A basic outline of the liberal studies is included below. Students must consult the detailed version of the requirements (http://guide.wisc.edu/undergraduate/education/#requirementstext) for information about course selection and approved course options.

**Humanities, 9 credits**  
All students must complete a minimum of 9 credits to include:
- Literature
- Fine Arts
- Humanities Electives

**Social Studies (Social Science)**  
All students must complete a minimum of 9 credits. Teacher certification programs and Kinesiology: Exercise and Movement Science have unique requirements in this category.

**Science**  
All students must complete a minimum of 9 credits to include:
- Biological Science
- Physical Science
- Laboratory Science
- Science Electives

**Cultural and Historical Studies**  
All students must complete three requirements (9 credits) met by separate courses. Any of these courses can also be used to meet the Humanities or Social Studies (Social Sciences) requirements if it has the relevant breadth designation.
- Ethnic Studies
- U.S./European History
- Global Perspectives

Complete Liberal Studies Electives (http://guide.wisc.edu/undergraduate/education/#requirementstext) to total 40 Credits.

**Program Structure**  
The Special Education program has four primary components:
- Liberal studies courses expose students to a broad range of academic disciplines. The university-wide General Education requirements also encourage this breadth of study.
- Professional education coursework includes an examination of the schools’ relationship to our society and the processes by which students grow and learn.
- Core Requirements offer an in-depth study of Special Education, including a four-semester professional sequence of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- Elective coursework is taken to reach the required minimum of 120 credits.

**Professional Education Requirements**

**Individuals with Disabilities**  
This course is a prerequisite for admission to the Special Education program. It must be completed by the end of the summer of the application year.
### Code | Title | Credits
---|---|---
RP & SE 300 | Individuals with Disabilities Development (Minimum of 3 credits) | 3

#### Select one of the following options:

**Option 1** | 3
---|---
ED PSYCH 331 | Human Development From Childhood Through Adolescence (Recommended for all certification levels)

**Option 2** | 5-6
---|---
ED PSYCH 320 | Human Development in Infancy and Childhood
or PSYCH 460 | Child Development
ED PSYCH 321 | Human Development in Adolescence

1 Effective fall 2017, the course number of Child Psychology changed from Psych 560 to PSYCH 460 Child Development.

### Learning (Minimum of 3 credits)

| Code | Title | Credits |
---|---|---|
ED PSYCH 301 | How People Learn | 3

### Foundations of the Profession (Minimum of 3 credits)

#### Select one of the following:

| Code | Title | Credits |
---|---|---|
ED POL 300 | School and Society | 3
ED POL/ HISTORY 412 | History of American Education |

### CORE REQUIREMENTS (INCLUDES PROFESSIONAL SEQUENCE)

RP & SE 300 Individuals with Disabilities is a prerequisite for admission to the Special Education program. This course must be completed by the end of the summer of the application year and is calculated into the major gpa required for graduation.

### SPECIAL EDUCATION PROFESSIONAL SEQUENCE

Students complete a four-semester sequence of professional courses after admission to the program. The professional methods courses and clinical (field) experiences must be followed sequentially and taken in consecutive semesters. Class schedules for the professional sequence courses are determined in advance.

| Code | Title | Credits |
---|---|---|
Semester 1 | 3
RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education |
CURRIC/ RP & SE 506 | Strategies for Inclusive Schooling |
RP & SE 515 | Access to the General Curriculum for Students with Disabilities |

Semester 2 | 3
RP & SE 465 | Language and Reading Instruction for Students with Disabilities (Meets Communication B requirement) |
RP & SE/CURRIC 365 | Teaching Mathematics in Inclusive Settings |
CURRIC 374 | General Educ Practicum & Instructional Planning for Diverse Learners |
RP & SE 473 | Classroom Management for Inclusive Classrooms |

Semester 3 | 3
RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities |
RP & SE 466 | Diversity in Special Education |
RP & SE 475 | Special Education Practicum: Elementary (PK - Grade 9) |
or RP & SE 476 | Special Education Practicum: Secondary (Grades 4-12) |

Semester 4 | 3
RP & SE 472 | Methods in Transition and Vocational Education |
RP & SE 477 | Special Education Student Teaching: Elementary (PK - Grade 9) |
or RP & SE 478 | Special Education Student Teaching: Secondary (Grades 4-12) |
RP & SE 467 | Elementary Student Teaching Seminar |
or RP & SE 468 | Secondary Student Teaching Seminar |

### ELECTIVE COURSEWORK

Complete additional coursework to reach the minimum of 120 credits.

### GPA AND OTHER GRADUATION REQUIREMENTS

**GRADUATION REQUIREMENTS**

Students must complete all requirements and also obtain the endorsement of the program faculty advisor(s) to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (http://guide.wisc.edu/undergraduate/education/#policiesandregulationsertext).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.
- Major residency. Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
• Senior residency. Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

DEGREE AUDIT (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar’s website (https://registrar.wisc.edu/dars-student/).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

ELEMENTARY EDUCATION AND SPECIAL EDUCATION DUAL MAJOR CERTIFICATION OPTION

View as list View as grid

• SPECIAL EDUCATION: MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE/ELEMENTARY EDUCATION DUAL CERT (HTTP://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-MIDDLE-CHILDHOOD-THROUGH-EARLY-ADOLESCENCE-ELEMENTARY-EDUCATION-DUAL-CERT-BSE/)

ADDITIONAL CERTIFICATION REQUIREMENTS AND APPLYING FOR A LICENSE

In addition to completing UW-Madison’s program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program’s requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW–Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available on the department’s website (http://rpse.education.wisc.edu/rpse/programs/undergraduate-programs/special-education/) and under Certification/Licensure. (p. )

UNIVERSITY DEGREE REQUIREMENTS

Total Degree

To receive a bachelor’s degree from UW–Madison, students must earn a minimum of 120 degree credits. The requirements for some programs may exceed 120 degree credits. Students should consult with their college or department advisor for information on specific credit requirements.

Residency

Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. "In residence" means on the UW–Madison campus with an undergraduate degree classification. "In residence" credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.

Quality of Work

Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation.