

### Special Education, BSE

**How to Get In**

#### Program Admission Overview

Undergraduate students generally apply to the professional part of the Special Education degree program in their sophomore year. Selection is made during the spring semester. Currently, students are admitted to the program once a year, effective for the summer following selection. Once admitted, students typically spend four semesters completing their remaining coursework.

Information about application procedures for the Elementary-Special Education dual teacher certification option is available in the Elementary Education (http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/) section of the Guide.

#### Entering the School of Education

**New and Current UW–Madison Students**

New freshmen and transfer students interested in special education are admitted directly to the School of Education with a "pre-professional" classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in special education receive the "pre-professional" classification of PSR.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (p. )). It is not necessary to be a "pre-professional" student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. Students may call 608-262-1651 or email soeacademicservices@education.wisc.edu to schedule an appointment with an advisor.

#### Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admitted to the University to enroll in a School of Education program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office of Admissions and Recruitment (http://admissions.wisc.edu/) for application information. Prospective transfer students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their application; call 608-262-1651 or email soeacademicservices@education.wisc.edu to schedule an appointment with an advisor.

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### Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person, by telephone or online; call 608-262-1651 or email soeacademicservices@education.wisc.edu to schedule an appointment.

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an Education Special student or a second degree student, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this "certification only" coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (http://guide.wisc.edu/undergraduate/education/#policiesandregulations).  

### Application and Admission

Certification to teach special education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the special education program one a year, effective for summer following selection. In recent years the program has been able to accommodate all qualified applicants.

#### Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education’s Undergraduate Admissions (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/) page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

- complete at least 40 transferable college-level credits by the end of the fall semester before application.
- successfully complete RP & SE 300 Individuals with Disabilities (3 cr) by the end of the summer semester of the application year.
- earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.
- submit all program application form(s), transcripts, and other related application materials by the application deadline specified on the School of Education’s Undergraduate Admissions (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/) page.
In addition to the GPA, faculty will consider the following factors:

- Applicant’s grades, difficulty of course load, and outside work load will be a basis on which applicants will be selected for admission. Trends in selecting students for the program. Although the grade point average (GPA) is considered an important indicator of success, it is not the only basis on which applicants will be selected for admission. Trends in the applicant’s grades, difficulty of course load, and outside work load will be considered.

- Letters of recommendation. Recommendation letters will play an important role in helping the selection committee judge the applicant’s prospects for academic success in the program. Careful, thoughtful letters from mentors, teachers, or employers will provide information about the applicant’s intellect, imagination, or prospects for becoming a successful teacher. Working with people with disabilities will be taken into account in the selection process. Working with people from a background different than the applicant’s may also be taken into account in the selection process.

- Other factors. The program’s quest for diversity leads the selection committee to take into account fully qualified applicants from under-represented groups. Race, ethnicity, cultural, geographic background, and economic disadvantage are among the factors that will be considered, taking into account the needs of the schools. A full-time or extra heavy part-time work load will be considered a factor in close cases.

CRIMINAL BACKGROUND INVESTIGATION

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK-12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean’s Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

An individual who is deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center.

Note: Students cannot complete the Certificate in Disability Rights and Services in conjunction with this program.