
- 5
- 5
- 5

Total Enrollment:

- 15
- 20
- 20
- 20
- 20
- 20
- 20

Investment margin - department:

- 58
- 57
- 56
- 55
- 54
- 53
- 52
- 51
- 50
- 49
- 48
- 47
- 46
- 45
- 44
- 43
- 42
- 41
- 40
- 39
- 38
- 37
- 36
- 35
- 34
- 33
- 32
- 31
- 30
- 29
- 28
- 27
- 26
- 25
- 24
- 23
- 22
- 21
- 20
- 19
- 18
- 17
- 16
- 15
- 14
- 13
- 12
- 11
- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1