

Program Change Request

Date Submitted: 01/23/23 3:55 pm

Viewing: **387MCEAAE : Middle Childhood through Early Adolescence/Special Education Dual Cert**

Parent Plan: MAJ: [Elementary Education BSE](#)

Last approved: 04/12/22 3:22 pm

Last edit: 01/23/23 3:55 pm

Changes proposed by: waldeck2

Catalog Pages Using this Program [Elementary Education: Middle Childhood through Early Adolescence/Special Education Dual Cert](#)

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

Name
Barb Gerloff - EDU

Proposal Abstract/Summary:

Wisconsin's Department of Public Instruction (DPI) recently changed its teacher licensing structure. These mandates prompted a review and reorganization of the Elementary Education program to be in compliance with the new requirements.

The C&I named options listed below must be discontinued as a consequence of these changes. A license to teach Middle Childhood – Early Adolescence, for example, will no longer be available through DPI.

387MCEAAE: Mid Child-Early Adolescence/Special Education Dual Cert
 387EEDDE: Early Childhood/ESL
 387EEDME: MidChild-EarlyAdolescence/ESL
 387EEDCF: MidChild-EarlyAdol/ContentMNR

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

Spring 2023 (1234)

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: [Suspend, will be discontinued](#) **Active**

Type of Program: Named Option

Parent Program: MAJ: Elementary Education BSE

Parent Audience: Undergraduate

Parent Home Department: Curriculum and Instruction (CURR INSTR)

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

Parent Award Bachelor of Science-Education

SIS Code: 387MCEAAE

SIS Description: Mid Child-Early Adolescence

Transcript Title: Middle Childhood through Early Adolescence/Special Education Dual Cert

Named Options: 387MCEAAE: Mid Child-Early Adolescence
 387EEDDE: Early Childhood/ESL
 387EEDME: MidChild-EarlyAdolescence/ESL
 387EEDCF: MidChild-EarlyAdol/ContentMNR
 387EEDK9: Kindergarten - 9th Grade
 387EESPP: K-9G/Special EdK-12G Dual Cert

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

Suspension and Discontinuation

What is the last term that a student could declare this program? [Fall 2022 \(1232\)](#)

What is the last term that students may be enrolled in or complete the program? [Summer 2024 \(1246\)](#)

What is the timeline and advance communication plan?

[Admission to this named option was suspended in Fall, 2021 to facilitate the move to the new licensing options. Students admitted into the MC-EA/Content Focus named option complete a prescriptive, four-semester professional course sequence. The last group of MC-EA/Content Focus students began this sequence in Fall, 2021 and will be finishing at the end of Spring, 2023. Students will have an additional year and summer to finish any remaining course work prior to the discontinuation of the named option.](#)

[Prospective Elementary Education students have not been advised of this option since Summer, 2021, the last admission period. Students attending SOAR in Summer 2021 and 2022 were informed of the two new named options and have no expectation of admission to the MC-EA/Content Focus named option.](#)

[Students currently in this option will be notified again that it must be completed by the end of Summer, 2024. We will make an effort to find all students who have started the option \(e.g., students studying abroad, students who have stepped out, part-time students\) of its discontinuation date. With the help of the School of Education Student Services team, we will compile a list of students and contact them within the advising timeline.](#)

Explain the precipitating circumstances or rationale for the proposal.

[Wisconsin's Department of Public Instruction \(DPI\) has changed its licensing structure.](#)

In Workflow

1. CURR INSTR Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. UAPC Approver
6. Registrar

Approval Path

1. 01/23/23 4:03 pm
Lisa Sigurslid (lsigurslid): Approved for CURR INSTR Dept. Approver

History

1. Nov 1, 2018 by
Melissa Schultz (mrschultz3)
2. Apr 29, 2019 by
Barbara Gerloff (bgerloff)
3. Apr 24, 2020 by
Barbara Gerloff (bgerloff)
4. Apr 12, 2022 by
Maddie Sychta (sychta)

including the creation of new grade level bands for Elementary Education and Special Education.

Two new named options were created to reflect the new grade bands mandated by DPI, a K-9 Elementary Education option, and a K-9 Elementary/K-12 Special Education dual option.

