Graduate Faculty Executive Committee
1:30 p.m. – 3:30 p.m., Room 52 Bascom Hall
February 8, 2019

AGENDA

1. (1:30) Automatic Consent approval of minutes from January 11, 2019

Approvals

2. (1:35) Request to discontinue the Doctoral Minor in Medical Physics, effective Spring 2019 (James Keck, Associate Dean for Basic Sciences, School of Medicine and Public Health)

3. (1:45) Request to discontinue the Doctoral Minor in Physiology, effective Spring 2019 (James Keck, Associate Dean for Basic Sciences, School of Medicine and Public Health)

4. (1:55) Request to establish the named option Research and Theory associated with the M.S. Special Education, Department of Rehabilitation Psychology and Special Education, School of Education effective Fall 2019 (Melinda Leko, Chair, Rehabilitation Psychology and Special Education, School of Education)

5. (2:05) Request to establish the named option Teacher Certification associated with the M.S. Special Education, Department of Rehabilitation Psychology and Special Education, School of Education effective Fall 2019 (Melinda Leko, Chair, Rehabilitation Psychology and Special Education, School of Education)

Program Review

6. (2:15) Pharmaceutical Sciences & Pharmacy MS (Gail Robertson, Department of Neuroscience)
University of Wisconsin-Madison
Graduate Faculty Executive Committee Meeting
1:30 pm – 3:30 pm, Room 52 Bascom Hall
January 11, 2019

M I N U T E S

Members Present: Caroline Alexander, Laura Collier, Yu Hen Hu, William Karpus, Lisa Martin, Christa Olson, Nicole Perna, John Pfotenhauer, Parmesh Ramanathan, Tracy Schroepfer, Leslie Smith III, Shannon Stahl, Fernando Tejedo, Earlise Ward

Members Absent: Florence Hsia, Steffen Lempp, Gail Robertson, Bret Shaw, Steph Tai, Chris Walker

Guests: Daniel Bauer, Kristin Branch, Steve Cramer, Mark Eppli, Elaine Klein, Timothy Riddiough, Enno Siemsen, Jordan Tong, Nicole Wiessinger, John Zumbrunnen

Staff: Amy Bergholz, Eileen Callahan, Scott Carter, Ruth McAfee, Joshua Morrill, Emily Reynolds, Christopher Yue

Dean William Karpus called the meeting to order.

1. The minutes of December 14, 2018 were approved as a matter of automatic consent.

Approvals:

2. Dean Karpus introduced Jake Blanchard from the College of Engineering who presented a request to establish a new pooled named option, ECE MS: Research effective Fall 2019. There are no changes to program requirements. The change clarifies the focus on research for this option, differentiating it from other options within the program.

Motion: Moved and seconded to approve the request to establish a new named option, ECE MS: Research effective Fall 2019. The motion was passed unanimously with 2 abstentions.

3. Dean Karpus introduced Mark Eppli and Tim Riddiough from the Department of Real Estate and Urban Land Economics who presented a request to establish a new pooled named option, Real Estate, associated with the MS-Business: Real Estate and Urban Land Economics, Department of Real Estate and Urban Land Economics, School of Business, effective Fall 2019. The proposed option has generated interest from UW-Madison Economics and Business students, as well as business graduates from other UW institutions. There is also demand for the program from international students. The named option provides a specific focus on commercial real estate.

Motion: Moved and seconded to approve a request to establish the new named option, Real Estate, associated with the MS-Business: Real Estate and Urban Land Economics, Department of Real Estate and Urban Land Economics, School of Business, effective Fall 2019. The motion was passed unanimously.
4. Dean Karpus introduced Enno Siemensen from the School of Business who presented a request to reopen the quiescent M.S. – Business: Operations and Technology Management, Department of Operations & Information Management, School of Business. The degree program must be reopened prior to establishing a named option for the program. The named option, Business Analytics associated with the MS-Business: Operations and Technology Management, School of Business is under consideration.

