

# EED 387: ELEMENTARY EDUCATION

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## In Workflow

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## Approval Path

1. Mon, 22 Mar 2021 13:13:08 GMT  
Lisa Sigurslid (lsigurslid): Approved for CURR INSTR Dept. Approver

## History

1. Sep 20, 2018 by clmig-jwehrheim
2. Dec 28, 2018 by Barbara Gerloff (bgerloff)
3. May 13, 2019 by Michelle Young (meyoung)
4. Apr 24, 2020 by Barbara Gerloff (bgerloff)
5. May 13, 2020 by Karen Mittelstadt (mittelstadt)

Date Submitted: Sun, 21 Mar 2021 21:50:24 GMT

**Viewing: EED 387 : Elementary Education**

**Last approved: Wed, 13 May 2020 16:25:02 GMT**

**Last edit: Mon, 03 May 2021 20:46:52 GMT**

Changes proposed by: bgerloff

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

### Name

Barb Gerloff - EDU

Proposal Abstract/Summary:

8/7 - Updating the 'other code' in the administrative section MRS

The School of Education's Department of Curriculum and Instruction proposes a restructuring of its Elementary Education Program. This restructuring includes the revision of course sequences throughout the program, the development of one new course, and the creation of two new named options, along with plans to phase out the existing named options. The new named options include the Elementary Education/Special Education Dual Cert option and the Kindergarten - 9th Grade option. The program's learning outcomes will not change.

As a consequence of licensing changes by the Wisconsin Department of Public Instruction, the Elementary Education Program needs to revise the program's named options to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to rethink what preparation tomorrow's teachers need. As a consequence, the new course and other changes in the new named options reflect this thinking.

The revision of the course sequences will also ensure that students can complete their undergraduate degree in the Elementary Education Program in four academic years.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

## Basic Information

Program State:

Active

Type of Program:

Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Undergraduate

Parent Home Department:

Home Department:

Curriculum and Instruction (CURR INSTR)

Parent School/College:

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

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Award:

Bachelor of Science-Education

Other Award Name:

SIS Code:

EED 387

SIS Code (BS):

SIS Description:

Elementary Education BSE

SIS Description (BS):

Transcript Title:

Elementary Education

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

387MCEAEE: Mid Child-Early Adolescence

387EEDEE: Early Childhood/ESL

387EEDME: MidChild-EarlyAdolescence/ESL

387EEDCF: MidChild-EarlyAdol/ContentMNR

Parent Plan 1187: No Title Found

Parent Plan 1210: No Title Found

Parent Plan 1211: No Title Found

Parent Plan 1212: No Title Found

Parent Plan 1213: No Title Found

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

## **Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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?

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?

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.

| Role Type                     | Name (Last, First) | Email               | Phone        | Title |
|-------------------------------|--------------------|---------------------|--------------|-------|
| Department Chair              | Halverson, Erica   | ehalverson@wisc.edu | 608/263-4661 |       |
| Faculty Director              | Schweber, Simone   | sschweber@wisc.edu  | 608/263-5856 |       |
| Primary Contact               | Truman, Michael    | mltruman@wisc.edu   | 608/263-9049 |       |
| Primary Dean's Office Contact | Sychta, Maddie     | sychta@wisc.edu     |              |       |

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

| Departments                            |
|--|
| Educational Policy Studies (ED POL ST) |
| Rehab Psych and Special Educ (RP & SE) |
| Mathematics (MATH)                     |
| Educational Psychology (ED PSYCH)      |
| College of Letters & Science (L&S)     |

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Yes

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

## Additional Certification Requirements

**Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.**

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW-Madison. These requirements include those required by UW-Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

### Disclosure Statement and Criminal Background Investigation

#### Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

#### Criminal Background Investigation (CBI)

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 fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been 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, [tec@education.wisc.edu](mailto:tec@education.wisc.edu).

### **Environmental Education**

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

### **Student Teaching and Assessment**

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of Become a Teacher (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

#### **Content Proficiency**

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

#### **Wisconsin Foundations of Reading Test**

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

#### **Teacher Performance Assessment (edTPA)**

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

### **Field Experiences**

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

#### **Pre–Student Teaching Practicum**

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

#### **Student Teaching Experience**

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of

January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

#### **Withdrawing From/Failing Field Experience Assignments**

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

### **Minority Group Relations and Conflict Resolution**

#### **Minority Group Relations**

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

#### **Conflict Resolution Requirement**

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

### **Phonics**

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

### **Cooperatives**

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

### **Teacher Standards**

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/>

uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

## Applying for a Teaching License

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. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

### Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence* level. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

### Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of “Endorsed Candidate for Licensure” (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is “posted” by the registrar’s office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

### Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email ([mlpatton@wisc.edu](mailto:mlpatton@wisc.edu)) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

### Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

#### The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

#### The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

#### The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

First term of student enrollment:

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The last term students will be admitted to the existing named options is fall 2021. There will be one academic year, 2022-2023, with an overlap of the current program and the newly modified program. Students impacted by the program change, primarily current freshman, will be notified and advised of the changes accordingly by the School of Education Student Services Office. The first semester for students to be admitted into the new program and its named options is fall 2022. Upon approval, the campus and the admissions office will also be notified of the program change.

## Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

What is the market, workforce, and industry need for this program? Provide evidence.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

What is the rationale for this change?

There are a number of factors driving this reorganization of the Elementary Education Program. Recently, the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI is moving from developmental levels in their licensing structure, such as Middle Childhood through Early Adolescence, back to a grade level licensing structure, such as Kindergarten - 9th grade, Kindergarten - 12th grade English as a Second Language, and Kindergarten - 12th grade Special Education. The grade band licensure spreads have increased, prompting program revision.

The revised program will no longer rely on a strict cohort model. This change will encourage more interaction among students and create an opportune environment for students to learn from their peers. This also allows the Elementary Education Program faculty to reevaluate the course requirements and sequence. A new introductory course, "CURRIC 406: Race, Intersectionality and Equity in Education," has been developed to increase relevancy and realize outcomes associated with the Elementary Education Program's mission statement. For example, all students in the new program will be required to take the course, "CURRIC 550: Methods, Materials And Activities In Early Childhood Education" to address the developmental scope of a larger grade band. Students will also need to take "CURRIC 312: ESL/Bilingual Issues" to develop the necessary skills to educate a diverse population. To protect an undergraduate time-to-degree of four years, the Elementary Education Program course sequence has been modified to ensure that students finish all program requirements within two years. The Dean of the School of Education also charged the program to align with the eligibility requirements for the Teacher Pledge program, a loan forgiveness program for those students willing to teach in Wisconsin after graduation.

What evidence do you have that these changes will have the desired impact?

Educators need instruction in how to teach diverse populations and the associated complex issues. The proposed changes to the Elementary Education Program will further ensure that students will be ready to effectively teach all students. The curriculum is grounded in inclusive education and will guide students' understanding by providing a context to examine these concerns. The addition of the course, "CURRIC 406: Race, Intersectionality and Equity in Education," will further bolster the students' understanding of these challenges. Rethinking the pedagogy of the program's teaching methods courses will also broaden the students' content knowledge of the various grade levels covered by DPI's new licensure areas. Faculty Associates, field experience supervisors, and cooperating teachers will continually monitor and evaluate students throughout their program experiences, documenting the program's outcomes. The program changes more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce. Students will also have the option of declaring a minor in Early Childhood Education or English as a Second Language to pursue additional licensure.

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

## Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting inclusive excellence is a longstanding goal of the Elementary Education Program. The program's mission statement is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity beginning with their coursework in their first semester until the culmination of their studies in the final semester with their student teaching experience. Readings, discussions, coursework, and field-based experiences are all grounded in the Elementary Education Program's mission statement. An example of this perspective is the new introductory course, "CURRIC 406: Race, Intersectionality and Equity in Education," which provides a theoretical framework on a range of issues that can help teachers more thoughtfully and equitably serve their students and develop a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system. Further, it provides an overview of foundational constructs that will be elaborated across the program and are essential for pre-service teachers preparing to teach and serve diverse students and families. A second example is the course, "CURRIC 506: Strategies for Inclusive Schooling." This course provides a comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms. Field-based experiences shape our teacher candidates to become educators who promote social justice through multicultural education and critical reflection. The Elementary Education Program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms.

### Parent Value

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Elementary Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. These include collaborating with the athletic department to increase the number of students of color by recruiting student athletes of color who may want to go into teaching. The program actively engages with the POSSE program and the Grow-Your-Own program. The Elementary Education program is working closely with the Teacher Education Center and the Student Services Office to develop a direct transfer program from Madison Area Technical College (MATC). MATC currently has over 100 students in their pre-education track and their student body is much more racially and ethnically diverse than the UW's Elementary Education Program. As a result, recruiting from Madison College has the potential to increase the UW's Elementary Education Program's diversity within the student population. In addition, the Teacher Education Center is in the process of hiring a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education. The program has a standing student support committee working to retain students of color, first generation students, and students from poverty in the program. The program assigns students individual mentors among the faculty to support them in finishing their degree. The elementary education program's instructional teams meet monthly to discuss individual students who might be struggling.

### Parent Value

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Curriculum and Instruction Department is committed to hiring underrepresented minorities for faculty and staff positions. The program staff frequently discuss and consider issues of minority representation in curriculum and teaching. Faculty and staff coach each other and attend conferences, professional workshops, and campus lectures that examine diversity in education. As a subset of the department, the Elementary Education Program does the utmost to hire supervisors, faculty, and staff of color. Through a SoE initiative between the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program will be represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on-campus and off-campus who are interested in becoming teachers. Research in the area of equity and inclusion in teaching and learning spaces is a focus for many of the Elementary Education Program's faculty. The program's faculty, staff, and students engage in equity-oriented research. At present, a team of faculty in the Elementary Education Program is conducting research at a local elementary school, partnering with the elementary school staff to make the school climate and practices more inclusive of diversity. Additionally, the research of almost every faculty member in the Department of Curriculum and Instruction focuses on issues of equity.

### Parent Value

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive while enrolled. Elementary Education Program faculty and staff have been actively engaged in supporting these efforts. The proposed program modifications address past challenges noted and experienced by students of color enrolled in the Elementary Education Program. One challenge in particular is the disconnect and isolation felt by students of color, in contrast to their white female classmates who report feeling connected and comfortable dominating classroom spaces. In an attempt to change this dynamic, the program is dispensing with the strict cohort model, allowing more flexibility in course selection and encouraging intermingling of students in the various named options. The MATC pathway is one of the many strategies to increase the diversity of students and, by extension, the Wisconsin teacher workforce. The revised core program can be completed in 60 credits making it possible for students from MATC to transfer to UW-Madison and complete the program in two years.

### Parent Value

## 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.

What resources are available to support faculty, staff, labs, equipment, etc.?

Program advisor(s) with title and departmental affiliation(s).

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

## Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Set at the named option level (parent plans only)

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

There is sufficient capacity to meet the curricular and support services. This program proposal replaces the current cohort model for Elementary Education. There is no additional workload.

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.

There are no substantial new resources required.

Are new Library resources needed to support this program?

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

## **Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal?

30% - 50% of the curriculum will change

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

## Program Admission Overview

Students are admitted to the program once a year, effective in the summer. Selection is made the previous spring and students begin a four-semester professional sequence in the subsequent fall semester.

## Entering the School of Education

### New and Current UW–Madison Students

New freshmen and transfer students interested in Elementary 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 Elementary Education receive the "pre-professional" classification of PRE.

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 (<http://guide.wisc.edu/#Last-60-Credits-Rule>)). 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](mailto: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 admissible 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; to schedule, call 608-262-1651 or email [soeacademicservices@education.wisc.edu](mailto:soeacademicservices@education.wisc.edu).

### Students with a Previous Degree

Prospective students 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, via telephone or online; to schedule, call 608-262-1651 or email [soeacademicservices@education.wisc.edu](mailto:soeacademicservices@education.wisc.edu).

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/#policiesandregulationstext>).

## Application and Admission

Certification to teach Elementary Education requires that a student be admitted into the professional part of the degree program. Admission into the Elementary Education program occurs once a year, effective for summer following selection.

The Elementary Education program faculty selects candidates based on a variety of criteria. In particular they seek individuals who can demonstrate academic competence, multicultural and interpersonal competence, and reflective practices; the program also purposefully cultivates students' capacities in these domains.

### Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Potential applicants should consult the School of Education's Undergraduate Admissions 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:

- submit completed program application form(s), transcripts, and all other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions page.

- successfully complete at least 40 transferable college-level credits by the end of the fall semester before application.
- complete RP & SE 300 Individuals with Disabilities by the end of the summer before beginning the professional sequence if applying to the K-9/Special Education Dual Major option.
- While GPA is a factor in the selection process, no minimum is required to apply for program admission. If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by the program and the School of Education each semester after admission.

### **Last 60 Credits Rule**

For programs requiring a minimum GPA to apply, two grade point averages will be calculated to determine candidates' eligibility to programs. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information regarding this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

## **Program Admission Selection Criteria**

The Elementary Education program admissions procedures are intended to result in an academically qualified student body that is diverse in terms of both academic strengths and life experiences and has a commitment to providing the best possible education to elementary and middle school students. Having students with diverse life experiences, backgrounds and attitudes is critical if faculty are to prepare students to teach in schools that themselves have diverse enrollments. Faculty will accept only those students judged to have the potential to be successful in the academically challenging Elementary Education Program. In making admissions decisions, no factor will outweigh judgment that a particular applicant's credentials, taken as a whole, represent unacceptably high academic risk.

**The Admissions Committee will take the following into consideration when making admissions decisions:**

### **Academic Competence**

The Mission Statement of the Elementary Education Area points to the role that our graduates have in creating academically rigorous classrooms that lead to high academic achievement in all students. For elementary and middle schools to promote academic achievement, elementary and middle school teachers must have demonstrated high levels of success in core disciplines throughout their university studies. Therefore, program faculty expect that students admitted to the program will have demonstrated high levels of academic preparation.

### **Multicultural and Interpersonal Competencies**

The Elementary Education program's mission is to prepare teachers who are able to promote academic achievement in all elementary-school and middle-school students. This includes those from diverse races, cultures, language backgrounds, family forms, and sexual orientations, as well as those from diverse economic, gender, and ability groups. The program faculty seek prospective teachers who will demonstrate both commitment to this mission and the prospect of contributing to it. The Admissions Committee will therefore examine the materials from each candidate for evidence of such commitment and prospect.

### **Reflective Competence**

To have performed at high academic levels or to have had diverse life experiences is not adequate for admissions purposes unless these are accompanied by evidence that the applicant has been able to reflect on and learn from them. Demonstration of reflective competence is important as it likely contributes to one's interpersonal skills as well as to the qualities such as integrity, social awareness, and cultural sensitiveness that are qualities of a well-rounded human being who will be an excellent elementary or middle school teacher. The ability to reflect on one's life experiences is one factor that will allow the Admissions Committee to look for evidence that our students will be reflective practitioners who evaluate the effects of their assumptions, choices, and actions on others (students, parents, and other professionals in the learning community) and who will actively seek out opportunities to grow professionally.

## **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 Teacher Education Center, [tec@education.wisc.edu](mailto:tec@education.wisc.edu), ([tec@education.wisc.edu](mailto:tec@education.wisc.edu)) about the potential impact of this result 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.

Describe plans for recruiting students to this program.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Yes

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Advisors from the School of Education Student Services office meet with prospective students and their families to outline the options within the School of Education and discuss various program requirements, including the Elementary Education Program. Once a student is admitted to the UW-Madison, they are assigned a student services advisor who counsels them through the Elementary Education Program's requirements and application process. Advisors monitor students to ensure that they are on track in line with the new program changes. Students also work with advisors through the Career Center. These advisors confirm student interest in the program and discuss previous experiences. During this time, pre-professional students work with their advisor to formulate a "plan B" in preparation of possible non-acceptance to the program. If students are not admitted into the Elementary Education Program, they will be counseled by their advisor to determine next steps. In recent years, the Elementary Education Program has admitted 100% of its applicants.

Projected Annual Enrollment:

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

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.

Select the school or college degree requirements that will be used.

School of Education Liberal Studies Requirements

Will this program have Honors in the Major?

No

Parent Requirements

Guide Requirements tab

## Program Structure

Students of Elementary Education:

- Are exposed to a broad range of academic disciplines through *liberal studies* course work. The university-wide *General Education* requirements also encourage this breadth of study.
- Examine schools' relationship to society, the development of children and adolescents, and the processes of learning in their *education course work*.
- Study teaching methods and gain experience in schools through supervised field placements during their four-semester *professional sequence*.
- Complete *elective* coursework to reach the minimum of 120 credits required for the degree.

*Practicum* experiences provide a school-based setting for students to develop their professional and classroom skills. These experiences generally begin a few weeks after the start of the semester and are approximately nine weeks in length. Students will usually spend three half-days at their assigned schools. Concurrent registration in methods courses provide students with an opportunity to learn about, and then apply, teaching techniques in a classroom.

The *full-semester student teaching assignment* is the capstone experience of the professional sequence. Through it students expand upon the activities, responsibilities and expectations encountered during the practicum experiences. Student teachers will function as regular staff members in their assigned schools and also attend a seminar on campus one afternoon each week. Student teachers are required to follow the school day, school calendar, vacation days and policies of the school where they work.

## Program Options - Select One

View as listView as grid

- Elementary Education: Early Childhood/English as a Second Language (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-early-childhood-english-second-language-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/Content-focused Minor (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-content-focused-minor-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/English as a Second Language (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-english-second-language-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/Special Education Dual Cert (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-special-education-dual-cert-bse/>)

## Elective Coursework

Complete additional courses as necessary to reach the minimum of 120 credits required for the degree.

## GPA and Other Graduation Requirements—Required for All Program Options

### Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty 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/#policiesandregulationstext>).
- 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.
- 2.75 cumulative grade point average in the minor, if required.
- Minimum 120 credits (degree candidates only).
- 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 Reporting System (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.

## 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 under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-bse/#certificationlicensurestext>)

Total credits required:

120

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan 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.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

## Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

List the program learning outcomes.

| <b>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</b> |   |
|---|---|
| 1   | Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.   |
| 2   | Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families.   |
| 3   | Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes. |
| 4   | Collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.   |

- 5 Choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short and long-term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.
- 6 Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Learning Outcomes will be assessed primarily through direct assessment methods. The two primary tools are a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Elementary Education Program.

Department Approved Assessment Plan:

EDUC UGR Assessment Plan Elementary Education REVISED\_32321.docx

## Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

## Commitments

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

Students may complete only 1 named option within a plan code.

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

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Degree-seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

## Supporting Information

List name and department of those who are in support of this proposal.

| Name (Last, First) | Date of contact/<br>support letter<br>received | School, College, or<br>Department         | Comment by contact person | On behalf of |
|--------------------|--|---|---------------------------|--------------|
| Wilkerson, Kimber  |  | School of Education<br>(EDUCATION)        | See attached Document     |              |
| Kendall, Nancy     |  | Educational Policy<br>Studies (ED POL ST) | See attached Document     |              |
| Seppalainen, Timo  |  | Mathematics<br>(MATH)                     | See attached Document     |              |
| Brown, Bradford    |  | Educational<br>Psychology (ED<br>PSYCH)   | See attached Document     |              |

|                      |  |                       |
|----------------------|--|-----------------------|
| Leko, Melinda        | Rehab Psych and<br>Special Educ (RP &<br>SE) | See attached Document |
| Klawitter, Christina | School of Education<br>(EDUCATION)           | See attached Document |

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.

Program Supporting Information Notes.pdf

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:

The Department of Curriculum and Instruction approved these changes on 10/26/2020.

Entered by:

Maddie Sychta

Date entered:

03/22/2021

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:

Entered by and date:

Date entered:

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:

Entered by:

Date entered:

## For Administrative Use

Admin Notes:

Guide URL:

/undergraduate/education/curriculum-instruction/elementary-education-bse/

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

Undergraduate

SIS Program Code:

EED

SIS Program Code (BS):

SIS Short Description:

Elem Educ

SIS code for additional major:

SIS code for intended major:

PRE 387

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

| Plan code (10 characters) | Plan description (30 characters) |
|---------------------------|----------------------------------|
| EESP387                   | Elementary Education BSE         |

Diploma Text:

Bachelor of Science-Education

Diploma Text 2:

Degree:

272

Degree (BS):

Field of Study:

Social Science

Program Length:

4

National Student Clearing House Classification:

Bachelors

Plan Group:

387

Educational Level:

Bachelors degrees

Award Category:

Bachelor's

Enrollment Category:

Undergraduate

CIP Code:

13.1202 - Elementary Education and Teaching.

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Yes

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

**Key: 266**

# : KINDERGARTEN - 9TH GRADE

---

Export to PDF  
Add Comment

## In Workflow

1. CURR INSTR Dept. Approver (ehalverson@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; lsigurslid@wisc.edu; sychta@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu; jlmilner@wisc.edu; meyoung@wisc.edu; mittelstadt@wisc.edu)
5. UAPC Approver (jkscholz@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; laleininger@wisc.edu; mittelstadt@wisc.edu)
6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

## Approval Path

1. Mon, 22 Mar 2021 13:15:25 GMT  
Lisa Sigurslid (lsigurslid): Approved for CURR INSTR Dept. Approver

## New Program Proposal

Date Submitted: Fri, 19 Mar 2021 20:26:05 GMT

**Viewing: : Kindergarten - 9th Grade**

**Last edit: Mon, 03 May 2021 20:25:10 GMT**

Changes proposed by: bgerloff

Final Catalog

Rationale for Inactivation

Is this a Template?  
No

Name of the school or college academic planner who you consulted with on this proposal.

| Name               |
|--------------------|
| Barb Gerloff - EDU |

Barb Gerloff - EDU

Proposal Abstract/Summary:

As a consequence of licensing changes by the Wisconsin Department of Public Instruction, the Elementary Education Program needs to revise the program's named options to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to reconsider the necessary preparation for tomorrow's teachers. These changes in course offerings and course content more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce. The Elementary Education Program will now have two named options, including the continuation of the dual Elementary Education/Special Education option. This option, Kindergarten - 9th Grade, certifies students through the Wisconsin Department of Public Instruction to teach kindergarten through 9th grade. As part of the Elementary Education Program redesign, CURRIC 319, CURRIC 320, and CURRIC 365 will each be adjusted from 4 credits to 3 credits. The Course Change Proposals will be completed in the spring and summer of 2021, with a fall 2022 effective date.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

## Basic Information

Program State:  
Active

Type of Program:

Named Option

Parent Program:

MAJ: Elementary Education BSE

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Undergraduate

Who is the audience?

Parent Home Department:

Curriculum and Instruction (CURR INSTR)

Home Department:

Parent School/College:

School of Education

School/College:

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

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Bachelor of Science-Education

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Kindergarten - 9th Grade

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

387MCEAEE: Mid Child-Early Adolescence

387EEDEE: Early Childhood/ESL

387EEDME: MidChild-EarlyAdolescence/ESL

387EEDCF: MidChild-EarlyAdol/ContentMNR

Sub Plan 1187: No Title Found

Sub Plan 1210: No Title Found

Sub Plan 1211: No Title Found

Sub Plan 1212: No Title Found  
Sub Plan 1213: No Title Found

Does the parent program offer this as an additional major as well?  
No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

## **Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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?

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?

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.

| Role Type                     | Name (Last, First) | Email               | Phone        | Title           |
|-------------------------------|--------------------|---------------------|--------------|-----------------|
| Department Chair              | Halverson, Erica   | ehalverson@wisc.edu | 608/263-4661 |                 |
| Faculty Director              | Schweber, Simone   | sschweber@wisc.edu  | 608/263-5856 | Program Chair   |
| Primary Contact               | Truman, Michael    | mltruman@wisc.edu   | 608/263-9049 | Program Manager |
| Primary Dean's Office Contact | Sychta, Maddie     | sychta@wisc.edu     |              |                 |

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

| Departments                            |
|--|
| Educational Policy Studies (ED POL ST) |
| Rehab Psych and Special Educ (RP & SE) |
| Mathematics (MATH)                     |
| Educational Psychology (ED PSYCH)      |
| College of Letters & Science (L&S)     |

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Yes

Parent Guide Certification/Licensure tab

## Additional Certification Requirements

**Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.**

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. These requirements include those required by UW–Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

### Disclosure Statement and Criminal Background Investigation

#### Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

#### Criminal Background Investigation (CBI)

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 fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been 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, [tec@education.wisc.edu](mailto:tec@education.wisc.edu).

### Environmental Education

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

## Student Teaching and Assessment

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of Become a Teacher (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

### Content Proficiency

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

### Wisconsin Foundations of Reading Test

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

### Teacher Performance Assessment (edTPA)

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

## Field Experiences

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

### Pre–Student Teaching Practicum

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

### Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

### Withdrawing From/Failing Field Experience Assignments

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

## Minority Group Relations and Conflict Resolution

### Minority Group Relations

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

### Conflict Resolution Requirement

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

### Phonics

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

### Cooperatives

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

### Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

## Applying for a Teaching License

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. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

### Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.

- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence* level. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be Prekindergarten through Grade 12.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

### Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for Licensure" (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is "posted" by the registrar's office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

### Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email ([mlpatton@wisc.edu](mailto:mlpatton@wisc.edu)) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

### Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

#### The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

#### The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

#### The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The last term students will be admitted to the existing named options is fall 2021. There will be one academic year, 2022-2023, with an overlap of the current program and the newly modified program. Students impacted by the program change, primarily current freshman, will be notified and advised of the changes accordingly by the School of Education Student Services Office. The first semester for students to be admitted into the new program is fall 2022. Upon approval, the campus and the admissions office will also be notified of the program change.

## Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

This is one of two named options that forms the newly revised Elementary Education Program with the new option in Elementary Education/Special Education Dual Certification. Each option is independent from the other. Both options follow a professional sequence, but students in each named option must meet the same liberal studies requirements.

The Elementary Education program is also proposing two new minors tied to certification through DPI, including, English as a Second Language and Early Childhood Education.

Why is the program being proposed? What is its purpose?

Recently, the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI is moving from developmental levels, such as Middle Childhood through Early Adolescence, back to a grade level licensing structure, such as Kindergarten - 9th grade, Kindergarten - 12th grade English as a Second Language, and Kindergarten - 12th grade Special Education. The grade band licensure spreads have also increased, prompting the need for revision. The Elementary Education Program is restructuring its course offerings and sequence to address these new grade level licensure designations. This named option will prepare students to teach students from kindergarten through ninth grade.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

This program is necessary for students in the Elementary Education Program to meet the new licensing requirements set by the Wisconsin Department of Public Instruction (DPI) and prepare them to teach in Wisconsin. Given the DPI changes, the Elementary Education Program will no longer be able to admit students into the current named options with the "old" licensure bands. Students will enroll in the new options to earn a Wisconsin teaching license. Additionally, the content changes will better prepare students to serve their students and appropriately respond to the needs of Wisconsin's increasingly diverse student body.

What is the market, workforce, and industry need for this program? Provide evidence.

Wisconsin schools are facing teacher shortages for a number of reasons. Generally, fewer students are pursuing educational careers and applicant pools are shrinking as the number of retiring teachers increases. Certain disciplines are at critical shortage levels. According to a 2019-2020 survey conducted by the American Association for Employment in Education (AAEE), schools reported considerable shortages in 20 of 59 fields of study (8 areas by college). Notably, fields that have traditionally shown a surplus in candidates, such as elementary and middle-level education, are beginning to experience a balance of applicants to available positions and, in some cases, slight shortages. The Elementary Education program is interested in attracting, developing, and retaining top students to fill these critical educator roles. As a result, the program changes more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

This new named option is a lateral change to address the necessary updates required by the Wisconsin Department of Public Instruction's licensing changes. This new named option and the new minors will provide faculty with an opportunity to re-conceptualize the program. For example, all students are required to take CURRIC 550: Methods, Materials and Activities in Early Childhood Education to address the larger certification grade bands.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

## Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting inclusive excellence is a longstanding goal of the Elementary Education Program. The program's mission statement is realized by offering students opportunities and activities to teach in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity beginning with their coursework in their first semester until the culmination of their studies in the final semester with their student teaching experience. Readings, discussions, coursework, and field-based experiences are all grounded in the Elementary Education Program's mission statement. For example, the new introductory course, CURRIC 406: Race, Intersectionality and Equity in Education, provides a theoretical framework on a range of issues that establishes a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system and prompt students to more thoughtfully and equitably serve their students in the classroom. This overview of foundational constructs are essential for pre-service teachers preparing to teach and serve diverse students and families. Additionally, CURRIC 506: Strategies for Inclusive Schooling, provides a comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms. Field-based experiences also shape teacher candidates to become educators who promote social justice through multicultural education and critical reflection. The Elementary Education Program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms.

### Parent Value

Promoting inclusive excellence is a longstanding goal of the Elementary Education Program. The program's mission statement is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity beginning with their coursework in their first semester until the culmination of their studies in the final semester with their student teaching experience. Readings, discussions, coursework, and field-based experiences are all grounded in the Elementary Education Program's mission statement. An example of this perspective is the new introductory course, "CURRIC 406: Race, Intersectionality and Equity in Education," which provides a theoretical framework on a range of issues that can help teachers more thoughtfully and equitably serve their students and develop a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system. Further, it provides an overview of foundational constructs that will be elaborated across the program and are essential for pre-service teachers preparing to teach and serve diverse students and families. A second example is the course, "CURRIC 506: Strategies for Inclusive Schooling." This course provides a comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms. Field-based experiences shape our teacher candidates to become educators who promote social justice through multicultural education and critical reflection. The Elementary Education Program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Elementary Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. These include collaborating with the athletic department to increase the number of students of color by recruiting student athletes of color who may want to go into teaching. The program

actively engages with the POSSE program and the Grow-Your-Own program. The program is also currently working closely with the Teacher Education Center and the Student Services Office to develop a direct transfer program from Madison Area Technical College (MATC). MATC currently has over 100 students in their pre-education track, and their student body is much more racially and ethnically diverse than those in the UW-Madison Elementary Education Program. As a result, recruiting from Madison College has the potential to increase the UW's Elementary Education Program's diversity within the student population. In addition, the Teacher Education Center is in the process of hiring a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education. The program has a standing student support committee that works to retain students of color, first generation students, and students from poverty. The program also assigns students individual faculty mentors to support them to finish the program. The elementary education program's instructional teams meet monthly to discuss individual students who might be struggling.

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Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Curriculum and Instruction Department is committed to hiring underrepresented minorities for faculty and staff positions. The program staff frequently discuss and consider issues of minority representation in curriculum and teaching. Faculty and staff coach each other and attend conferences, professional workshops, and campus lectures that examine diversity in education. As a subset of the department, the Elementary Education Program does the utmost to hire supervisors, faculty, and staff of color. Through a SoE initiative between the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program will be represented by a newly hired recruiter who will focus on identifying students from underrepresented groups, both on campus and off-campus, who are interested in becoming teachers. Research in the area of equity and inclusion in teaching and learning spaces is a focus for many of the Elementary Education Program's faculty. At present, a team of faculty in the Elementary Education Program is conducting research at a local elementary school, partnering with the elementary school staff to make the school climate and practices more inclusive of diversity. Additionally, the research of almost every faculty member in the Department of Curriculum and Instruction focuses on issues of equity.

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Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive while enrolled. Elementary Education Program faculty and staff have been actively engaged in supporting these efforts. The proposed program modifications address past challenges noted and experienced by students of color enrolled in the Elementary Education Program. One challenge in particular is the disconnect and isolation felt by students of color, in contrast to their white female classmates who report feeling connected and comfortable dominating classroom spaces. In an attempt to change this dynamic, the program is dispensing with the strict cohort model, allowing more flexibility in course selection and encouraging intermingling of students in the various named options. The MATC pathway is one of the many

strategies to increase the diversity of students and, by extension, the Wisconsin teacher workforce. The revised core program can be completed in 60 credits making it possible for students from MATC to transfer to UW-Madison and complete the program in two years.

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### 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.

| Name (Last, First) | Department                              | Title   |
|--------------------|---|---|
| Schweber, Simone   | Curriculum and Instruction (CURR INSTR) | Goodman Professor of Education and Jewish Studies |
| Grant, Carl        | Curriculum and Instruction (CURR INSTR) | Professor   |
| Graue, Beth        | Curriculum and Instruction (CURR INSTR) | Sorenson Professor                                |
| Ghousseini, Hala   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Russ, Rosemary     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Hassett, Dawnene   | Curriculum and Instruction (CURR INSTR) | Professor   |
| Berland, Leema     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Pacheco, Mariana   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Louie, Nicole      | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |
| Nichols, Kathleen  | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Ramberg, Erica     | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Dahl, Heather      | Rehab Psych and Special Educ (RP & SE)  | Faculty Associate                                 |
| Truman, Michael    | Curriculum and Instruction (CURR INSTR) | Program Manager                                   |
| Machado, Emily     | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |

What resources are available to support faculty, staff, labs, equipment, etc.?

This option, Kindergarten - 9th Grade, will utilize the current resources of the Elementary Education Program, including resources from the Department of Curriculum and Instruction, the Teacher Education Center, and the School of Education. The program does not anticipate any staffing changes and intends to maintain existing resources. The Elementary Education Program is supported by ten faculty members, five academic staff, and one administrative support staff member.

MERIT Library and Tech Support provides technology infrastructure and support for program faculty, staff, and students. This includes managing the SoE network accounts and access, desktop security, software and hardware needs, and a HelpDesk offering both walk-in and remote support. MERIT also has circulating and non-circulating equipment available for short term checkout to students, faculty, and staff. MERIT also provides instructional services designed to support the attainment of instructional goals through technology integration. These services include consulting, workshops, and instruction for using technology tools.

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department                              | Title             |
|--------------------|---|-------------------|
| Nichols, Kathleen  | Curriculum and Instruction (CURR INSTR) | Faculty Associate |
| Ramberg, Erica     | Curriculum and Instruction (CURR INSTR) | Faculty Associate |
| Dahl, Heather      | Rehab Psych and Special Educ (RP & SE)  | Faculty Associate |

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Resources from both the Department of Curriculum and Instruction and the School of Education will support this named option. These advising services include academic and career advising. Students are assigned an advisor who counsels them through the Elementary Education Program's application process and program requirements. Advisors monitor student progress to ensure that they are on track to complete the named option. Students also work with advisors in the Career Center. These advisors confirm student interest in the program and discuss previous experiences. Once admitted, faculty associates also serve as advisors. The faculty associates mentor students and monitor their progress through the professional sequence. These advisors and faculty mentors work in cooperation to support students in the program.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

## Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

There are no substantial new resources required. There is sufficient capacity to meet the curricular and support services. This program proposal replaces a current named option for Elementary Education. There is no additional workload.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

## **Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

## Program Admission Overview

Students are admitted to the program once a year, effective in the summer. Selection is made the previous spring and students begin a four-semester professional sequence in the subsequent fall semester.

## Entering the School of Education

### New and Current UW–Madison Students

New freshmen and transfer students interested in Elementary 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 Elementary Education receive the "pre-professional" classification of PRE.

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 (<http://guide.wisc.edu/#Last-60-Credits-Rule>)). 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](mailto: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 admissible 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; to schedule, call 608-262-1651 or email [soeacademicservices@education.wisc.edu](mailto:soeacademicservices@education.wisc.edu).

### Students with a Previous Degree

Prospective students 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, via telephone or online; to schedule, call 608-262-1651 or email [soeacademicservices@education.wisc.edu](mailto:soeacademicservices@education.wisc.edu).

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/#policiesandregulationstext>).

## Application and Admission

Certification to teach Elementary Education requires that a student be admitted into the professional part of the degree program. Admission into the Elementary Education program occurs once a year, effective for summer following selection.

The Elementary Education program faculty selects candidates based on a variety of criteria. In particular they seek individuals who can demonstrate academic competence, multicultural and interpersonal competence, and reflective practices; the program also purposefully cultivates students' capacities in these domains.

### Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Potential applicants should consult the School of Education's Undergraduate Admissions 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:

- submit completed program application form(s), transcripts, and all other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions page.
- successfully complete at least 40 transferable college-level credits by the end of the fall semester before application.
- complete RP & SE 300 Individuals with Disabilities by the end of the summer before beginning the professional sequence if applying to the K-9/Special Education Dual Major option.
- While GPA is a factor in the selection process, no minimum is required to apply for program admission. If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by the program and the School of Education each semester after admission.

#### Last 60 Credits Rule

For programs requiring a minimum GPA to apply, two grade point averages will be calculated to determine candidates' eligibility to programs. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information regarding this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

### Program Admission Selection Criteria

The Elementary Education program admissions procedures are intended to result in an academically qualified student body that is diverse in terms of both academic strengths and life experiences and has a commitment to providing the best possible education to elementary and middle school students. Having students with diverse life experiences, backgrounds and attitudes is critical if faculty are to prepare students to teach in schools that themselves have diverse enrollments. Faculty will accept only those students judged to have the potential to be successful in the academically challenging Elementary Education Program. In making admissions decisions, no factor will outweigh judgment that a particular applicant's credentials, taken as a whole, represent unacceptably high academic risk.

#### The Admissions Committee will take the following into consideration when making admissions decisions:

##### Academic Competence

The Mission Statement of the Elementary Education Area points to the role that our graduates have in creating academically rigorous classrooms that lead to high academic achievement in all students. For elementary and middle schools to promote academic achievement, elementary and middle school teachers must have demonstrated high levels of success in core disciplines throughout their university studies. Therefore, program faculty expect that students admitted to the program will have demonstrated high levels of academic preparation.

##### Multicultural and Interpersonal Competencies

The Elementary Education program's mission is to prepare teachers who are able to promote academic achievement in all elementary-school and middle-school students. This includes those from diverse races, cultures, language backgrounds, family forms, and sexual orientations, as well as those from diverse economic, gender, and ability groups. The program faculty seek prospective teachers who will demonstrate both commitment to this mission and the prospect of contributing to it. The Admissions Committee will therefore examine the materials from each candidate for evidence of such commitment and prospect.

##### Reflective Competence

To have performed at high academic levels or to have had diverse life experiences is not adequate for admissions purposes unless these are accompanied by evidence that the applicant has been able to reflect on and learn from them. Demonstration of reflective competence is important as it likely contributes to one's interpersonal skills as well as to the qualities such as integrity, social awareness, and cultural sensitiveness that are qualities of a well-rounded human being who will be an excellent elementary or middle school teacher. The ability to reflect on one's life experiences is one factor that will allow the Admissions Committee to look for evidence that our students will be reflective practitioners who evaluate the effects of their assumptions, choices, and actions on others (students, parents, and other professionals in the learning community) and who will actively seek out opportunities to grow professionally.

### 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 Teacher Education Center, [tec@education.wisc.edu](mailto:tec@education.wisc.edu), ([tec@education.wisc.edu](mailto:tec@education.wisc.edu)) about the potential impact of this result 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.

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Staff in the SoE Student Services office work with prospective students through the admissions office. Campus visits, both in-person and virtual, are arranged with prospective students and their families. Additionally, the Elementary Education program participates in campus wide events such as Majors Discovery Week and prospective student open houses. Advisors share information about various SoE programs to prospective, current, and transfer students. The SoE Student Services office also hosts an "Education Day," where prospective students can learn about SoE programs and attend focused breakout sessions. The Teacher Education Center's recruitment manager identifies new avenues to recruit students to the various SoE programs as well. For example, MATC students interested in transferring to the Elementary Education program work with advisors who guide them through the process. An arrangement is currently under development between the SoE and MATC to create a clear transfer path between the two institutions.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year   | Projected Enrollment |
|--------|----------------------|
| Year 1 | 25                   |
| Year 2 |                      |
| Year 3 |                      |
| Year 4 |                      |
| Year 5 |                      |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

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.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

### Program Structure

Students of Elementary Education:

- Are exposed to a broad range of academic disciplines through *liberal studies* course work. The university-wide *General Education* requirements also encourage this breadth of study.

- Examine schools' relationship to society, the development of children and adolescents, and the processes of learning in their *education course work*.
- Study teaching methods and gain experience in schools through supervised field placements during their four-semester *professional sequence*.
- Complete *elective* coursework to reach the minimum of 120 credits required for the degree.

*Practicum* experiences provide a school-based setting for students to develop their professional and classroom skills. These experiences generally begin a few weeks after the start of the semester and are approximately nine weeks in length. Students will usually spend three half-days at their assigned schools. Concurrent registration in methods courses provide students with an opportunity to learn about, and then apply, teaching techniques in a classroom.

The *full-semester student teaching assignment* is the capstone experience of the professional sequence. Through it students expand upon the activities, responsibilities and expectations encountered during the practicum experiences. Student teachers will function as regular staff members in their assigned schools and also attend a seminar on campus one afternoon each week. Student teachers are required to follow the school day, school calendar, vacation days and policies of the school where they work.

## Program Options - Select One

View as list View as grid

- Elementary Education: Early Childhood/English as a Second Language (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-early-childhood-english-second-language-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/Content-focused Minor (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-content-focused-minor-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/English as a Second Language (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-english-second-language-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/Special Education Dual Cert (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-special-education-dual-cert-bse/>)

## Elective Coursework

Complete additional courses as necessary to reach the minimum of 120 credits required for the degree.

## GPA and Other Graduation Requirements—Required for All Program Options

### Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty 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/#policiesandregulationstext>).
- 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.
- 2.75 cumulative grade point average in the minor, if required.
- Minimum 120 credits (degree candidates only).
- 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 Reporting System (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.

## 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 under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-bse/#certificationlicensuretext>)

### Guide Requirements tab

The core program in Elementary Education requires 60 credits of professional coursework in addition to other degree requirements. Students are certified to teach kindergarten through grade 9 (K-9).

The professional coursework was designed to be completed in four semesters, starting in the fall after admission to the program. Some classes must be taken during specified semesters, while other requirements may be completed at any time, including prior to program admission. See Building a Professional Course Sequence (<http://guide.wisc.edu/#EEDPROFSQ>).

The option coursework listed here is one component of the Elementary Education, BSE degree (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/#requirementstext>) requirements.

### Foundation Courses

| Code                                | Title   | Credits |
|-------------------------------------|---|---------|
| CURRIC 319                          | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 | 4       |
| CURRIC 320                          | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 | 4       |
| CURRIC 339                          | Cultural Foundations of Learning and Development                    | 3       |
| CURRIC 406                          | Course CURRIC 406 Not Found   | 3       |
| ED POL 300<br>or ED POL/HISTORY 412 | School and Society<br>History of American Education                 | 3       |

### Core Methods Courses

| Code               | Title  | Credits |
|--------------------|--|---------|
| CURRIC 312         | ESL/Bilingual Issues   | 3       |
| CURRIC 318         | Teaching Reading and Writing                                   | 3       |
| CURRIC 370         | Teaching Mathematics   | 3       |
| CURRIC 371         | Teaching Social Studies  | 3       |
| CURRIC 372         | Teaching Science   | 3       |
| CURRIC/RP & SE 506 | Strategies for Inclusive Schooling                             | 3       |
| CURRIC 550         | Methods, Materials and Activities in Early Childhood Education | 3       |

### Field Experiences

| Code                        | Title  | Credits |
|-----------------------------|--|---------|
| CURRIC 340                  | Elementary Education Practicum One   | 3       |
| CURRIC 367                  | Elementary Teaching Practicum II   | 3       |
| CURRIC 463                  | Seminar in Pre-Kindergarten Through Middle School Teaching                         | 2       |
| CURRIC 454<br>or CURRIC 464 | Student Teaching in the Middle School<br>Student Teaching in the Elementary School | 10      |

### Elective Courses

Complete 6 credits selected from the following options. Additional courses that expand a student's skill set or further a student's knowledge as a future teacher may also be considered to meet this requirement. Contact the Elementary Education Program Manager for approval prior to enrolling in additional courses. The frequency in which the listed courses are offered can vary based on teaching schedules as well as student interest.