Students completing the K-9 named option will still be able to obtain certification and licensure in Early Childhood Education and/or English as a Second Language through the completion of newly created minors in each area. Students completing the new K-9 Elementary/K-12 Special Education dual option will still obtain certification in both Elementary Education and Special Education upon its completion, but the grade levels will be K-9 and K-12 respectively instead of Middle Childhood through Early Adolescence.

What is the potential impact on enrolled students?

Students enrolled in this named option will be allowed to complete their degree and obtain certification and licensing in both Elementary Education and Special Education at the Middle Childhood - Early Adolescence level.

What is the potential impact on faculty and staff?

Faculty and staff will continue to be engaged with the new program options and no faculty or staff will be let go. Faculty and staff will continue to teach the professional sequence courses.

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

Great effort has been expended to alert relevant faculty and staff of the new licensing changes, and all have been engaged in the process of restructuring the Elementary Education program.

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

We ceased enrollment for this named option in Summer, 2021; the last group of students was admitted at this time. The currently enrolled students are in a professional sequence that ends in Spring, 2023 with the completion of their student teaching assignment. Students will have an additional year and summer to finish their degree requirements.

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

This is a reorganization within the Elementary Education program, creating two new minors and, in collaboration with Special Education, two new named options. The stakeholders with whom we work are local schools, DPI, UW-Madison's admissions office, the School of Education advising team, the Teacher Education Center and other relevant UW departments. We have notified all involved parties of these changes during meetings and via email messages, and posted them on the departmental website and in the Guide.

DPI has approved the new options, and our students will be finishing both the old and new licensing options consistent with their admission year. We are on schedule for the timeline that DPI is mandating for implementation of the new grade bands.

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

The professional sequence will be completed by the end of Spring, 2023. In 2023-24, students will be completing other remaining degree requirements and will not be needing sequence coursework. In the unlikely event a student needs a professional sequence course, we can accommodate their need as most courses are still being offered.

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

Course offerings and advising will continue as they are currently provided to students. All prospective applicants will be able to enroll in the new named options. Students have assigned advisors through the School of Education Student Services office, the Career Center, the Teacher Education Center, and with the Elementary Education Program Manager.

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?

The Department of Rehabilitation Psychology and Special Education and also the Department of Curriculum and Instruction have worked with SOAR advisors for the past two years regarding the upcoming changes, and updates to the website and the Guide have been made to alert prospective students of this change.

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?

The core program will be completed in Spring, 2023. In 2023-24, students will be completing other courses. If a student needed a professional sequence course, most courses are still being offered. For students who return after the program is discontinued, they will need to meet with an SoE advisor, and potentially complete a new licensing program in order to meet certification requirements. Prior courses will need to be evaluated for equivalencies.

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Due to the professional sequence of our program, we are not anticipating any difficulties with students completing any remaining requirements.

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
<u>Department Chair</u>	<u>Halverson, Erica</u>	<u>ehalverson@wisc.edu</u>	<u>608/263-4661</u>	
<u>Faculty Director</u>	<u>Ghouseini, Hala</u>	<u>ghouseini@wisc.edu</u>	<u>608/263-5141</u>	
<u>Primary Contact</u>	<u>Koppa, Kathi</u>	<u>kakoppa@wisc.edu</u>	<u>608/263-9049</u>	
<u>Primary Dean's Office Contact</u>	<u>Lee, Stacey</u>	<u>slee3@wisc.edu</u>	<u>608/265-5956</u>	

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

Departments
Community & Environmental Soc (C&E SOC)
Inst for Environmental Studies (ENVIR ST)
Mathematics (MATH)
Sociology (SOCIOLOGY)
Forest and Wildlife Ecology (F&W ECOL)
Botany (BOTANY)
Plant Pathology (PL PATH)

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

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

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

Mode of Delivery: Face-to-Face (majority face-to-face courses)

Will instruction take place at a location geographically separate from UW-Madison? No

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation. Yes

Approved Shared Content from /shared/school-of-education-additional-certification-requirements/

Last Approved: May 5, 2022 3:26pm

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](#) 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 Background Checks

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.

Background Checks

Pursuant to State of Wisconsin law PI 34.018(2), the School of Education is required to administer a background check on all students entering teacher education programs. 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 frequently conduct background checks on teacher education students prior to the start of their in-classroom field work, and the Department of Public Instruction (DPI) is required by law to conduct a background check on all Wisconsin educator license applicants.

Students should be aware that 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.

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](#). 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](#). 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](#), programs provide the knowledge and skills needed to meet the [Performance Standards](#).

Approved Shared Content from /shared/school-of-education-applying-for-a-teaching-license/

Last Approved: Apr 26, 2022 10:55am

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 Department of Public Instruction recently issued new administrative rules governing educator licensing. Changes in requirements and also the license types and levels will occur as program areas implement the new requirements.

Pending final approval from DPI, the following licensing options will be offered at UW–Madison.

The core Elementary Education licensing level will be *Kindergarten through Grade 9, Early Childhood, or English as a Second Language Kindergarten through Grade 12*, may be added to the K-9 option. These new levels will replace the current licensing levels of *Early Childhood and Middle Childhood through Early Adolescence*.

Special Education will offer licensing at the *Early Childhood level, Kindergarten through Grade 12 level*, and a program option that licenses in *Early Childhood and K-12 Special Education*. The Special Education/Elementary Education dual major option certifies students in *Special Education Kindergarten through Grade 12 and Elementary Education Kindergarten through Grade 9*. These new levels will replace and expand the current licensing levels of *Middle Childhood through Early Adolescence and Early Adolescence through Adolescence*.

Secondary Education program areas will license in their subject area *Grades 4 through 12*, and also in *English as a Second Language Kindergarten through Grade 12*. These new levels will replace the current licensing level of *Early Adolescence through Adolescence*.

World Language Education program areas will license at the *Prekindergarten through Grade 12 level*, replacing the current level of *Early Childhood through Adolescence*.

Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education will be licensed at the *Prekindergarten through Grade 12 level*, replacing the current level of *Early Childhood through Adolescence*.

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](#). A background check will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the [Department of Public Instruction](#).

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for License" (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

- all certification requirements are met;
- student teaching (following the school district calendar) is completed;
- final grades are posted and reviewed;
- the degree is "posted" by the registrar's office (one to four weeks after graduation); and
- a recommendation for certification is received from the program faculty.

The Wisconsin Department of Public Instruction may require an additional 6 to 8 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](#) 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, Madison, WI 53706, or by email (mjpatton@wisc.edu) to be completed. You must complete your personal information on the form before sending it to Student Services. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must also be completed before sending the form to Student Services.

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: Apr 26, 2022 10:56am

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](#)

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

[This named option is one of four C&I named options that will no longer be offered due to a reorganization of the Elementary Education program and DPI changes. Effective Fall, 2022, students will be completing new options consistent with the new DPI licensing structures and programmatic updates.](#)

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 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.

Parent Value 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.

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 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.

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 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.

Faculty and Staff Resources

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard undergraduate and special, per-credit resident/MN /nonresident/INTL

Will segregated fees be charged? Yes

Rationale for segregated fees.

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.

The program is suspending which will result in the reduction of fiscal resources.

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.

No, no substantial new resources are required, and Dean Hess is committed and supportive of the discontinuation of this program.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? 50% or more 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.

As stated in the abstract, Wisconsin's Department of Public Instruction (DPI) recently changed its teacher licensing structure. These mandates prompted a review and reorganization of the Elementary Education program to be in compliance with the new requirements. The C&I named options listed below must be discontinued as a consequence of these changes. A license to teach Middle Childhood – Early Adolescence, for example, will no longer be available through DPI.

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](#). 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](#)). 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, 130 Education Building, 1000 Orange Mall. Students may call 608-763-1661 or email

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 soeacademicervices@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](#) 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 soeacademicervices@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 soeacademicervices@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](#).

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](#).

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, 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.

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.

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*.

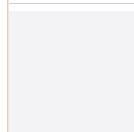
Study teaching methods and gain experience in schools through supervised field placements during their four-semester *professional sequence*.

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](#)

[Elementary Education: Kindergarten - 9th Grade](#)

[Elementary Education: Kindergarten - 9th Grade/Special Education Kindergarten - 12th Grade Dual Certification](#)

Elementary Education: Middle Childhood through Early Adolescence/Content-focused Minor

Elementary Education: Middle Childhood through Early Adolescence/English as a Second Language

Elementary Education: Middle Childhood through Early Adolescence/Special Education Dual Cert

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](#).

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)

Approved Shared Content from /shared/school-of-education-degree-audit-reporting-system/

Last Approved: Apr 26, 2022 10:56am

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](#).