Motion: Moved and seconded to approve a request to re-open the quiescent M.S. – Business: Operations and Technology Management, Department of Operations & Information Management, School of Business. The motion was passed unanimously.

5. Dean Karpus introduced Enno Siemensen from the School of Business who presented a request to establish a new pooled named option, Business Analytics associated with the MS-Business: Operations and Technology Management, School of Business, effective Fall 2019. The program is timely and will compete with similar offerings by other large universities. Professor Siemensen responded to questions from GFEC members regarding feasibility of course loads, overlap with other analytics programs throughout campus, and future plans for the program.

Motion: Moved and seconded to approve a new named option, Business Analytics associated with the MS-Business: Operations and Technology Management, School of Business, effective Fall 2019. The motion was passed unanimously.

Discussion Items:

6. Dean Karpus introduced Steve Cramer, Vice Provost of Teaching and Learning and Jon Zumbrunnen, Chair, Political Science to discuss Digital/Online Education Principles. The principles have been developed in response to the expansion of online programs with the goal of retaining quality programming, accessibility and consistency.

No action sought.

7. Dean Karpus introduced Eileen Callahan, Director of Professional Development, Graduate School to present updates on professional development opportunities for students. Eileen reviewed the framework of professional development and shared how it is used across campus. Current communication strategies and the scope of support tools for graduate students were also discussed.

No action sought.

Adjournment:

Meeting adjourned by Dean William Karpus
Program Change Request

In Workflow

Approval Path

1. 11/21/18 12:22 pm
   Edward F Jackson (efjackson): Approved for MED PHYS Dept. Approver

2. 12/19/18 8:53 am
   Andrea D Poehling (adpoehli): Approved for MED School Admin Reviewer

3. 12/19/18 8:55 am
   Andrea D Poehling (adpoehli): Approved for MED School Approver

4. 12/19/18 2:40 pm
   Melissa Rose Schultz (mrschultz3): Approved for APIR Admin

History

1. Sep 25, 2018 by Michelle Young (meyoung)
   Date Submitted: 11/21/18 12:18 pm

   Viewing: GMIN655 : Medical Physics

   Last approved: 09/25/18 9:04 pm
   Last edit: 12/19/18 8:55 am

   Changes proposed by: efjackson

   Catalog Pages Using this Program
   Medical Physics, Doctoral Minor

   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>Andrea Poehling - MED</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

The faculty of the Department of Medical Physics has voted to discontinue the Doctoral Minor in Medical Physics. The department proposes to suspend admissions effective Spring 2019 and requests that the minor be discontinued effective Fall 2022.

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

Spring 2019 (1194)

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

No

---

Basic Information

Program State:
Suspend, will be discontinued Active

Type of Program:
Minor (PhD and BSE only)

Who is the audience?
Graduate or professional

Home Department:
MED PHYS

School/College:
School of Medicine and Public Health

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

Is this in the Graduate School?
Yes

SIS Code:
GMIN655

SIS Description:
Medical Physics MIN

Transcript Title:
Medical Physics

**Suspension and Discontinuation**

What is the last term that a student could declare this program?
Fall 2018 (1192)

What is the last term that students may be enrolled in or complete the program?
Summer 2022 (1226)

What is the timeline and advance communication plan?

We have conferred with Graduate School staff and learned there are two students currently enrolled in the minor. We have contacted each enrolled student and each student’s faculty advisor and program coordinator. The student who is expected to graduate the latest anticipates this will occur in Spring Term 2022. Therefore, we request that the minor be discontinued effective Fall Term 2022, in case of changed circumstances for this student. We have also informed the students that failure to graduate prior to the discontinuation of the Medical Physics minor will result in the minor being changed to a distributed minor. (The latest date allowed in the dropdown item above was Summer 2022. We request termination, however, in Fall Term 2022.)

Explain the precipitating circumstances or rationale for the proposal.

The program review committee questioned the low enrollment in the doctoral minor at the time of our last graduate program review. The faculty reviewed the matter and, as the minor was only supported for the
benefit of other programs and departments and has been underutilized, determined that it was most appropriate to discontinue the minor.