**Elective Course Options**

| <b>Code</b>                 | <b>Title</b>   | <b>Credits</b> |
|-----------------------------|--|----------------|
| ART ED 321                  | Introduction to Teaching Art   | 2              |
| COMP SCI 402                | Introducing Computer Science to K-12 Students  | 2              |
| CURRIC 209                  | Digital Media and Literacy   | 3              |
| CURRIC 277                  | Videogames & Learning  | 3              |
| CURRIC/MUSIC 300            | Introduction to Music Education  | 2              |
| CURRIC 305                  | Integrating the Teaching of Reading with Other Language Arts                                   | 3              |
| CURRIC/CHICLA 306           | Latinx Literacies  | 3              |
| CURRIC 309                  | Reading and Writing Across the Content Areas   | 3              |
| CURRIC 311                  | Language Acquisition and Use In and Out of Schools, Middle Childhood through Early Adolescence | 3              |
| CURRIC 314                  | Becoming Literate in and out of Schools  | 3              |
| CURRIC 315                  | Reading and Writing Across the Curriculum in Early Childhood                                   | 3              |
| CURRIC 316                  | ESL/Bilingual Methods  | 3              |
| CURRIC 317                  | Dimensions of Literacy   | 3              |
| CURRIC/CHICLA 321           | Chicano/Latino Educational Justice   | 3              |
| CURRIC 328                  | Arts Integration for Teaching and Learning   | 3              |
| CURRIC 331                  | Taking Education Outside of School   | 3              |
| CURRIC 338                  | The Language of Schooling  | 3              |
| CURRIC 357                  | Game Design I  | 3              |
| CURRIC/SLAVIC/THEATRE 362   | Drama for Teaching and Learning  | 3              |
| CURRIC 368                  | The Teaching of Reading  | 3              |
| CURRIC 369                  | The Teaching of Language Arts  | 3              |
| CURRIC/C&E SOC/ENVIR ST 405 | Education for Sustainable Communities  | 3              |
| CURRIC 422                  | The Teaching of Children's Literature  | 3              |
| CURRIC 432                  | Game Design II   | 3              |
| CURRIC 500                  | Literacy and Language Development  | 3              |
| CURRIC 504                  | Literacy Assessment and Intervention   | 3              |
| CURRIC/HISTORY/JEWISH 515   | Holocaust: History, Memory and Education   | 3              |
| CURRIC/ED POL/RELIG ST 516  | Religion and Public Education  | 3              |
| CURRIC/THEATRE 525          | Theatre in Education   | 3-4            |
| CURRIC 632                  | Literature and Literacy  | 3              |
| CURRIC 660                  | Early Childhood Education  | 2-3            |
| CURRIC 663                  | Learning Environments for Initial Education Programs   | 3              |
| CURRIC/ED POL 677           | Education, Health and Sexuality: Global Perspectives and Policies                              | 3              |
| ED POL 300                  | School and Society   | 3              |
| ED POL/HISTORY 412          | History of American Education  | 3              |
| KINES 325                   | Group Development and Behavior Management  | 3              |
| L I S 622                   | Childrens Literature   | 3              |
| RP & SE 300                 | Individuals with Disabilities  | 3              |

**Content Area Minor (Optional Requirement)**

Students may elect to complete a minor in one of the following content areas. Minors provide a depth of study in a particular area of interest and also inform classroom instruction. Upon completion, the minor will be posted on the UW-Madison transcript, but **students will not receive an additional certification in the subject area.** The Wisconsin Department of Public Instruction no longer offers content licenses in association with the K-9 educator license.

The completion of a minor is required to teach middle school licensing in some states and may benefit students particularly interested in teaching at this level. For more details about the requirements of each minor, choose from the links below.

**Minor Options**

- Biology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/biology-minor/>)
- Chemistry (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/chemistry-minor/>)
- Earth Science (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/earth-science-minor/>)
- Economics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/economics-minor/>)
- English (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-minor/>)
- English Language Arts (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-language-arts-minor/>)
- Geography (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/geography-minor/>)

- History (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/history-minor/>)
- Mathematics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-minor/>)
- Mathematics and Science Dual (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-science-dual-minor/>)
- Mathematics Specialized (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-specialized-minor/>)
- Physics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/physics-minor/>)
- Political Science (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/political-science-minor/>)
- Psychology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/psychology-minor/>)
- Science Specialized (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/science-specialized-minor/>)
- Social Studies (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/social-studies-minor/>)
- Sociology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/sociology-minor/>)

### Additional Certification Options in Elementary Education

Students interested in Early Childhood Education (birth-third grade) and/or English as a Second Language (grades K-12) may earn certification in these areas along with the completion of the K-9 program.

**Early Childhood Education (ECE) certification** requires an additional 6 credits of required coursework and only 3 credits of K-9 electives for a total of 63 credits. Students may elect to student teach in either kindergarten or elementary school during their final semester. Complete the following:

| Code  | Title  | Credits |
|---|--|---------|
| CURRIC 660  | Early Childhood Education                            | 3       |
| CURRIC 663  | Learning Environments for Initial Education Programs | 3       |
| Complete only 3 credits of K-9 electives, excluding these two required courses. |  | 3       |

See more information here [insert link to minor page].

**English as a Second Language (ESL) certification** requires an additional 9 credits of required coursework and only 3 credits of electives for a total of 66 credits. Complete the following:

| Code  | Title  | Credits |
|---|--|---------|
| CURRIC 311  | Language Acquisition and Use In and Out of Schools, Middle Childhood through Early Adolescence | 3       |
| CURRIC 316  | ESL/Bilingual Methods  | 3       |
| CURRIC 338  | The Language of Schooling  | 3       |
| Complete only 3 credits of K-9 electives, excluding these three required courses. |  | 3       |

See more information here [insert link to minor page].

**Certification in both Early Childhood Education and English as a Second Language** requires the completion of the five required ECE and ESL courses listed above. These courses will fulfill the K-9 electives requirement for a total of 69 credits. Students may elect to student teach in kindergarten, elementary or middle school during their final semester.

### Building a Professional Course Sequence

As mentioned above, the 60-credit professional course sequence includes some classes that are required to be taken during specified semesters, while other requirements may be completed at any time, including prior to program admission. Students can take advantage of this curricular flexibility to create a professional course sequence that best meets their needs and interests. If desired, all 60 credits can be completed in four semesters; see the 4-Year Plan [RO please link to four year plan for this option] for an example of this approach. 4-Year Plans to add the additional certification options (Early Childhood Education, English as a Second Language, and both options) are also provided. All professional coursework except student teaching and the seminar must be completed prior to semester 4.

#### Courses that may be Taken Prior to Program Admission

| Code                       | Title   | Credits |
|----------------------------|---|---------|
| CURRIC 319                 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 | 4       |
| CURRIC 320                 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 | 4       |
| CURRIC 339                 | Cultural Foundations of Learning and Development                    | 3       |
| CURRIC 406                 | Course CURRIC 406 Not Found   | 3       |
| CURRIC 550                 | Methods, Materials and Activities in Early Childhood Education      | 3       |
| ED POL 300                 | School and Society  | 3       |
| or ED POL/HISTORY 412      | History of American Education                                       | 3       |
| Required Program Electives |   | 6       |

**Courses Required During Specific Semesters**

| <b>Code</b>                                    | <b>Title</b>   | <b>Credits</b> |
|--|--|----------------|
| <b>Semester 1 (Fall)</b>                       |  |                |
| CURRIC 319                                     | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 (must be taken this semester, if not before) | 4              |
| CURRIC 406                                     | Course CURRIC 406 Not Found (must be taken this semester, if not before)   | 3              |
| ED POL 300<br>or ED POL/HISTORY 412            | School and Society (must be taken this semester, if not before)<br>History of American Education                 | 3              |
| For Early Childhood Education Certification    |  |                |
| CURRIC 660                                     | Early Childhood Education  | 3              |
| For English as a Second Language Certification |  |                |
| CURRIC 311                                     | Language Acquisition and Use In and Out of Schools, Middle Childhood through Early Adolescence                   | 3              |
| CURRIC 312                                     | ESL/Bilingual Issues   | 3              |
| <b>Semester 2 (Spring)</b>                     |  |                |
| CURRIC 318                                     | Teaching Reading and Writing (must be taken in semester 2 or 3) <sup>2</sup>                                     | 3              |
| CURRIC 320                                     | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 (must be taken this semester, if not before) | 4              |
| CURRIC/RP & SE 506                             | Strategies for Inclusive Schooling (must be taken in semester 2 or 3) <sup>2</sup>                               | 3              |
| CURRIC 340                                     | Elementary Education Practicum One   | 3              |
| <b>Semester 3 (Fall)</b>                       |  |                |
| CURRIC 318                                     | Teaching Reading and Writing (must be taken in semester 2 or 3) <sup>2</sup>                                     | 3              |
| CURRIC 370                                     | Teaching Mathematics <sup>1</sup>  | 3              |
| CURRIC/RP & SE 506                             | Strategies for Inclusive Schooling (must be taken in semester 2 or 3) <sup>2</sup>                               | 3              |
| CURRIC 367                                     | Elementary Teaching Practicum II   | 3              |
| For Early Childhood Education Certification    |  |                |
| CURRIC 663                                     | Learning Environments for Initial Education Programs   | 3              |
| For English as a Second Language Certification |  |                |
| CURRIC 316                                     | ESL/Bilingual Methods  | 3              |
| <b>Semester 4 (Spring)</b>                     |  |                |
| CURRIC 463                                     | Seminar in Pre-Kindergarten Through Middle School Teaching   | 2              |
| CURRIC 454<br>or CURRIC 464                    | Student Teaching in the Middle School<br>Student Teaching in the Elementary School                               | 10             |

For Early Childhood Education: Student teach in kindergarten or elementary school. For English as a Second Language: Student teach in elementary or middle school. For ECE and ESL: Student teach in kindergarten, elementary or middle school.

<sup>1</sup> CURRIC 370 Teaching Mathematics can be taken in any of the three semesters as long as the requisite courses, CURRIC 319 Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 and CURRIC 320 Pedagogical Content Knowledge for Teaching Elementary Mathematics 2, have been completed. Most students will enroll during the third semester.

<sup>2</sup> See below.

**Additional Courses to be Taken During the First Three Semesters of the Sequence**

| <b>Code</b>  | <b>Title</b>   | <b>Credits</b> |
|--|--|----------------|
| CURRIC 312   | ESL/Bilingual Issues (must be taken in the first semester for English as a Second Language) <sup>2</sup>   | 3              |
| CURRIC 318   | Teaching Reading and Writing <sup>2</sup>  | 3              |
| CURRIC 339   | Cultural Foundations of Learning and Development (if not taken before program admission)   | 3              |
| CURRIC 371   | Teaching Social Studies <sup>2</sup>   | 3              |
| CURRIC 372   | Teaching Science <sup>2</sup>  | 3              |
| CURRIC/RP & SE 506   | Strategies for Inclusive Schooling <sup>2</sup>  | 3              |
| CURRIC 550   | Methods, Materials and Activities in Early Childhood Education (if not taken before program admission. For Early Childhood Education must be taken no later than the second semester) <sup>2</sup> | 3              |
| Required Program Electives (if not taken before program admission) |  | 6              |

<sup>2</sup> CURRIC 371 Teaching Social Studies, CURRIC 372 Teaching Science and CURRIC 550 Methods, Materials and Activities in Early Childhood Education can be taken in semester 1, 2 or 3. CURRIC 318 Teaching Reading and Writing and CURRIC/

RP & SE 506 Strategies for Inclusive Schooling must be taken in semester 2 or 3. **No more than two of CURRIC 318, CURRIC 371, CURRIC 372, CURRIC/RP & SE 506 or CURRIC 550 can be taken in a given semester.**

Total credits required:

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

### Elementary Education: Sample Four-Year Plans

These sample four-year graduation plans reflect the certification options available to students completing a degree in Elementary Education. A plan is included for:

- Kindergarten - Grade 9 Certification
- Early Childhood Education/Kindergarten - Grade 9 Certifications
- English as a Second Language/Kindergarten - Grade 9 Certifications
- English as a Second Language/Early Childhood Education/Kindergarten - Grade 9 Certifications

Four-year plans are designed to guide your course selection throughout your academic career; they do not establish a contractual agreement. Use them along with your DARS report and Course Search and Enroll to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.

### Kindergarten - Grade 9 Certification

#### Freshman

| Fall                                      | Credits | Spring                                      | Credits   |
|---|---------|---|-----------|
| Communication A (fall or spring semester) |         | 3 Communication A (fall or spring semester) | 3         |
| Liberal Studies course work               |         | 12-15 Quantitative Reasoning A              | 3         |
|   |         | Ethnic Studies                              | 3         |
|   |         | Liberal Studies course work                 | 6-9       |
|   |         | <b>15</b>                                   | <b>15</b> |

#### Sophomore

| Fall  | Credits | Spring  | Credits   |
|---|---------|---|-----------|
| Quantitative Reasoning B                        |         | 3 Liberal Studies or General Elective course work | 15        |
| Liberal Studies course work                     |         | 7   |           |
| Liberal Studies or General Elective course work |         | 5   |           |
|   |         | <b>15</b>   | <b>15</b> |

#### Junior

| Fall   | Credits | Spring                                    | Credits   |
|--|---------|---|-----------|
| CURRIC 319 <sup>1</sup>  |         | 4 CURRIC 312                              | 3         |
| CURRIC 339 <sup>1</sup>  |         | 3 CURRIC 318 (Also meets Communication B) | 3         |
| CURRIC 371   |         | 3 CURRIC 320 <sup>1</sup>                 | 4         |
| CURRIC 406 <sup>1</sup>  |         | 3 CURRIC/RP & SE 506                      | 3         |
| ED POL 300 or 412 (412 also meets U.S./ European History) <sup>1</sup> |         | 3 CURRIC 340                              | 3         |
|  |         | Required Program Elective <sup>1</sup>    | 3         |
|  |         | <b>15</b>                                 | <b>18</b> |

**Senior**

| <b>Fall</b>                            | <b>Credits</b> | <b>Spring</b>       | <b>Credits</b> |
|--|----------------|---------------------|----------------|
| CURRIC 370                             |                | 3 CURRIC 463        | 2              |
| CURRIC 372                             |                | 3 CURRIC 454 or 464 | 10             |
| CURRIC 550 <sup>1</sup>                |                | 3                   |                |
| CURRIC 367                             |                | 3                   |                |
| Required Program Elective <sup>1</sup> |                | 3                   |                |
|  |                | <b>15</b>           | <b>12</b>      |

**Total Credits 120**

<sup>1</sup> These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

**Early Childhood Education/Kindergarten - Grade 9 Certifications****Freshman**

| <b>Fall</b>                               | <b>Credits</b> | <b>Spring</b>                               | <b>Credits</b> |
|---|----------------|---|----------------|
| Communication A (fall or spring semester) |                | 3 Communication A (fall or spring semester) | 3              |
| Liberal Studies course work               |                | 9-12 Quantitative Reasoning A               | 3              |
|   |                | Ethnic Studies                              | 3              |
|   |                | Liberal Studies course work                 | 6-9            |
|   |                | <b>12</b>                                   | <b>15</b>      |

**Sophomore**

| <b>Fall</b>                                     | <b>Credits</b> | <b>Spring</b>                                     | <b>Credits</b> |
|---|----------------|---|----------------|
| Quantitative Reasoning B                        |                | 3 Liberal Studies or General Elective course work | 15             |
| Liberal Studies course work                     |                | 10  |                |
| Liberal Studies or General Elective course work |                | 2   |                |
|   |                | <b>15</b>   | <b>15</b>      |

**Junior**

| <b>Fall</b>  | <b>Credits</b> | <b>Spring</b>                             | <b>Credits</b> |
|--|----------------|---|----------------|
| CURRIC 319 <sup>1</sup>  |                | 4 CURRIC 318 (Also meets Communication B) | 3              |
| CURRIC 371   |                | 3 CURRIC 320 <sup>1</sup>                 | 4              |
| CURRIC 406 <sup>1</sup>  |                | 3 CURRIC 339 <sup>1</sup>                 | 3              |
| CURRIC 660   |                | 3 CURRIC 550 <sup>1</sup>                 | 3              |
| ED POL 300 or 412 (412 also meets U.S./ European History) <sup>1</sup> |                | 3 CURRIC 340                              | 3              |
|  |                | Required Program Elective <sup>1</sup>    | 3              |
|  |                | <b>15</b>                                 | <b>18</b>      |

**Senior**

| <b>Fall</b>        | <b>Credits</b> | <b>Spring</b>       | <b>Credits</b> |
|--------------------|----------------|---------------------|----------------|
| CURRIC 312         |                | 3 CURRIC 463        | 2              |
| CURRIC 370         |                | 3 CURRIC 464 or 465 | 10             |
| CURRIC 372         |                | 3                   |                |
| CURRIC/RP & SE 506 |                | 3                   |                |
| CURRIC 663         |                | 3                   |                |
| CURRIC 367         |                | 3                   |                |
|                    |                | <b>18</b>           | <b>12</b>      |

**Total Credits 120**

<sup>1</sup> These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

**English as a Second Language/Kindergarten - Grade 9 Certifications****Freshman**

| <b>Fall</b>                               | <b>Credits</b> | <b>Spring</b>                               | <b>Credits</b> |
|---|----------------|---|----------------|
| Communication A (fall or spring semester) |                | 3 Communication A (fall or spring semester) | 3              |
| Liberal Studies course work               |                | 9-12 Quantitative Reasoning A               | 3              |
|   |                | Ethnic Studies                              | 3              |

|  |                | Liberal Studies course work                       | 6-9            |
|--|----------------|---|----------------|
|  |                | <b>12</b>   | <b>15</b>      |
| <b>Sophomore</b>   |                |   |                |
| <b>Fall</b>  | <b>Credits</b> | <b>Spring</b>                                     | <b>Credits</b> |
| Quantitative Reasoning B   |                | 3 Liberal Studies or General Elective course work | 12             |
| Liberal Studies course work  |                | 7   |                |
| Liberal Studies or General Elective course work                        |                | 5   |                |
|  |                | <b>15</b>   | <b>12</b>      |
| <b>Junior</b>  |                |   |                |
| <b>Fall</b>  | <b>Credits</b> | <b>Spring</b>                                     | <b>Credits</b> |
| CURRIC 311   |                | 3 CURRIC 318 (Also meets Communication B)         | 3              |
| CURRIC 312   |                | 3 CURRIC 320 <sup>1</sup>                         | 4              |
| CURRIC 319 <sup>1</sup>  |                | 4 CURRIC 338                                      | 3              |
| CURRIC 371   |                | 3 CURRIC 340                                      | 3              |
| CURRIC 406 <sup>1</sup>  |                | 3 CURRIC/RP & SE 506                              | 3              |
| ED POL 300 or 412 (412 also meets U.S./ European History) <sup>1</sup> |                | 3 Required Program Elective <sup>1</sup>          | 3              |
|  |                | <b>18</b>   | <b>18</b>      |
| <b>Senior</b>  |                |   |                |
| <b>Fall</b>  | <b>Credits</b> | <b>Spring</b>                                     | <b>Credits</b> |
| CURRIC 316   |                | 3 CURRIC 463                                      | 2              |
| CURRIC 339 <sup>1</sup>  |                | 3 CURRIC 454 or 464                               | 10             |
| CURRIC 370   |                | 3   |                |
| CURRIC 372   |                | 3   |                |
| CURRIC 550 <sup>1</sup>  |                | 3   |                |
| CURRIC 367   |                | 3   |                |
|  |                | <b>18</b>   | <b>12</b>      |

**Total Credits 120**

<sup>1</sup> These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

**Early Childhood Education/English as a Second Language/Kindergarten - Grade 9 Certifications****Freshman**

| <b>Fall</b>                               | <b>Credits</b> | <b>Spring</b>                               | <b>Credits</b> |
|---|----------------|---|----------------|
| Communication A (fall or spring semester) |                | 3 Communication A (fall or spring semester) | 3              |
| Liberal Studies course work               |                | 9-12 Ethnic Studies                         | 3              |
|   |                | Quantitative Reasoning A                    |                |
|   |                | Liberal Studies course work                 | 6-9            |
|   |                | <b>12</b>                                   | <b>15</b>      |

**Sophomore**

| <b>Fall</b>                                     | <b>Credits</b> | <b>Spring</b>                                     | <b>Credits</b> |
|---|----------------|---|----------------|
| Quantitative Reasoning B                        |                | 3 Liberal Studies or General Elective course work | 12             |
| Liberal Studies or General Elective course work |                | 9   |                |
|   |                | <b>12</b>   | <b>12</b>      |

**Junior**

| <b>Fall</b>  | <b>Credits</b> | <b>Spring</b>                             | <b>Credits</b> |
|--|----------------|---|----------------|
| CURRIC 311   |                | 3 CURRIC 318 (also meets Communication B) | 3              |
| CURRIC 312   |                | 3 CURRIC 320 <sup>1</sup>                 | 4              |
| CURRIC 319 <sup>1</sup>  |                | 4 CURRIC 338                              | 3              |
| CURRIC 406 <sup>1</sup>  |                | 3 CURRIC 339 <sup>1</sup>                 | 3              |
| CURRIC 660   |                | 3 CURRIC 550 <sup>1</sup>                 | 3              |
| ED POL 300 or 412 (412 also meets U.S./ European History) <sup>1</sup> |                | 3 CURRIC 340                              | 3              |
|  |                | <b>18</b>                                 | <b>18</b>      |

| Senior     |         |                      |           |
|------------|---------|----------------------|-----------|
| Fall       | Credits | Spring               | Credits   |
| CURRIC 316 |         | 3 CURRIC/RP & SE 506 | 3         |
| CURRIC 370 |         | 3 CURRIC 463         | 2         |
| CURRIC 371 |         | 3 Complete one of:   | 10        |
| CURRIC 372 |         | 3 CURRIC 454         |           |
| CURRIC 663 |         | 3 CURRIC 464         |           |
| CURRIC 367 |         | 3 CURRIC 465         |           |
|            |         | <b>18</b>            | <b>15</b> |

**Total Credits 120**

<sup>1</sup> These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

Parent Guide Three Year Plan tab

Guide Three Year Plan 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.

Students apply to the Elementary Education Program. This application process occurs during a traditional student's sophomore year. This named option is designed so all coursework can be completed within a student's final four semesters of their four academic years with no summer enrollment required. During their pre-professional status, students work on liberal studies requirements. Students can complete Elementary Education Program courses during this time as well. This flexibility provides students with options as they plan out their coursework, however, this named option's coursework is designed so requirements can be completed after acceptance and during the final four semesters at UW-Madison.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

## Program Learning Outcomes and Assessment

### Parent Program Learning Outcomes

Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.

Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families.

Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.

Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes.

Collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.

Choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short and long-term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Learning Outcomes will be assessed primarily through direct assessment methods. The two primary tools will be a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Elementary Education Program.

Department Approved Assessment Plan:

## Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

## 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

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

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

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

## Supporting Information

List name and department of those who are in support of this proposal.

| Name (Last, First) | Date of contact/<br>support letter<br>received | School,College, or<br>Department             | Comment by contact person | On behalf of |
|--------------------|--|--|---------------------------|--------------|
| Wilkerson, Kimber  |  | School of Education<br>(EDUCATION)           | See attached file         |              |
| Kendall, Nancy     |  | Educational Policy<br>Studies (ED POL ST)    | See attached file         |              |
| Seppalainen, Timo  |  | Mathematics<br>(MATH)                        | See attached file         |              |
| Brown, Bradford    |  | Educational<br>Psychology (ED<br>PSYCH)      | See attached file         |              |
| Leko, Melinda      |  | Rehab Psych and<br>Special Educ (RP &<br>SE) | See attached file         |              |

Klawitter, Christina School of Education See attached file (EDUCATION)

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.

Program Supporting Information Notes.pdf

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:

The Department of Curriculum and Instruction approved this new named option on 10/26/2020.

Entered by:

Maddie Sychta

Date entered:

04/05/2021

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:

Entered by and date:

Date entered:

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:

Entered by:

Date entered:

### For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

**Key: 1187**

# : EARLY CHILDHOOD EDUCATION

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Export to PDF

## New Program Proposal

**Changes saved but not submitted**

**Viewing: : Early Childhood Education**

**Last edit: Mon, 03 May 2021 15:41:55 GMT**

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

### Name

Carolyn Kelley - EDU

Proposal Abstract/Summary:

As a consequence of licensing changes by the Wisconsin Department of Public Instruction (DPI), the Elementary Education Program needs to revise the program's curriculum to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to rethink the necessary preparation for tomorrow's teachers. These changes in course offerings and course content more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce. The Elementary Education Program will now have two named options and two new minors, including Early Childhood Education (ECE) and English as a Second Language (ESL). The minors will provide opportunities for additional certification. Upon successful completion of the program, this minor in Early Childhood Education allows students in the Elementary Education Program to earn a Wisconsin teacher certification in kindergarten through ninth grade with an additional certification in Early Childhood Education.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

## Basic Information

Program State:

Active

Type of Program:

Minor (PhD and BSE only)

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Undergraduate

Parent Home Department:

Home Department:

Curriculum and Instruction (CURR INSTR)

Parent School/College:

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

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Early Childhood Education

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

**Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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?

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?

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.

| Role Type                     | Name (Last, First) | Email               | Phone        | Title |
|-------------------------------|--------------------|---------------------|--------------|-------|
| Department Chair              | Halverson, Erica   | ehalverson@wisc.edu | 608/263-4661 |       |
| Faculty Director              | Schweber, Simone   | sschweber@wisc.edu  | 608/263-5856 |       |
| Primary Contact               | Truman, Michael    | mltruman@wisc.edu   | 608/263-9049 |       |
| Primary Dean's Office Contact | Kelley, Carolyn    | ckelley@wisc.edu    | 608/263-5733 |       |

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

## Departments

Educational Policy Studies (ED POL ST)

Rehab Psych and Special Educ (RP & SE)

Educational Psychology (ED PSYCH)

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The last term students will be admitted to the existing named options is fall 2021 . There will be one academic year, 2022-2023, with an overlap of the current program and the newly modified program. Students impacted by the program change, primarily current freshman, will be notified and advised of the changes accordingly by the School of Education Student Services Office. The first semester for students to be admitted into the new program, including this new minor, is fall 2022. Upon approval, the campus and the admissions office will also be notified of the program change.

## **Rationale and Justifications**

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

Recently, the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI is moving from developmental levels, such as Middle Childhood through Early Adolescence, back to a grade level licensing structure, such as Kindergarten - 9th grade, Kindergarten - 12th grade English as a Second Language, and Kindergarten - 12th grade Special Education. The grade band licensure spreads have also increased, prompting the need for revision. The Elementary Education Program is restructuring its course offerings and sequence to address these new grade level licensure designations.

In an effort to present the new licensure options to students as clearly as possible, the program has decided to create two new minors to reflect opportunities to earn additional licenses in Early Childhood Education and English as a Second Language; this particular minor will prepare students to earn certification in order to teach Early Childhood Education in Wisconsin. This new structure ensures that the program can accurately account for enrollment in each licensure as well.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

What is the market, workforce, and industry need for this program? Provide evidence.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

## Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Parent Value

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

Parent Value

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

Parent Value

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

Parent Value

## 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.

| Name (Last, First) | Department                              | Title   |
|--------------------|---|---|
| Schweber, Simone   | Curriculum and Instruction (CURR INSTR) | Goodman Professor of Education and Jewish Studies |
| Graue, Beth        | Curriculum and Instruction (CURR INSTR) | Sorenson Professor                                |
| Ghousseini, Hala   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Grant, Carl        | Curriculum and Instruction (CURR INSTR) | Professor   |
| Russ, Rosemary     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Hassett, Dawnene   | Curriculum and Instruction (CURR INSTR) | Professor   |
| Berland, Leema     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Pacheco, Mariana   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Louie, Nicole      | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |
| Nichols, Kathleen  | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Ramberg, Erica     | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Dahl, Heather      | Rehab Psych and Special Educ (RP & SE)  | Faculty Associate                                 |
| Truman, Michael    | Curriculum and Instruction (CURR INSTR) | Program Manager                                   |
| Machado, Emily     | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |

What resources are available to support faculty, staff, labs, equipment, etc.?

This minor will utilize the current resources of the Elementary Education Program, including resources from the Department of Curriculum and Instruction, the Teacher Education Center, and the School of Education. The program does not anticipate any staffing changes and intends to maintain existing resources. The Elementary Education Program is supported by ten faculty members, five academic staff, and one administrative support staff member.

MERIT Library and Tech Support provides technology infrastructure and support for program faculty, staff, and students. This includes managing the SoE network accounts and access, desktop security, software and hardware needs, and a HelpDesk offering both walk-in and remote support. MERIT also has circulating and non-circulating equipment available for short term checkout to students, faculty, and staff. MERIT also provides instructional services designed to support the attainment of instructional goals through technology integration. These services include consulting, workshops, and instruction for using technology tools.

Program advisor(s) with title and departmental affiliation(s).

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

## **Resources, Budget, and Finance**

Is this a revenue program?

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

Are new Library resources needed to support this program?

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

## **Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar’s Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Staff in the SoE Student Services office work with prospective students through the admissions office. Campus visits, both in-person and virtual, are arranged with prospective students and their families. Additionally, the Elementary Education program participates in campus wide events such as Majors Discovery Week and prospective student open houses. Advisors share information about various SoE programs with prospective, current, and transfer students. The SoE Student Services office also hosts an "Education Day," where prospective students can learn about SoE programs and attend focused breakout sessions. The Teacher Education Center’s recruitment manager identifies new avenues to recruit students to the various SoE programs as well. For example, MATC students interested in transferring to the Elementary Education program work with advisors who guide them through the process. An arrangement is currently under development between the SoE and MATC to create a clear transfer path between the two institutions.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year   | Projected Enrollment |
|--------|----------------------|
| Year 1 |                      |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

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.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

Total credits required:

9

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan 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.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

## **Program Learning Outcomes and Assessment**

Parent Program Learning Outcomes

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Department Approved Assessment Plan:

## Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

## Commitments

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

Students may complete only 1 named option within a plan code.

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

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

## 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:

Entered by:

Date entered:

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:

Entered by and date:

Date entered:

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:

Entered by:  
Date entered:

## **For Administrative Use**

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

**Key: 1233**

# : ENGLISH AS A SECOND LANGUAGE

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Export to PDF

## New Program Proposal

**Changes saved but not submitted**

**Viewing: : English as a Second Language**

**Last edit: Mon, 03 May 2021 15:46:44 GMT**

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

### Name

Carolyn Kelley - EDU

Proposal Abstract/Summary:

As a consequence of licensing changes by the Wisconsin Department of Public Instruction (DPI), the Elementary Education Program needs to revise the program's curriculum to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to rethink the necessary preparation for tomorrow's teachers. These changes in course offerings and course content more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce. The Elementary Education Program will now have two named options and two new minors, including Early Childhood Education (ECE) and English as a Second Language (ESL). The minors will provide opportunities for additional certification. Upon successful completion of the program, this minor in English as a Second Language allows students in the Elementary Education Program to earn a Wisconsin teacher certification in kindergarten through ninth grade with an additional certification in English as a Second Language.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

## Basic Information

Program State:

Active

Type of Program:

Minor (PhD and BSE only)

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Undergraduate

Parent Home Department:

Home Department:

Curriculum and Instruction (CURR INSTR)

Parent School/College:

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

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

English as a Second Language

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

## **Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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?

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?

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.

| <b>Role Type</b>              | <b>Name (Last, First)</b> | <b>Email</b>        | <b>Phone</b> | <b>Title</b> |
|-------------------------------|---------------------------|---------------------|--------------|--------------|
| Department Chair              | Halverson, Erica          | ehalverson@wisc.edu | 608/263-4661 |              |
| Faculty Director              | Schweber, Simone          | sschweber@wisc.edu  | 608/263-5856 |              |
| Primary Contact               | Truman, Michael           | mltruman@wisc.edu   | 608/263-9049 |              |
| Primary Dean's Office Contact | Sychta, Maddie            | sychta@wisc.edu     |              |              |

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

**Departments**

Educational Policy Studies (ED POL ST)

Rehab Psych and Special Educ (RP & SE)

Educational Psychology (ED PSYCH)

College of Letters & Science (L&S)

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The last term students will be admitted to the existing named options is fall 2021. There will be one academic year, 2022-2023, with an overlap of the current program and the newly modified program. Students impacted by the program change, primarily current freshman, will be notified and advised of the changes accordingly by the School of Education Student Services Office. The first semester for students to be admitted into the new program, including this new minor, is fall 2022. Upon approval, the campus and the admissions office will also be notified of the program change.

## Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

Recently, the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI is moving from developmental levels, such as Middle Childhood through Early Adolescence, back to a grade level licensing structure, such as Kindergarten - 9th grade, Kindergarten - 12th grade English as a Second Language, and Kindergarten - 12th grade Special Education. The grade band licensure spreads have also increased, prompting the need for revision. The Elementary Education Program is restructuring its course offerings and sequence to address these new grade level licensure designations.

In an effort to present the additional licensure options to students as clearly as possible, the program has decided to create two new minors to reflect opportunities to earn licenses in Early Childhood Education and English as a Second Language; this particular minor will prepare students to earn certification in order to teach English as a Second Language in Wisconsin. This new structure ensures that the program can accurately account for enrollment in each optional licensure as well.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

What is the market, workforce, and industry need for this program? Provide evidence.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

## Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Parent Value

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

Parent Value

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

Parent Value

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

Parent Value

## 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.

| Name (Last, First) | Department                              | Title   |
|--------------------|---|---|
| Schweber, Simone   | Curriculum and Instruction (CURR INSTR) | Goodman Professor of Education and Jewish Studies |
| Grant, Carl        | Curriculum and Instruction (CURR INSTR) | Professor   |
| Graue, Beth        | Curriculum and Instruction (CURR INSTR) | Sorenson Professor                                |
| Ghousseini, Hala   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Russ, Rosemary     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Hassett, Dawnene   | Curriculum and Instruction (CURR INSTR) | Professor   |
| Berland, Leema     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Pacheco, Mariana   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Louie, Nicole      | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |
| Nichols, Kathleen  | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Ramberg, Erica     | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Dahl, Heather      | Rehab Psych and Special Educ (RP & SE)  | Faculty Associate                                 |
| Truman, Michael    | Curriculum and Instruction (CURR INSTR) | Program Manager                                   |
| Machado, Emily     | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |

What resources are available to support faculty, staff, labs, equipment, etc.?

This minor, English as a Second Language, will utilize the current resources of the Elementary Education Program, including resources from the Department of Curriculum and Instruction, the Teacher Education Center, and the School of Education. The program does not anticipate any staffing changes and intends to maintain existing resources. The Elementary Education Program is supported by ten faculty members, five academic staff, and one administrative support staff member.

MERIT Library and Tech Support provides technology infrastructure and support for program faculty, staff, and students. This includes managing the SoE network accounts and access, desktop security, software and hardware needs, and a HelpDesk offering both walk-in and remote support. MERIT also has circulating and non-circulating equipment available for short term checkout to students, faculty, and staff. MERIT also provides instructional services designed to support the attainment of instructional goals through technology integration. These services include consulting, workshops, and instruction for using technology tools.

Program advisor(s) with title and departmental affiliation(s).

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

## **Resources, Budget, and Finance**

Is this a revenue program?

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

Are new Library resources needed to support this program?

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

## **Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Staff in the SoE Student Services office work with prospective students through the admissions office. Campus visits, both in-person and virtual, are arranged with prospective students and their families. Additionally, the Elementary Education program participates in campus wide events such as Majors Discovery Week and prospective student open houses. Advisors share information about various SoE programs to prospective, current, and transfer students. The SoE Student Services office also hosts an "Education Day," where prospective students can learn about SoE programs and attend focused breakout sessions. The Teacher Education Center's recruitment manager identifies new avenues to recruit students to the various SoE programs as well. For example, MATC students interested in transferring to the Elementary Education program work with advisors who guide them through the process. An arrangement is currently under development between the SoE and MATC to create a clear transfer path between the two institutions.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year   | Projected Enrollment |
|--------|----------------------|
| Year 1 |                      |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

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.

Select the school or college degree requirements that will be used.

10 : English as a Second Language

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

Total credits required:

12

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan 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.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

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Describe other format here.

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Parent Program Learning Outcomes

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Courses in the curriculum are numbered 699 or lower.

Yes

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Yes

Students may complete only 1 named option within a plan code.

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

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

## 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:

Entered by:

Date entered:

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:

Entered by and date:

Date entered:

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:

Entered by:  
Date entered:

### **For Administrative Use**

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

**Key: 1234**

# : KINDERGARTEN - 9TH GRADE/SPECIAL EDUCATION KINDERGARTEN - 12TH GRADE DUAL CERTIFICATION

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Export to PDF  
Add Comment

## In Workflow

1. CURR INSTR Dept. Approver (ehalverson@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; lsigurslid@wisc.edu; sychta@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
4. APIR Admin (mrschultz3@wisc.edu; jlmilner@wisc.edu; meyoung@wisc.edu; mittelstadt@wisc.edu)
5. UAPC Approver (jkscholz@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; lalaininger@wisc.edu; mittelstadt@wisc.edu)
6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

## Approval Path

1. Mon, 22 Mar 2021 13:13:39 GMT  
Lisa Sigurslid (lsigurslid): Approved for CURR INSTR Dept. Approver

## New Program Proposal

Date Submitted: Fri, 19 Mar 2021 21:50:05 GMT

**Viewing: : Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification**

**Last edit: Mon, 03 May 2021 21:29:11 GMT**

Changes proposed by: bgerloff

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

### Name

Barb Gerloff - EDU

Proposal Abstract/Summary:

As a consequence of licensing changes by the Wisconsin Department of Public Instruction, the Elementary Education Program needs to revise the program's named options to meet new grade level divisions of Wisconsin teaching licenses. This also provides an opportunity to reconsider the preparation that is needed for tomorrow's teachers. These changes in course offerings and course content more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce. The Elementary Education Program will have two named options, including the continuation of the dual Elementary Education/Special Education option. Upon successful completion of the program, this particular named option allows students within the Elementary Education Program to earn kindergarten through ninth grade Wisconsin teaching certification with an additional certification in Special Education grades kindergarten through ninth grade. As part of the Elementary Education Program redesign, CURRIC 319, CURRIC 320 and CURRIC 365 will be adjusted from 4 credits to 3 credits each. These Lumen proposals will be completed in the spring and summer of 2021.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

## Basic Information

Program State:

Active

Type of Program:

Named Option

Parent Program:

MAJ: Elementary Education BSE

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Undergraduate

Who is the audience?

Parent Home Department:

Curriculum and Instruction (CURR INSTR)

Home Department:

Parent School/College:

School of Education

School/College:

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

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Parent Award

Bachelor of Science-Education

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

387MCEAEE: Mid Child-Early Adolescence

387EEDEE: Early Childhood/ESL

387EEDME: MidChild-EarlyAdolescence/ESL  
387EEDCF: MidChild-EarlyAdol/ContentMNR  
Sub Plan 1187: No Title Found  
Sub Plan 1210: No Title Found  
Sub Plan 1211: No Title Found  
Sub Plan 1212: No Title Found  
Sub Plan 1213: No Title Found

Does the parent program offer this as an additional major as well?

No

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Is this a non-admitting named option for a master's degree?

### **Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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?

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?

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.

| Role Type                     | Name (Last, First) | Email               | Phone        | Title                                       |
|-------------------------------|--------------------|---------------------|--------------|---|
| Department Chair              | Halverson, Erica   | ehalverson@wisc.edu | 608/263-4661 |   |
| Faculty Director              | Schweber, Simone   | sschweber@wisc.edu  | 608/263-5856 | Program Chair                               |
| Primary Contact               | Truman, Michael    | mltruman@wisc.edu   | 608/263-9049 | Program Manager                             |
| Primary Dean's Office Contact | Sychta, Maddie     | sychta@wisc.edu     |              | Associate Administration Program Specialist |

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

| Departments                            |
|--|
| Educational Policy Studies (ED POL ST) |
| Rehab Psych and Special Educ (RP & SE) |
| Mathematics (MATH)                     |
| Educational Psychology (ED PSYCH)      |
| College of Letters & Science (L&S)     |

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

Graduates of parent program seek licensure or certification after graduation.

Yes

Parent Guide Certification/Licensure tab

## Additional Certification Requirements

**Note: In August of 2018, the Department of Public Instruction issued new administrative rules governing educator licensing. Changes in certification requirements and also the license types and levels will occur as program areas implement the new requirements.**

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. These requirements include those required by UW–Madison, the Department of Public Instruction, and those mandated by state statutes. While most of these requirements are embedded in course content, some (e.g., the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification should be aware of the following requirements. See the Teacher Education Center website (<https://tec.education.wisc.edu/>) for additional information/requirements.

Certification requirements should be monitored carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

### Disclosure Statement and Criminal Background Investigation

#### Disclosure Statement

Applicants to School of Education programs that involve a practicum, internship, or other field placement must complete a disclosure statement indicating (1) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (2) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

#### Criminal Background Investigation (CBI)

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 fieldwork.

Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. School administrators have the authority to determine the appropriateness of a student placement and may choose not to permit a placement based on a student's background check results.

An individual who has been 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, [tec@education.wisc.edu](mailto:tec@education.wisc.edu).

### **Environmental Education**

This licensing requirement is mandatory for all UW-Madison students in Elementary Education, Secondary Science and Secondary Social Studies certification programs. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Depending on the program area, students meet this requirement through their methods courses or by taking an environmental studies course.

### **Student Teaching and Assessment**

Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. This assessment demonstrates the candidate's preparedness to teach. Until recently, the edTPA was the required assessment tool; it is no longer the only option. Additional tests may also be required, although this varies by certification area.

Detailed information related to these requirements, along with fee and registration information can be found on the Teacher Education Center website; see the Exams section of Become a Teacher (<https://tec.education.wisc.edu/become-a-teacher/>). A brief description of these tests and assessments is provided below.

#### **Content Proficiency**

Students completing professional education programs must demonstrate proficiency in their content area. This is accomplished a number of ways, varying by certification area. For example, Elementary Education students must have a major GPA of 3.0. World Language Education students must have a 3.0 in their major or minor area, meet an ACTFL Oral Proficiency Interview requirement, and also pass the ACTFL Writing Proficiency Test (WPT). A student may be required to take and pass an approved examination in their content area, usually the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS).

#### **Wisconsin Foundations of Reading Test**

As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations of Reading Test. Students in Special Education have an additional portfolio option that can be used as a substitute for the WFORT. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes **only**. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test.

#### **Teacher Performance Assessment (edTPA)**

Until recently, students were required to pass the edTPA to be recommended for licensure. Students may still elect to use it as an assessment tool, but it is no longer required. The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics.

### **Field Experiences**

School-based field experiences are a critical part of students' professional preparation for teaching. Under Wisconsin State regulations, students seeking teaching certification from UW–Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching. Most programs at UW–Madison require students to complete additional field experiences.

#### **Pre–Student Teaching Practicum**

The pre–student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience.

#### **Student Teaching Experience**

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. After an orientation period, the student teacher gradually assumes more responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as regular staff members in arrival and departure times and attendance at school events.

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar. Carrying other formal course work during the student teaching semester is strongly discouraged.

Detailed policies and regulations regarding field experiences can be found on the Teacher Education Center website (<https://tec.education.wisc.edu/resources/>). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

**Withdrawing From/Failing Field Experience Assignments**

Withdrawing from a field experience has serious implications for the student's progress in the program. Students who withdraw or receive an unsatisfactory grade (including a "D") from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.

**Minority Group Relations and Conflict Resolution****Minority Group Relations**

Wisconsin State teacher education regulations require students to complete a section titled *Minority Group Relations*. The rules identify Minority Group Relations as

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.
- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations.

**Conflict Resolution Requirement**

Wisconsin State teacher education regulations require all individuals pursuing teacher certification to have formal training in conflict resolution. This includes

- Resolving conflicts between pupils and between pupils and school staff.
- Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
- Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

All teacher certification programs include conflict resolution training in their required course work.

**Phonics**

As of July 1, 1998, the State of Wisconsin requires that all persons seeking initial and renewal licenses to teach reading or language arts in grades Pre-Kindergarten to Grade 6 (PK–6) must have successfully completed instruction in teaching reading and language arts using appropriate instructional methods, including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.

The Phonics requirement applies to students completing Elementary Education and Special Education certification programs. UW–Madison students fulfill this requirement through the successful completion of courses that are already required, so no additional course work is needed to meet this statutory requirement.

**Cooperatives**

This licensing requirement is mandatory for secondary Social Studies Education certification. Students with previous degrees in their subjects must also monitor and complete this requirement for certification and licensure.

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator regarding its completion.

**Teacher Standards**

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program.

Program graduates of UW-Madison demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Knowledge-Standards-3.27.20.pdf>), programs provide the knowledge and skills needed to meet the Performance Standards (<https://merit-www.education.wisc.edu/tec/wp-content/uploads/sites/41/2020/06/Performance-Standards-3.27.20.pdf>).

## Applying for a Teaching License

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. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

### Licensing Levels

The following licensing options are offered at UW–Madison.

- The Elementary Education program currently offers two licensing levels: *Early Childhood* and also *Middle Childhood through Early Adolescence*. The new licensing levels will be *Early Childhood* and also *Kindergarten through Grade 9*.
- The Special Education program currently certifies students at both the *Middle Childhood through Early Adolescence* level and also at the *Early Adolescence through Adolescence* level. The Special Education/Elementary Education dual major option certifies students only at the *Middle Childhood through Early Adolescence* level.
- Secondary Education programs currently certify students to teach their subject area at the *Early Adolescence through Adolescence* level. The new licensing level will be *Grades 4 through 12*.
- Students currently completing Language Education programs will be licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education are currently licensed at the *Early Childhood through Adolescence* level. The new licensing level will be *Prekindergarten through Grade 12*.

### Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/elo/>). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (<http://dpi.wi.gov/tepd/licensing/fingerprint/electronic-submission/>).

Before applying for a license, DPI requires the electronic submission of “Endorsed Candidate for Licensure” (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is “posted” by the registrar’s office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing.

### Licensing Outside of Wisconsin

To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website (<https://education.uky.edu/accreditation/certification/states/>) that provides links to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, or by email ([mlpatton@wisc.edu](mailto:mlpatton@wisc.edu)) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to Student Services.

### Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

#### The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

#### The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

#### The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

The last term students will be admitted to the existing program and its named options would be fall, 2021. There will be one academic year, 2022-2023, with an overlap of the current program and the newly modified program. Students impacted by the program change, primarily current freshman, will be notified and advised of the changes accordingly by the School of Education Student Services Office. The first semester for students to be admitted into the new program and its named options, including this named option, would be fall, 2022. Upon approval, the campus and the admissions office will also be notified of the program change.

## Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

This is one of two new named options that form the newly revised Elementary Education Program. This option allows for dual Elementary Ed/Special Ed certification, while the other option is Elementary Education K-9th grade. Both options follow a professional sequence, but all students must meet the same liberal studies requirements.

Why is the program being proposed? What is its purpose?

Recently the Wisconsin Department of Public Instruction (DPI) changed its licensing structure. DPI is moving from developmental levels in their licensing structure, such as Middle Childhood through Early Adolescence, back to a grade level licensing structure, such as Kindergarten - 9th grade, Kindergarten - 12th grade English as a Second Language, and Kindergarten - 12th grade Special Education. The grade band licensure spreads have increased, causing the program to be revised. The Elementary Education Program is restructuring its course offerings and sequence to address these new grade level licensure designations. This particular named option will prepare students to teach students in grades kindergarten through ninth with an additional certification in Special Education (grades K-12).

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

This program is necessary for students in the Elementary Education Program to meet the new licensing requirements set by the Wisconsin Department of Public Instruction (DPI) and prepare them to teach in the state of Wisconsin. Given these DPI changes, the Elementary Education Program will no longer be able to admit students into the current named options. New options necessary to earn licensure in the State of Wisconsin. Additionally, the content changes throughout the program will better prepare students to serve the various grade levels reflected in the new options and the diversifying student body.

What is the market, workforce, and industry need for this program? Provide evidence.

Like schools across the country, Wisconsin schools are facing teacher shortages. Fewer students are pursuing educational careers and applicant pools are shrinking as the number of retiring teachers is increasing. Certain disciplines are at critical shortage levels. According to a 2019-2020 survey on behalf of the American Association for Employment in Education (AAEE), schools noted considerable shortage in 20 of 59 fields of study (8 areas by college). It further reveals that even fields that have traditionally shown a historical surplus in candidates, such as elementary and middle level education, are now at a point where there is only a balance of candidates with available positions or even a slight shortage of candidates. Attracting, developing, and retaining top students is an important directive of the Elementary Education Program as we prepare students to fill these critical roles. The program changes more closely align with the real-life practice of being a teacher in today's society and will produce graduates fully prepared to be successful in the workforce.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

This named option is not filling a gap per se, but is a lateral move to address the necessary updating required by the Wisconsin Department of Public Instruction's licensing changes. This provides the faculty with an opportunity to re-conceptualize aspects of the program. For example, all students will be required to take CURRIC 550: Methods, Materials and Activities in Early Childhood Education to address the larger certification grade bands.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

## **Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Promoting inclusive excellence is a longstanding goal of the Elementary Education Program. The program's mission statement is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity beginning with their coursework in their first semester until the culmination of their studies in the final semester with their student teaching experience. Readings, discussions, coursework, and field-based experiences are all grounded in the Elementary Education Program's mission statement. An example of this perspective is the new introductory course, "CURRIC 406: Race, Intersectionality and Equity in Education," which provides a theoretical framework on a range of issues that can help teachers more thoughtfully and equitably serve their students and develop a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system. Further, it provides an overview of foundational constructs that will be elaborated across the program and are essential for pre-service teachers preparing to teach and serve diverse students and families. A second example is the course, "CURRIC 506: Strategies for Inclusive Schooling." This course provides a comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms. Field-based experiences shape our teacher candidates to become educators who promote social justice through multicultural education and critical reflection. The Elementary Education Program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms.

### **Parent Value**

Promoting inclusive excellence is a longstanding goal of the Elementary Education Program. The program's mission statement is realized by offering students opportunities and activities to engage in teaching in a diverse environment. The program provides an intellectually challenging professional environment that promotes social justice through multicultural education and critical reflection. The program compels students to embrace diversity beginning with their coursework in their first semester until the culmination of their studies in the final semester with their student teaching experience. Readings, discussions, coursework, and field-based experiences are all grounded in the Elementary Education Program's mission statement. An example of this perspective is the new introductory course, "CURRIC 406: Race, Intersectionality and Equity in Education," which provides a theoretical framework on a range of issues that can help teachers more thoughtfully and equitably serve their students and develop a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system. Further, it provides an overview of foundational constructs that will be elaborated across the program and are essential for pre-service teachers preparing to teach and serve diverse students and families. A second example is the course, "CURRIC 506: Strategies for Inclusive Schooling." This course provides a comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms. Field-based experiences shape our teacher candidates to become educators who promote social justice through multicultural education and

critical reflection. The Elementary Education Program requires students to have placements in heterogeneous classrooms, and throughout the program there is emphasis on the multiple ways both the students themselves and the pupils they teach are diverse, striving for representation for all in their current and future classrooms.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the current efforts at the School of Education level, the Elementary Education Program has defined a number of new avenues to increase the diversity of the program's teacher-to-be pool. These include collaborating with the athletic department to increase the number of students of color by recruiting student athletes of color who may want to go into teaching. The program actively engages with the POSSE program and the Grow-Your-Own program. The Elementary Education program is working closely with the Teacher Education Center and the Student Services Office to develop a direct transfer program from Madison Area Technical College (MATC). MATC currently has over 100 students in their pre-education track and their student body is much more racially and ethnically diverse than the UW's Elementary Education Program. As a result, recruiting from Madison College has the potential to increase the UW's Elementary Education Program's diversity within the student population. In addition, the Teacher Education Center is in the process of hiring a recruiter whose main goal is to increase the representation of minoritized populations in all teacher education programs across the School of Education. The program has a standing student support committee working to retain students of color, first generation students, and students from poverty in the program. The program assigns students individual mentors among the faculty to support them in finishing their degree. The elementary education program's instructional teams meet monthly to discuss individual students who might be struggling.

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Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Curriculum and Instruction Department is committed to hiring underrepresented minorities for faculty and staff positions. The program staff frequently discuss and consider issues of minority representation in curriculum and teaching. Faculty and staff coach each other and attend conferences, professional workshops, and campus lectures that examine diversity in education. As a subset of the department, the Elementary Education Program does the utmost to hire supervisors, faculty, and staff of color. Through a SoE initiative between the Teacher Education Center and the Office of Equity, Diversity, and Inclusion, the program will be represented by a newly hired recruiter, who will focus on identifying students from underrepresented groups both on-campus and off-campus who are interested in becoming teachers. Research in the area of equity and inclusion in teaching and learning spaces is a focus for many of the Elementary Education Program's faculty. The program's faculty, staff, and students engage in equity-oriented research. At present, a team of faculty in the Elementary Education Program is conducting research at a local elementary school, partnering with the elementary school staff to make the school climate and practices more inclusive of diversity. Additionally, the research of almost every faculty member in the Department of Curriculum and Instruction focuses on issues of equity.

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Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

In concert with campus efforts, the School of Education is working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic) for them to thrive while enrolled. Elementary Education Program faculty and staff have been actively engaged in supporting these efforts. The proposed program modifications address past challenges noted and experienced by students of color enrolled in the Elementary Education Program. One challenge in particular is the disconnect and isolation felt by students of color, in contrast to their white female classmates who report feeling connected and comfortable dominating classroom spaces. In an attempt to change this dynamic, the program is dispensing with the strict cohort model, allowing more flexibility in course selection and encouraging intermingling of students in the various named options. The MATC pathway is one of the many strategies to increase the diversity of students and, by extension, the Wisconsin teacher workforce. The revised core program can be completed in 60 credits making it possible for students from MATC to transfer to UW-Madison and complete the program in two years.

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### 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.

| Name (Last, First) | Department                              | Title   |
|--------------------|---|---|
| Schweber, Simone   | Curriculum and Instruction (CURR INSTR) | Goodman Professor of Education and Jewish Studies |
| Grant, Carl        | Curriculum and Instruction (CURR INSTR) | Professor   |
| Graue, Beth        | Curriculum and Instruction (CURR INSTR) | Sorenson Professor                                |
| Ghousseini, Hala   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Russ, Rosemary     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Hassett, Dawnene   | Curriculum and Instruction (CURR INSTR) | Professor   |
| Berland, Leema     | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Pacheco, Mariana   | Curriculum and Instruction (CURR INSTR) | Associate Professor                               |
| Louie, Nicole      | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |
| Nichols, Kathleen  | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Ramberg, Erica     | Curriculum and Instruction (CURR INSTR) | Faculty Associate                                 |
| Dahl, Heather      | Rehab Psych and Special Educ (RP & SE)  | Faculty Associate                                 |
| Truman, Michael    | Curriculum and Instruction (CURR INSTR) | Program Manager                                   |
| Machado, Emily     | Curriculum and Instruction (CURR INSTR) | Assistant Professor                               |

What resources are available to support faculty, staff, labs, equipment, etc.?

This named option, Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification, will utilize the current resources of the Elementary Education Program, including resources of the Curriculum and Instruction department, Teacher Education Center and the School of Education. There are no anticipated changes in staffing and it is the intention to maintain all existing resources. The Elementary Education Program has 10 associated members of the faculty, 5 academic staff and 1 administrative support staff. While the greater Curriculum and Instruction department has 30 members of the faculty, 13 academic staff and 5 administrative support staff.

MERIT Library and Tech Support provides technology infrastructure and support for program faculty, staff, and students. This includes managing the SoE network accounts and access, desktop security, software and hardware needs, and a HelpDesk offering both walk-in and remote support. MERIT also has circulating and non-circulating equipment available for short term checkout to students, faculty, and staff of the Elementary Education Program. In addition, the Teacher Education Center has several laptops available for teacher education students to check out for the entire semester to fulfill longer term needs. Another support provided through MERIT includes providing instructional services designed to support the attainment of instructional goals through technology integration. MERIT instructional services include consulting, workshops, and instruction for using technology tools.

Program advisor(s) with title and departmental affiliation(s).

| Name (Last, First) | Department                              | Title             |
|--------------------|---|-------------------|
| Nichols, Kathleen  | Curriculum and Instruction (CURR INSTR) | Faculty Associate |
| Ramberg, Erica     | Curriculum and Instruction (CURR INSTR) | Faculty Associate |
| Dahl, Heather      | Rehab Psych and Special Educ (RP & SE)  | Faculty Associate |

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Resources from both the Curriculum and Instruction department and the School of Education will be utilized to support this named option. These include academic and career advising services. Students are assigned a Student Services advisor who will counsel the student through the Elementary Education Program's requirements, application process and needed courses. Advisors will be sure to monitor students to ensure they are on track for the named option's requirements. Students also work with advisors through the Career Center. These advisors discuss with the students the path that led them to the teaching profession and confirm the students' interest in the program. Within the program, faculty associates also serve as advisors to students. The faculty associates mentor students and monitor their progress through the professional sequence. These two groups, advisors and faculty associates, work in cooperation with each other as students move through the program.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

## Resources, Budget, and Finance

Is this a revenue program?

No

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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.

There are no substantial new resources required. There is sufficient capacity to meet the curricular and support services. This program proposal replaces a current named option for Elementary Education. There is no additional workload.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

## Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

## Program Admission Overview

Students are admitted to the program once a year, effective in the summer. Selection is made the previous spring and students begin a four-semester professional sequence in the subsequent fall semester.

## Entering the School of Education

### New and Current UW–Madison Students

New freshmen and transfer students interested in Elementary 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 Elementary Education receive the "pre-professional" classification of PRE.

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 (<http://guide.wisc.edu/#Last-60-Credits-Rule>)). 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](mailto: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 admissible 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; to schedule, call 608-262-1651 or email [soeacademicservices@education.wisc.edu](mailto:soeacademicservices@education.wisc.edu).

### Students with a Previous Degree

Prospective students 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, via telephone or online; to schedule, call 608-262-1651 or email [soeacademicservices@education.wisc.edu](mailto:soeacademicservices@education.wisc.edu).

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/#policiesandregulationstext>).

## Application and Admission

Certification to teach Elementary Education requires that a student be admitted into the professional part of the degree program. Admission into the Elementary Education program occurs once a year, effective for summer following selection.

The Elementary Education program faculty selects candidates based on a variety of criteria. In particular they seek individuals who can demonstrate academic competence, multicultural and interpersonal competence, and reflective practices; the program also purposefully cultivates students' capacities in these domains.

### Program Admission Eligibility Requirements

Requirements and selection criteria may be modified from one application/admission period to the next. Potential applicants should consult the School of Education's Undergraduate Admissions 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:

- submit completed program application form(s), transcripts, and all other related application materials by the application deadline specified on the School of Education's Undergraduate Admissions page.
- successfully complete at least 40 transferable college-level credits by the end of the fall semester before application.
- complete RP & SE 300 Individuals with Disabilities by the end of the summer before beginning the professional sequence if applying to the K-9/Special Education Dual Major option.
- While GPA is a factor in the selection process, no minimum is required to apply for program admission. If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by the program and the School of Education each semester after admission.

#### Last 60 Credits Rule

For programs requiring a minimum GPA to apply, two grade point averages will be calculated to determine candidates' eligibility to programs. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information regarding this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

### Program Admission Selection Criteria

The Elementary Education program admissions procedures are intended to result in an academically qualified student body that is diverse in terms of both academic strengths and life experiences and has a commitment to providing the best possible education to elementary and middle school students. Having students with diverse life experiences, backgrounds and attitudes is critical if faculty are to prepare students to teach in schools that themselves have diverse enrollments. Faculty will accept only those students judged to have the potential to be successful in the academically challenging Elementary Education Program. In making admissions decisions, no factor will outweigh judgment that a particular applicant's credentials, taken as a whole, represent unacceptably high academic risk.

**The Admissions Committee will take the following into consideration when making admissions decisions:****Academic Competence**

The Mission Statement of the Elementary Education Area points to the role that our graduates have in creating academically rigorous classrooms that lead to high academic achievement in all students. For elementary and middle schools to promote academic achievement, elementary and middle school teachers must have demonstrated high levels of success in core disciplines throughout their university studies. Therefore, program faculty expect that students admitted to the program will have demonstrated high levels of academic preparation.

**Multicultural and Interpersonal Competencies**

The Elementary Education program's mission is to prepare teachers who are able to promote academic achievement in all elementary-school and middle-school students. This includes those from diverse races, cultures, language backgrounds, family forms, and sexual orientations, as well as those from diverse economic, gender, and ability groups. The program faculty seek prospective teachers who will demonstrate both commitment to this mission and the prospect of contributing to it. The Admissions Committee will therefore examine the materials from each candidate for evidence of such commitment and prospect.

**Reflective Competence**

To have performed at high academic levels or to have had diverse life experiences is not adequate for admissions purposes unless these are accompanied by evidence that the applicant has been able to reflect on and learn from them. Demonstration of reflective competence is important as it likely contributes to one's interpersonal skills as well as to the qualities such as integrity, social awareness, and cultural sensitiveness that are qualities of a well-rounded human being who will be an excellent elementary or middle school teacher. The ability to reflect on one's life experiences is one factor that will allow the Admissions Committee to look for evidence that our students will be reflective practitioners who evaluate the effects of their assumptions, choices, and actions on others (students, parents, and other professionals in the learning community) and who will actively seek out opportunities to grow professionally.

**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 Teacher Education Center, [tec@education.wisc.edu](mailto:tec@education.wisc.edu), ([tec@education.wisc.edu](mailto:tec@education.wisc.edu)) about the potential impact of this result 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.

Guide Admissions/How to Get In tab

Describe plans for recruiting students to this program.