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](#).

Guide Requirements tab

The Middle Childhood–Early Adolescence/Dual Elementary and Special Education option prepares teachers to work in intermediate and middle school settings (approximately ages 6 through 12–13). Students are certified in both Special Education and Elementary Education at the Middle Childhood–Early Adolescence levels. Admitted students begin the four-semester professional sequence in the fall following admission.

The option coursework listed here is one component of the [Elementary/Special Education, BSE degree](#) requirements.

RP & SE 300 Individuals with Disabilities—Admission Prerequisite

This course must be completed prior to beginning the professional sequence.

RP & SE 300	Individuals with Disabilities	3
---------------------------------	-------------------------------	---

Environmental Education Requirement

Select one [Environmental Studies](#) course or from the following list. If appropriate, this course may also be applied toward the liberal studies requirements.

Environmental Education courses

ATM OCN/SOIL SCI 132	Earth’s Water: Natural Science and Human Use	3
BOTANY 100	Survey of Botany	3
BOTANY/PL PATH 123	Plants, Parasites, and People	3
BOTANY/BIOLOGY/ZOOLOGY 152	Introductory Biology	5
BOTANY 240	Plants and Humans	3
BOTANY/ENVIR ST/ZOOLOGY 260	Introductory Ecology	3
CURRIC/C&E SOC/ENVIR ST 405	Education for Sustainable Communities	3
ECON/A A E/ENVIR ST 343	Environmental Economics	3-4
F&W ECOL 110	Living with Wildlife - Animals, Habitats, and Human Interactions	3
GEOG/ENVIR ST 120	Introduction to the Earth System	3
GEOG/ENVIR ST 127	Physical Systems of the Environment	5
GEOG/ENVIR ST 139	Global Environmental Issues	3
GEOG/ENVIR ST 309	People, Land and Food: Comparative Study of Agriculture Systems	3
GEOG/ENVIR ST 339	Environmental Conservation	4
LAND ARC/ENVIR ST 361	Wetlands Ecology	3
PHYSICS 115	Energy and Climate	3
POP HLTH/ENVIR ST 502	Air Pollution and Human Health	3
SOC/C&E SOC 140	Introduction to Community and Environmental Sociology	4
SOC/C&E SOC/F&W ECOL 248	Environment, Natural Resources, and Society	3
SOIL SCI 301	General Soil Science	3
SOIL SCI/ENVIR ST 324	Soils and Environmental Quality	3

Mathematics for Elementary Teachers

Complete One Group

Group A		
CURRIC 319	Pedagogical Content Knowledge for Teaching Elementary Mathematics 1	3
CURRIC 320	Pedagogical Content Knowledge for Teaching Elementary Mathematics 2	3
Group B		
MATH 130	Mathematics for Teaching: Numbers and Operations ¹	3
MATH 131	Mathematics for Teaching: Geometry and Measurement ¹	3
MATH 132	Problem Solving in Algebra, Probability and Statistics ¹	3

¹ Students with college-level calculus coursework or advanced placement credit should see the [exemption rules](#) for this coursework. [More detailed information](#) about these courses is available on the math department website.

Education Coursework		
Child and Adolescent Development		3-6
Select one:		
ED PSYCH 331	Human Development From Childhood Through Adolescence	
ED PSYCH 320 & ED PSYCH 321	Human Development in Infancy and Childhood and Human Development in Adolescence ¹	
Learning		
ED PSYCH 301	How People Learn	3
Foundations of the Profession		3
Select one:		
ED POL 300	School and Society	
ED POL/HISTORY 412	History of American Education	
¹		
With permission, PSYCH 460 Child Development (formerly 560) may be substituted for ED PSYCH 320 Human Development in Infancy and Childhood. Students are strongly encouraged to complete this requirement before program admission.		
Professional Sequence		
Admitted students complete a four-semester sequence of professional courses beginning in the fall semester after program admission. Each semester of the sequence must be followed sequentially and taken in consecutive semesters.		
Semester 1		
CURRIC 364	Introduction to Education	3
CURRIC 368	The Teaching of Reading	3
CURRIC 369	The Teaching of Language Arts	3
CURRIC 367	Elementary Education Practicum II	3
RP & SE 466	Diversity in Special Education	3
Semester 2		
RP & SE 473	Classroom Management for Inclusive Classrooms	3