What is the potential impact on enrolled students?

Given the requested discontinuation date, there should be no impact on the two enrolled students.

What is the potential impact on faculty and staff?

None. The enrollment in the doctoral minor has been very low.

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

The faculty voted unanimously to terminate the doctoral minor at a regularly-scheduled Faculty Meeting held on September 4, 2018. The action was discussed and unanimously approved.

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

We have contacted each enrolled student and each student’s faculty advisor and program coordinator. The student who is expected to graduate the latest anticipates this will occur in Spring Term 2022. Therefore, we request that the minor be discontinued effective Fall Term 2022, in case of changed circumstances for this student. We have also informed the students that failure to graduate prior to the discontinuation of the Medical Physics minor will result in the minor being changed to a distributed minor.

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

There is no impact of this request on alumni or other stakeholders.

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

All courses utilized by students enrolled in the minor will continue without change.

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

All courses utilized by students enrolled in the minor will continue without change. There will be no change to student advising or student services.

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

Given the very low utilization of the doctoral medical physics minor, we do not believe there are any concerns in this regard. The program coordinators for the graduate programs in which the two current minor students are enrolled have been notified. We are not aware of any remaining commitments.

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

We are unaware of any "stopped out students" for the doctoral minor. However, if such a student was identified after the suspension / termination of the minor, he/she would be able to complete a distributed doctoral minor and could enroll in medical physics graduate courses as appropriate.
Teach-out plan: D) Provide any other information relevant to teach-out planning.

N/A

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>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Jackson, Edward F</td>
<td><a href="mailto:efjackson@wisc.edu">efjackson@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Poehling, Andrea D</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Faculty and Staff Resources**

**Curriculum and Requirements**

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?
No change

Guide Admissions/How to Get In tab

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.

Guide Requirements tab

Total credits required:

Guide Graduate Policies tab
Program Learning Outcomes and Assessment

List the program learning outcomes.

Summarize the assessment plan.

Approved Assessment Plan:

Commitments

Courses in the curriculum are numbered 300 or higher.

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

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:
Ed Jackson approved for Med Physics on 11/21/18

Entered by:
Andrea Poehling
Date entered:
12/19/18

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:
SMPH APC approval 12/19/18

Entered by and date:
Andrea Poehling
Date entered:
12/19/18

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

Enter any notes about the approval here:
UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:
Program Change Request

Approval Path

1. 12/19/18 11:41 am
   Andrea D Poehling (adpoehli): Approved for SMPH ADM Dept. Approver
2. 12/19/18 11:42 am
   Andrea D Poehling (adpoehli): Approved for MED School Admin Reviewer
3. 12/19/18 11:45 am
   Andrea D Poehling (adpoehli): Approved for MED School Approver
4. 12/19/18 2:40 pm
   Melissa Rose Schultz (mrschultz3): Approved for APIR Admin

History

1. Sep 25, 2018 by Michelle Young (meyoung)
   Date Submitted: 12/19/18 11:40 am

Viewing: GMIN792 : Physiology

Last approved: 09/25/18 9:15 pm
Last edit: 12/19/18 11:44 am
Changes proposed by: adpoehli

Catalog Pages Using this Program

Physiology, Doctoral Minor

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>Andrea Poehling - MED</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Proposal to suspend admissions effective Summer 2019 and be discontinued effective Summer 2019. The last term to complete the minor will be Spring 2019. There are no students enrolled.

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

Summer 2019 (1196)

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

No
Basic Information

Program State:
Suspend, will be discontinued Active

Type of Program:
Minor (PhD and BSE only)

Who is the audience?
Graduate or professional

Home Department:
SMPH ADM

School/College:
School of Medicine and Public Health

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

Is this in the Graduate School?
Yes

SIS Code:
GMIN792

SIS Description:
Physiology MIN

Transcript Title:
Physiology

Suspension and Discontinuation

What is the last term that a student could declare this program?
Fall 2018 (1192)

What is the last term that students may be enrolled in or complete the program?
Spring 2019 (1194)

What is the timeline and advance communication plan?

