SPECIAL EDUCATION, M.S.

The M.S. degree in Special Education prepares students to serve as resources and advocates for students with disabilities and their families, and to work cooperatively with schools and community agencies to improve the quality of life for students with disabilities. The M.S. degree in Special Education offers two named options: the Teacher Certification program and the Research and Theory program.

Graduates of the Teacher Certification program are eligible to apply for Wisconsin K-12 cross-categorical Special Education licensure. The program is an applied professional training program, preparing students to go directly into positions as Special Education teachers. Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other graduate appointments that would result in a tuition waiver. Additionally, students are unable to take courses outside the required courses listed under the ’Requirements’ section or dual major while in this program.

The Research and Theory program option 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 coursework from other departments that contribute to the student’s academic and research interests. The program 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 choose to pursue further study in a doctoral program, or to pursue positions in schools or community-based agencies, or advocacy organizations that promote independence and inclusion for individuals with disabilities.

Special Education faculty research focuses on the following areas:

- Research methodologies in special education
- Diversity and equity issues in the field of special education
- Literacy and reading instruction for individuals with disabilities
- Teacher education and preparation of high-quality special education teachers
- Evidence-based interventions with students with severe disabilities including multiple disabilities, intellectual disability and autism
- Special education issues in adolescence, transitional and vocational education

ADMISSIONS

Students apply to the M.S. in Special Education through one of the named options:

- Research and Theory (http://guide.wisc.edu/graduate/rehabilitation-psychology-special-education-special-education-ms/special-education-research-theory-ms/)
- Teacher Certification (http://guide.wisc.edu/graduate/rehabilitation-psychology-special-education-special-education-ms/special-education.teacher-certification-ms/)

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding/) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

PROGRAM INFORMATION

For current funding opportunities, visit the department’s Funding and Financial Aid page (https://rpse.education.wisc.edu/admissions-and-aid/funding-and-financial-aid/).

Special Education with Teacher Certification Program Restrictions

Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other graduate appointments that would result in a tuition waiver.

Teacher Pledge

The School of Education pledges to pay the equivalent of in-state tuition and fees, testing, and licensing costs for all teacher education students, including Special Education Teacher Certification MS students. In return, you pledge to work at a Wisconsin PK-12 school for three to four years after graduation. Restrictions apply. Please see the Teacher Education Center’s website (https://tec.education.wisc.edu/teacher-pledge/) for more information.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

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

MAJOR REQUIREMENTS CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement Detail</th>
<th>Minimum Credit</th>
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<tbody>
<tr>
<td>See Named Option for policy information.</td>
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<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
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<tr>
<td>See Named Option for policy information.</td>
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<tr>
<td>Minimum Graduate Coursework Requirement</td>
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Overall Graduate GPA Requirement

Other Grade Requirements

The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Assessments and Examinations

See Named Option for policy information.

Language Requirements

No language requirements.

REQUIRED COURSES

Select a Named Option (p. 2) for required courses.

NAMED OPTIONS

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Special Education must select one of the following named options:

• SPECIAL EDUCATION: RESEARCH AND THEORY, M.S. (HTTP://GUIDE.WISC.EDU/GRADUATE/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-MS/SPECIAL-EDUCATION-RESEARCH- THEORY-MS/)

• SPECIAL EDUCATION: TEACHER CERTIFICATION, M.S. (HTTP://GUIDE.WISC.EDU/GRADUATE/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-MS/SPECIAL-EDUCATION-TEACHER-CERTIFICATION-MS/)

POLICIES

Students should refer to one of the named options for policy information:

• Research and Theory (http://guide.wisc.edu/graduate/rehabilitation-psychology-special-education/special-education-ms/special-education-research-theory-ms/)

• Teacher Certification (http://guide.wisc.edu/graduate/rehabilitation-psychology-special-education/special-education-ms/special-education-teacher-certification-ms/)

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd/) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

1. (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.

2. (Research and Theory option) Identifies sources and assembles evidence pertaining to questions or challenges in the field of study.

3. (Research and Theory option) Demonstrates understanding of the primary field of study in a historical, social, or global context.

4. (Research and Theory option) Selects and/or utilizes the most appropriate methodologies and practices.

5. (Research and Theory option) Evaluates or synthesizes information pertaining to questions or challenges in the field of study.

6. (Research and Theory option) Communicates clearly in ways appropriate to the field of study.

7. (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.

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

9. (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.

10. (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.

11. (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.

12. (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.

13. (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.

14. (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.

PEOPLE

Faculty:
CERTIFICATION/LICENSURE

Certification/License in the following states:
Wisconsin

Certification/License in the following states:
Not applicable

Certification/License in the following states: