PORTUGUESE, BSE

Student access to the Portuguese Education certification program is dependent upon available supervisory and cooperating teacher resources. For this reason, prospective Portuguese Education students must consult with advising staff at Education Academic Services (EAS), Room 139 Education Building, 1000 Bascom Mall, 608-262-1651 Students who do not have previous teaching experience or have not completed a teacher preparation program should expect to participate in the four-semester World Language Education program. Teacher candidates with extensive coursework or teaching experience may complete a modified program after consultation with faculty. Admission to the four-semester professional program entails meeting minimum admission requirements and adherence to strict application deadlines. See the WLE program director, Professor François Tochon, ftochon@education.wisc.edu, 544C Teacher Education Building, to determine the feasibility of completing certification in this language.

WORLD LANGUAGE EDUCATION PROGRAM (CURRENTLY CHINESE, FRENCH, GERMAN, JAPANESE, LATIN, AND SPANISH MAJORS)

The mission of the World Language Education (WLE) program is (1) to promote a community-based approach to world language instruction; (2) to educate teachers who understand different cultures, are proficient in their languages, routinely visit other countries, and can build bridges across nations, races, socioeconomic groups, cultures, and languages; and (3) to certify teachers who are prepared to serve the global needs of increasingly multicultural and multilingual schools and are strongly committed to act for a world in which shared understanding through conflict resolution, negotiation and communication are guiding principles.

There is a growing need for multilingual teachers from diverse backgrounds. The WLE faculty encourages qualified applicants from underrepresented groups to apply for admissions to the program. The director of the World Language Education program is Professor François Tochon, ftochon@education.wisc.edu, 544C Teacher Education Building.

The objectives of the K–12 WLE program are

- to provide a philosophy of action designed to promote thoughtful curriculum development and classroom teaching in WLE;
- to provide regular contacts with the global community and in-service teachers in schools through field evenings, workshops, conferences, and other professional meetings;
- to provide clinical settings which enhance opportunities for beginning teachers to develop skillful practice and build bridges across languages, cultures, races, and nationalities;
- to help student teachers use multilingual educational technologies and document their experiences in electronic portfolios and implement research-based practices in their teaching;
- to provide university instructors and supervisors who are well-versed in WLE, who have an international orientation, and who are both approachable and helpful to student teachers.

Program majors include Chinese, French, German, Japanese, Latin, and Spanish, and may also include Italian and Portuguese if field placements are available in these subject areas. Completion of the WLE program leads to a Bachelor of Science degree in Education with a major in the specific subject area. Wisconsin state licensing regulations require that students are licensed to teach at the early childhood through adolescence (approximately kindergarten through high school) levels.

Oral and written examinations are required for all world language teacher candidates enrolled in Wisconsin educator preparation programs, as is an extensive immersion experience. (Students becoming certified to teach Latin are exempt from both the Oral Proficiency Exam and immersion experience requirement.)

HOW TO GET IN

PROGRAM ADMISSION OVERVIEW

Students are admitted to the World Language Education program once a year, effective in the fall. Selection is made the previous spring.

ENTERING THE SCHOOL OF EDUCATION

NEW AND CURRENT UW–MADISON STUDENTS

New freshmen and transfer students interested in World Language 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 World Language Education receive the pre-professional classification of PRS.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (detailed below (p. 2)). 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 Education Academic Services (EAS), 139 Education Building, 1000 Bascom Mall; call 608-262-1651 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 Education Academic Services advisor in advance of their application; to schedule, call 608-262-1651.

STUDENTS WITH A PREVIOUS DEGREE

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an Education Academic Services advisor in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.
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).

ELIGIBILITY FOR ADMISSION

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

To be considered for admission, students must:

- earn 54 or more transferable semester credits (junior standing) by the end of the spring semester of the application year.
- complete all but six credits of the relevant World Language major.
- earn a minimum 2.75 grade point average on all major coursework completed.
- earn a cumulative GPA of at least 2.75 (on a 4.00 scale).\(^1\)
- complete the Basic Skills Requirement. All prospective teacher education students must submit test scores to the School of Education to be eligible for professional program admission. Students may use their ACT, SAT, or GRE scores, or they may take the Praxis Core Academic Skills for Educators Test (formerly the Praxis I/PPST). These tests meet Wisconsin's basic skills test requirement for prospective teachers. For more information see the document Academic Tests for Prospective Teachers (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/student-testing-and-assessment).
- have completed, or be in the process of completing, an approved Immersion Experience required for the World Language Education degree program.
- submit completed program application form(s), transcripts, and all other related application materials by the application deadline specified on the School of Education's Apply to a Program (http://www.education.wisc.edu/soe/undergraduate-students/academic-program-admission) page.

A comprehensive cumulative GPA of all college-level, transferable coursework attempted on both the UW–Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by their program and the School of Education each semester after admission.

Last 60 Credits Rule

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).

APPICATION AND ADMISSION

Applicants to the World Language Education program will be selected once a year, during the spring semester. Admission decisions will be based on coursework completed through the preceding fall semester. Admission is provisional until spring semester work has been completed and posted, and Education Academic Services staff have verified that students have submitted basic skills test scores, met minimum grade point averages, and earned minimum credits in their major. Admitted students will begin the sequence the following fall semester.