There are no students enrolled.

Explain the precipitating circumstances or rationale for the proposal.
There are no students enrolled. Admissions to the MS and PhD in Physiology will be suspended effective Summer 2019, and those degrees will be discontinued.

What is the potential impact on enrolled students?

There are no students enrolled.

What is the potential impact on faculty and staff?

There are no students enrolled.

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

Faculty trainers were invited to a meeting to discuss the future of the Physiology program in September 2018. A summary of the activities and accomplishments of the program was presented, followed by a discussion of the future of the program.

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

There are no students enrolled.

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

None

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

There are no students enrolled.

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

There are no students enrolled.

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

The Physiology website has been updated.

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

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Keck, James L</td>
<td><a href="mailto:jlkeck@wisc.edu">jlkeck@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Oertel, Donata</td>
<td><a href="mailto:doertel@wisc.edu">doertel@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Maxted, Shelley S</td>
<td><a href="mailto:maxted@wisc.edu">maxted@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Poehling, Andrea D</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
</tr>
</tbody>
</table>

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

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

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

Faculty and Staff Resources
Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?
No change

Guide Admissions/How to Get In tab
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.

Guide Requirements tab

Total credits required:

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

Summarize the assessment plan.

Approved Assessment Plan:

Commitments

Courses in the curriculum are numbered 300 or higher.

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

Approvals

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

Enter any notes about approval here:

Entered by:
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:

SMPH APC approval 12/19/18

Entered by and date:
Andrea Poehling

Date entered:
12/19/18

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

Enter any notes about the approval here:

Entered by:

Date entered:

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

Enter any notes about approval here:
Research and Theory
Parent Plan: MAJ: Special Education MS

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>
<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>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).

<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>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>
</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?
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 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.
**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>Department</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>Department</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. The*
<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></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>
### 1. Program name
- Program: Special Education Teacher Certification
- Department: RPSE

### 2. Investment start
- Academic Year: 2018
- Program duration (years): 1

### 3. Enrollment start
- Academic Year: 2019
- Credits per AY: 43

### 4. Resident price per credit
- $796

### 5. Non-resident price per credit
- $1,000

### 6. Instructional cost per credit
- $250

### 7. Support cost per credit
- $50

### 8. Dept scholarship
- 0%

### 9. Campus share
- 10%

### 10. Waiver percentage
- 0%

### Instructions & Notes
- Data should be entered only in the cells shaded in green.
- We have left this as indicated in the original spreadsheet formula, but please note that this overestimates the SoE share because the SoE takes 33% of net revenues.

### 11. More detail can be entered on the “131 establish & operate cost” tab.

### 12. Payback (unit investment)
- 15 years

### 13. Total Enrollment
- 170,435

### 14. Total Investment
- 2,500

---

### Special Education Teacher Certification

#### Total Enrollment
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident enrollment</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Tuition discount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>School/college share</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Support cost</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

#### Investment margin – department
- 2018: $138,330
- 2019: $249,585
- 2020: $249,585
- 2021: $249,585
- 2022: $249,585
- 2023: $399,650

#### Incremental margin
- 2018: $138,330
- 2019: $111,255
- 2020: $111,255

#### Investments
- 2018: $0
- 2019: $0
- 2020: $0

#### Program development
- 2018: $0

#### Course development
- 2018: $0

#### Marketing
- 2018: $0

#### Total Investment
- 2018: $0

#### Payback (unit investment)
- 15 years

#### Total Enrollment
- 2018: 170,435
- 2019: 170,435
- 2020: 170,435
- 2021: 170,435
- 2022: 170,435
- 2023: 170,435
- 2024: 170,435
- 2025: 170,435
- 2026: 170,435
- 2027: 170,435

---

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

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

### Incremental margin reflects new margin above prior year.

### Course development includes faculty, program, and instructional team time.

### More detail can be entered on the “131 establish & operate cost” tab.