Staff in the School of Education (SoE) Student Services office work with prospective students through the admissions office. Campus visits, both in-person and virtual, are arranged with prospective students and their families. These presentations include information about the different programs with the SoE, including this named option. Advisors are committed to talking to prospective, current and transfer students. The Elementary Education program participates in campus wide events such as Majors Discovery Week and prospective student open houses. The SoE Student Services office also hosts an "Education Day," when prospective students can learn about SoE programs and attend program focused breakout sessions. The Teacher Education Center's recruitment manager works to find new avenues to recruit students to the various SoE programs. Advisors currently assist Madison College students who are interested in transferring to the Elementary Education Program and guide them through that process. To streamline that process, an arrangement is currently under development between the SoE and Madison College that would create a clear transfer program between the two institutions for students interested in this named option.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

| Year   | Projected Enrollment |
|--------|----------------------|
| Year 1 | 25                   |

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

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.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

## Program Structure

Students of Elementary Education:

- Are exposed to a broad range of academic disciplines through *liberal studies* course work. The university-wide *General Education* requirements also encourage this breadth of study.
- Examine schools' relationship to society, the development of children and adolescents, and the processes of learning in their *education course work*.
- Study teaching methods and gain experience in schools through supervised field placements during their four-semester *professional sequence*.
- Complete *elective* coursework to reach the minimum of 120 credits required for the degree.

*Practicum* experiences provide a school-based setting for students to develop their professional and classroom skills. These experiences generally begin a few weeks after the start of the semester and are approximately nine weeks in length. Students will usually spend three half-days at their assigned schools. Concurrent registration in methods courses provide students with an opportunity to learn about, and then apply, teaching techniques in a classroom.

The *full-semester student teaching assignment* is the capstone experience of the professional sequence. Through it students expand upon the activities, responsibilities and expectations encountered during the practicum experiences. Student teachers will function as regular staff members in their assigned schools and also attend a seminar on campus one afternoon each week. Student teachers are required to follow the school day, school calendar, vacation days and policies of the school where they work.

## Program Options - Select One

View as listView as grid

- Elementary Education: Early Childhood/English as a Second Language (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-early-childhood-english-second-language-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/Content-focused Minor (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-content-focused-minor-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/English as a Second Language (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-english-second-language-bse/>)
- Elementary Education: Middle Childhood through Early Adolescence/Special Education Dual Cert (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-middle-childhood-through-early-adolescence-special-education-dual-cert-bse/>)

## Elective Coursework

Complete additional courses as necessary to reach the minimum of 120 credits required for the degree.

## GPA and Other Graduation Requirements—Required for All Program Options

### Graduation Requirements

Students must complete all requirements and also obtain the endorsement of the program faculty 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/#policiesandregulationstext>).

- 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.
- 2.75 cumulative grade point average in the minor, if required.
- Minimum 120 credits (degree candidates only).
- 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 Reporting System (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.

### 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 under Certification/Licensure. (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-bse/#certificationlicensuretext>)

Guide Requirements tab

The Elementary Education Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade option requires 70 credits of professional coursework in addition to other degree requirements. RP & SE 300 Individuals with Disabilities must also be completed prior to beginning the professional sequence. This part of the degree was designed to be completed in four semesters, beginning in the fall after admission to the program. Some classes must be taken during specified semesters, while other requirements may be completed at any time, including prior to program admission. See Building a Professional Course Sequence (<http://guide.wisc.edu/#EEDPROFSQ>).

The option coursework listed here is one component of the Elementary Education, BSE degree (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/#requirementstext>) requirements.

### Elementary Education Foundation and Core Methods Courses

| Code               | Title   | Credits |
|--------------------|---|---------|
| CURRIC 318         | Teaching Reading and Writing  | 3       |
| CURRIC 319         | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 | 4       |
| CURRIC 320         | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 | 4       |
| CURRIC/RP & SE 365 | Teaching Mathematics in Inclusive Settings                          | 4       |
| CURRIC 371         | Teaching Social Studies   | 3       |
| CURRIC 372         | Teaching Science  | 3       |
| CURRIC 406         | Course CURRIC 406 Not Found   | 3       |
| CURRIC 550         | Methods, Materials and Activities in Early Childhood Education      | 3       |

### Special Education Foundation and Core Methods Courses

| Code        | Title  | Credits |
|-------------|--|---------|
| RP & SE 300 | Individuals with Disabilities (prerequisite course - must be taken before beginning the professional sequence) | 3       |

|             |  |   |
|-------------|--|---|
| RP & SE 330 | Behavior Analysis: Applications to Persons with Disabilities           | 3 |
| RP & SE 464 | Diagnosis, Assessment, and Instructional Planning in Special Education | 3 |
| RP & SE 465 | Language and Reading Instruction for Students with Disabilities        | 3 |
| RP & SE 466 | Diversity in Special Education   | 3 |
| RP & SE 472 | Methods in Transition and Vocational Education                         | 3 |
| RP & SE 473 | Classroom Management for Inclusive Classrooms                          | 3 |
| RP & SE 515 | Access to the General Curriculum for Students with Disabilities        | 3 |
| RP & SE 605 | Course RP & SE 605 Not Found   | 3 |

## Field Experiences

| Code        | Title   | Credits |
|-------------|---|---------|
| CURRIC 373  | Elementary Teaching Practicum III   | 3       |
| CURRIC 463  | Seminar in Pre-Kindergarten Through Middle School Teaching                    | 1       |
| CURRIC 464  | Student Teaching in the Elementary School                                     | 7       |
| RP & SE 457 | Elementary Student Teaching Seminar - Elementary/Special Education Dual Major | 1       |
| RP & SE 476 | Special Education Practicum: Secondary (Grades 4-12)                          | 3       |
| RP & SE 477 | Special Education Student Teaching: Elementary (PK - Grade 9)                 | 7       |

## Content Area Minor (Optional Requirement)

Students may elect to complete a minor in one of the following content areas. Minors provide a depth of study in a particular area of interest and also inform classroom instruction. The completion of a minor is required to teach middle school licensing in some states and may benefit students particularly interested in teaching at this level. For more details about the requirements of each minor, choose from the links below.

### Minor Options

- Biology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/biology-minor/>)
- Chemistry (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/chemistry-minor/>)
- Earth Science (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/earth-science-minor/>)
- Economics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/economics-minor/>)
- English (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-minor/>)
- English Language Arts (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-language-arts-minor/>)
- Geography (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/geography-minor/>)
- History (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/history-minor/>)
- Mathematics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-minor/>)
- Mathematics and Science Dual (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-science-dual-minor/>)
- Mathematics Specialized (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/mathematics-specialized-minor/>)
- Physics (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/physics-minor/>)
- Political Science (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/political-science-minor/>)
- Psychology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/psychology-minor/>)
- Science Specialized (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/science-specialized-minor/>)
- Social Studies (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/social-studies-minor/>)
- Sociology (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/sociology-minor/>)

## Building a Professional Sequence

As mentioned above, the 70-credit professional course sequence includes some classes that are required to be taken during specified semesters, while other requirements may be completed at any time, including prior to program admission. Students can take advantage of this curricular flexibility to create a professional course sequence that best meets their needs and interests. If desired, all 70 credits can be completed in four semesters; see the 4-Year Plan [RO please link to four year plan for this option] for an example of this approach. All professional coursework except student teaching and the seminars must be completed prior to semester 4.

### Individuals with Disabilities - Prerequisite for Program Admission

This course must be completed by the end of the summer of the application year, before beginning the professional course sequence.

| Code        | Title                         | Credits |
|-------------|-------------------------------|---------|
| RP & SE 300 | Individuals with Disabilities | 3       |

**Courses that may be Taken Prior to Program Admission**

| <b>Code</b> | <b>Title</b>  | <b>Credits</b> |
|-------------|---|----------------|
| CURRIC 319  | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 | 4              |
| CURRIC 320  | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 | 4              |
| CURRIC 406  | Course CURRIC 406 Not Found   | 3              |
| CURRIC 550  | Methods, Materials and Activities in Early Childhood Education      | 3              |

**Courses Required During Specific Semesters**

| <b>Code</b>                | <b>Title</b>   | <b>Credits</b> |
|----------------------------|--|----------------|
| <b>Semester 1 (Fall)</b>   |  |                |
| CURRIC 319                 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 1 (must be taken this semester, if not before) | 4              |
| CURRIC 406                 | Course CURRIC 406 Not Found (must be taken this semester, if not before)   | 3              |
| CURRIC 371                 | Teaching Social Studies  | 3              |
| RP & SE 330                | Behavior Analysis: Applications to Persons with Disabilities   | 3              |
| RP & SE 465                | Language and Reading Instruction for Students with Disabilities  | 3              |
| RP & SE 605                | Course RP & SE 605 Not Found   | 3              |
| <b>Semester 2 (Spring)</b> |  |                |
| CURRIC 318                 | Teaching Reading and Writing   | 3              |
| CURRIC 320                 | Pedagogical Content Knowledge for Teaching Elementary Mathematics 2 (must be taken this semester, if not before) | 4              |
| RP & SE 464                | Diagnosis, Assessment, and Instructional Planning in Special Education   | 3              |
| RP & SE 472                | Methods in Transition and Vocational Education   | 3              |
| RP & SE 473                | Classroom Management for Inclusive Classrooms  | 3              |
| RP & SE 476                | Special Education Practicum: Secondary (Grades 4-12)   | 3              |
| <b>Semester 3 (Fall)</b>   |  |                |
| CURRIC 372                 | Teaching Science   | 3              |
| CURRIC 550                 | Methods, Materials and Activities in Early Childhood Education (must be taken this semester, if not before)      | 3              |
| RP & SE/CURRIC 365         | Teaching Mathematics in Inclusive Settings   | 4              |
| RP & SE 466                | Diversity in Special Education   | 3              |
| RP & SE 515                | Access to the General Curriculum for Students with Disabilities  | 3              |
| CURRIC 373                 | Elementary Teaching Practicum III  | 3              |
| <b>Semester 4 (Spring)</b> |  |                |
| CURRIC 463                 | Seminar in Pre-Kindergarten Through Middle School Teaching   | 1              |
| CURRIC 464                 | Student Teaching in the Elementary School  | 7              |
| RP & SE 457                | Elementary Student Teaching Seminar - Elementary/Special Education Dual Major                                    | 1              |
| RP & SE 477                | Special Education Student Teaching: Elementary (PK - Grade 9)  | 7              |

Total credits required:

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

**Elementary Education**  
**Kindergarten - 9th Grade/Special Education K-12 Dual Certification**

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report and Course Search and Enroll to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.

**Freshman**

| Fall                                      | Credits | Spring                                      | Credits   |
|---|---------|---|-----------|
| Communication A (fall or spring semester) |         | 3 Communication A (fall or spring semester) | 3         |
| Liberal Studies course work               |         | 9-12 Quantitative Reasoning A               | 3         |
|   |         | RP & SE 300                                 | 3         |
|   |         | Liberal Studies course work                 | 5-8       |
|   |         | <b>12</b>                                   | <b>14</b> |

**Sophomore**

| Fall                        | Credits | Spring  | Credits   |
|-----------------------------|---------|---|-----------|
| Quantitative Reasoning B    |         | 3 Liberal Studies course work                     | 7         |
| Ethnic Studies              |         | 3 Liberal Studies or General Elective course work | 5         |
| Liberal Studies course work |         | 6   |           |
|                             |         | <b>12</b>   | <b>12</b> |

**Junior**

| Fall                    | Credits | Spring                                    | Credits   |
|-------------------------|---------|---|-----------|
| CURRIC 319 <sup>1</sup> |         | 4 CURRIC 318 (Also meets Communication B) | 3         |
| CURRIC 371              |         | 3 CURRIC 320 <sup>1</sup>                 | 4         |
| CURRIC 406 <sup>1</sup> |         | 3 RP & SE 464                             | 3         |
| RP & SE 330             |         | 3 RP & SE 472                             | 3         |
| RP & SE 465             |         | 3 RP & SE 473                             | 3         |
| RP & SE 605             |         | 3 RP & SE 476                             | 3         |
|                         |         | <b>18</b>                                 | <b>18</b> |

**Senior**

| Fall                    | Credits | Spring        | Credits   |
|-------------------------|---------|---------------|-----------|
| RP & SE/CURRIC 365      |         | 4 CURRIC 463  | 1         |
| CURRIC 372              |         | 3 CURRIC 464  | 7         |
| CURRIC 550 <sup>1</sup> |         | 3 RP & SE 457 | 1         |
| RP & SE 466             |         | 3 RP & SE 477 | 7         |
| RP & SE 515             |         | 3             |           |
| CURRIC 373              |         | 3             |           |
|                         |         | <b>18</b>     | <b>16</b> |

**Total Credits 120**

<sup>1</sup> These courses, currently listed in the junior and senior years, can be taken earlier to reduce the number of credits required in these semesters. A minimum of 120 credits is still required to complete the degree.

Parent Guide Three Year Plan tab

Guide Three Year Plan 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.

Students apply to the Elementary Education Program. This application process occurs during a traditional student's sophomore year. This named option is designed so all coursework can be completed within a student's final four semesters of their four academic years with no summer enrollment required. During their preprofessional status, students work on their liberal studies requirements. Also during this preprofessional period, there are a number of Elementary Education Program courses that students can complete as well if they so desire. This gives students options as they plan out their coursework over the four academic years, but this named

option's coursework is deliberately designed so all requirements can be completed after acceptance into the professional program and during their final four semesters.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

## **Program Learning Outcomes and Assessment**

### **Parent Program Learning Outcomes**

Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.

Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families.

Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.

Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes. Collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.

Choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short and long-term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

List the program learning outcomes.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Learning Outcomes will be assessed primarily through direct assessment methods. The two primary tools will be a series of assessments related to the student teaching experience and the completion of the Teacher Education Performance Standards Assessment. Both of these tools assess student learning and growth over time by calling on students' knowledge and skills developed over the course of the Elementary Education Program.

Department Approved Assessment Plan:

## **Related Programs**

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

## **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

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

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

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.  
Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

### Supporting Information

List name and department of those who are in support of this proposal.

| Name (Last, First)   | Date of contact/<br>support letter<br>received | School,College, or<br>Department             | Comment by contact person | On behalf of |
|----------------------|--|--|---------------------------|--------------|
| Wilkerson, Kimber    |  | School of Education<br>(EDUCATION)           | See Attached File         |              |
| Kendall, Nancy       |  | Educational Policy<br>Studies (ED POL ST)    | See Attached File         |              |
| Seppalainen, Timo    |  | Mathematics<br>(MATH)                        | See Attached File         |              |
| Brown, Bradford      |  | Educational<br>Psychology (ED<br>PSYCH)      | See Attached File         |              |
| Leko, Melinda        |  | Rehab Psych and<br>Special Educ (RP &<br>SE) | See Attached File         |              |
| Klawitter, Christina |  | School of Education<br>(EDUCATION)           | See Attached File         |              |

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.

Program Supporting Information Notes.pdf

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:

The Department of Curriculum and Instruction approved these changes on 10/26/2020.

Entered by:

Maddie Sychta

Date entered:

03/22/2021

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:

Entered by and date:

Date entered:

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:

Entered by:

Date entered:

## **For Administrative Use**

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

**Key: 1213**