SPECIAL EDUCATION: TEACHER CERTIFICATION, M.S.

This is a named option in the Special Education M.S. (http://guide.wisc.edu/graduate/rehabilitation-psychology-special-education/special-education-ms)

The M.S. Special Education Teacher Certification program is an initial certification program preparing students to:

- Serve as resources and advocates for persons with disabilities and their families
- Work cooperatively in and outside schools to improve the quality of life for individuals with disabilities and their families
- Assume leadership to enhance the education of all students

Graduates are eligible to apply for a cross-categorical Special Education license at the Middle Childhood through Early Adolescence level (ages 6-12/13), and also at the Early Adolescence through Adolescence level (ages 10-21).

ADMISSIONS

GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/admissions).

Requirements | Detail
--- | ---
Fall Deadline | January 15
Spring Deadline | October 15
Summer Deadline | May 15
GRE (Graduate Record Examinations) | May be required in certain cases; consult program.
English Proficiency Test | Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT) | n/a
Letters of Recommendation Required | 2

Application information is available on the department website (http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/special-education-graduate-programs/application-requirements-and-deadlines). Applicants are expected to meet general requirements for admission to the Graduate School. The admissions committee considers a variety of factors including academic preparation, letters of recommendation, personal statement, and professional experiences.

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 processes related to funding.

There is no guaranteed funding to complete either the Special Education Masters= Research Track or the Teacher Certification Track. Periodically, the Department will have grant funding available. Interested applicants should send funding inquiries to rpseinfo@education.wisc.edu

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.

NAMED OPTION REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

Mode of Instruction Definitions

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.
CURRICULAR REQUIREMENTS

Requirements Detail
Minimum Credit Requirement 43 credits
Minimum Residence Credit Requirement 16 credits
Minimum Graduate Coursework Requirement 50% of credits must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).
Overall Graduate GPA Requirement 3.00 GPA required.
Other Grade Requirements The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations For certification, students must complete required Wisconsin teacher certification examinations.
Language Requirements No language requirements.

REQUIRED COURSES
Program admission requires completion of RP & SE 300 Individuals with Disabilities

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP &amp; SE 330</td>
<td>Behavior Analysis: Applications to Persons with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE/ CURRIC 365</td>
<td>Teaching Mathematics in Inclusive Settings</td>
<td>4</td>
</tr>
<tr>
<td>RP &amp; SE 464</td>
<td>Diagnosis, Assessment, and Instructional Planning in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 465</td>
<td>Language and Reading Instruction for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 472</td>
<td>Methods in Transition and Vocational Education</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 515</td>
<td>Access to the General Curriculum for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 700</td>
<td>Research Methods in Rehabilitation, Mental Health, &amp; Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 660</td>
<td>Special Topics (Development, Learning &amp; Education Foundations)</td>
<td>3</td>
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<tr>
<td>RP &amp; SE 710</td>
<td>Multicultural Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 475</td>
<td>Special Education Practicum: Middle Childhood - Early Adolescence (or Special Education Practicum: Secondary Education)</td>
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</tr>
<tr>
<td>RP &amp; SE 467</td>
<td>Elementary Student Teaching Seminar</td>
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<td>or RP &amp; SE 468</td>
<td>Secondary Student Teaching Seminar</td>
<td>10</td>
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<tr>
<td>or RP &amp; SE 477</td>
<td>Special Education Student Teaching: Middle Childhood - Early Adolescence</td>
<td>10</td>
</tr>
<tr>
<td>or RP &amp; SE 478</td>
<td>Special Education Student Teaching: Early Adolescence - Adolescence</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Credits 43

Recommendation for certification to the state of Wisconsin Department of Public Instruction for a teaching license also requires successful completion of state mandated certification requirements including:

Wisconsin Foundations of Reading Test - WFoRT: Minimum passing score 240
Education Teacher Performance Assessment - EdTPA: Minimum passing score on the Special Education EdTPA 38

For more information on required tests, see: https://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/student-testing-and-assessment.

POLICIES

GRADUATE SCHOOL POLICIES
The Graduate School’s Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

NAMED OPTION-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK
The Graduate Program Handbook (http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/forms-and-handouts) is the repository for all of the program’s policies and requirements.

PRIOR COURSEWORK

Graduate Work from Other Institutions
Students are allowed to count graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
With program approval, students are allowed to count 7 credits of coursework numbered 300 level or above from a UW–Madison undergraduate degree toward the graduate degree. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison University Special
With program approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.
PROBATION
A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for one additional semester based on advisor appeal to the Graduate School.

ADVISOR / COMMITTEE
Students are assigned a faculty mentor upon admission to the program.

CREDITS PER TERM ALLOWED
15 credits

TIME CONSTRAINTS
Master's degree students who are absent for five or more years will not be given credit for prior work.

OTHER
n/a

PROFESSIONAL DEVELOPMENT

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

PEOPLE

Faculty:

*Rehabilitation Psychology*
Malachy Bishop, Brian Phillips, David Rosenthal, Susan Smedema, and Timothy Tansey

*Special Education*
Zhe An, Aydin Bal, Bonnie Doren, Taucia Gonzalez, Melinda Leko, Andrea Ruppar, and Kimber Wilkerson

For more information about faculty in the Rehabilitation Psychology and Special Education Department, see: [https://rpse.education.wisc.edu/rpse/people/faculty](https://rpse.education.wisc.edu/rpse/people/faculty)