Resources limit the number of students who can be served by the UW–Madison World Language Education teacher education program. In recent years the World Language Education program has been able to accommodate all qualified applicants; however, if the number of qualified applicants to World Language Education exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

NATIVE AND HERITAGE SPEAKERS

Native or heritage speakers of a language major offered within the World Language Education program are welcome to pursue admission to the World Language Education program. Prospective applicants and transfer students who have previous experience with a language are encouraged to consult with an advisor in Education Academic Services as early as possible; to schedule, call 608-262-1651.

Native or heritage speakers must take a placement exam in the corresponding language to determine the appropriate level of remaining instruction in grammar, communication standards and social customs, and other topics related to language acquisition and proficiency. Placement examinations for Spanish, French, and German are offered on campus through Testing & Evaluation Services or the University of Wisconsin System's Regional Placement Testing Program. Placement examinations for Chinese, Japanese, Italian, Latin, and Portuguese are administered by faculty or staff within the relevant academic department. For more information regarding placement in language courses, consult the Languages at UW–Madison placement guide (http://languages.wisc.edu/advising/placement).

\(^1\) A comprehensive cumulative GPA of all college-level, transferable coursework attempted on both the UW-Madison campus course work and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant's eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student's last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW-Madison coursework established by their program and the School of Education each semester after admission.
APPLYING FOR CERTIFICATION IN MORE THAN ONE SUBJECT AREA

Students may apply to be certified in more than one language. Eligibility requirements must be met and separate applications must be filed for each area of interest. Students must be admitted as a major in at least one of the program areas as it is not possible to be admitted only to complete a minor.

Students interested in combining the World Language Education degree program with certification in another area altogether must apply to both programs and meet the minimum criteria for admission to each program. It is suggested that students apply as majors in each area of interest, thus maximizing the chances of admission. Certification in two different areas requires the consent and cooperation of the World Language Education program coordinator and the faculty coordinator of the other subject area. Not all subjects can be combined with the World Language Education degree program.

While multiple majors or major–minor combinations are feasible and may be advantageous as a career strategy, it may take extra time to complete the additional subject area coursework. Students are encouraged to work closely with their Education Academic Services advisor to assess the possibility of completing certification in more than one area and to coordinate the requirements of multiple certifications.

PROGRAM ADMISSION SELECTION CRITERIA

The files of all applicants will be individually and holistically reviewed by a panel of World Language professionals. The criteria used for admission include the following:

- **Academic Qualifications:** The applicant demonstrates mastery of the target language and knowledge of its literature, civilization, and culture.
- **Career Maturity:** The applicant demonstrates commitment to teaching the target language to elementary, middle, and high school students, including consideration of his or her own strengths and limitations as a potential teacher.
- **Ability to Relate to Youth:** The applicant demonstrates the ability to work effectively with young people.
- **Commitment to All Students:** The applicant demonstrates commitment to working with all students including those of different racial, ethnic, and socioeconomic backgrounds, and students with disabilities, not just the economically privileged or highly motivated.
- **Interpersonal Skills:** The applicant demonstrates the ability to work effectively with peers, other professionals, and members of the community outside of school settings.

The application files, including immersion experiences and oral proficiency, are rated according to the above criteria for each language. A final cohort is selected along with rank-ordered alternates, based on a combination of ratings made by the World Language Education review committee and judgement by the faculty program coordinator about optimal cohort characteristics for each language. The availability of field placements in the subject area may also influence the selection process. Admission procedures are reviewed every other year to ensure fairness and effectiveness.

CRIMINAL BACKGROUND INVESTIGATION

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

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

REQUIREMENTS

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

All undergraduate students at the University of Wisconsin–Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (http://guide.wisc.edu/undergraduate/#requirementsforundergraduatetestudytext) section of the Guide.

Requirements Detail

<table>
<thead>
<tr>
<th>General Education</th>
<th>General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Breadth—Humanities/Literature/Arts: 6 credits</td>
<td>• Breadth—Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits</td>
</tr>
<tr>
<td>• Breadth—Social Studies: 3 credits</td>
<td>• Breadth—Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits</td>
</tr>
<tr>
<td>• Communication Part A &amp; Part B *</td>
<td>• Communication Part A &amp; Part B *</td>
</tr>
<tr>
<td>• Ethnic Studies *</td>
<td>• Ethnic Studies *</td>
</tr>
<tr>
<td>• Quantitative Reasoning Part A &amp; Part B *</td>
<td>• Quantitative Reasoning Part A &amp; Part B *</td>
</tr>
</tbody>
</table>

* The mortarboard symbol appears before the title of any course that fulfills one of the Communication Part A or Part B, Ethnic Studies, or Quantitative Reasoning Part A or Part B requirements.

PROGRAM STRUCTURE

This program has five components:

- **Liberal studies** courses expose students to a broad range of academic disciplines. The university-wide General Education requirements also encourage this breadth of study.
- **Prerequisite coursework** prepares students for work in the major. Program applicants must also complete and document an immersion experience as a prerequisite to being admitted to the professional program.
- **Major coursework** offers in-depth study of the subject students will teach.
The four semesters of professional coursework are followed sequentially and taken in consecutive semesters. Students are expected to have completed most of their major and liberal studies coursework by the start of the professional sequence.

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies. This requirement provides an opportunity to do some academic exploration beyond the scope of the major. Students take courses in areas of particular interest and also have an opportunity to sample the wide selection of courses offered across the university. Coursework is required in humanities, social studies, science, and cultural and historical studies. Some elective coursework is also needed to reach the required number of credits.

The School of Education’s Liberal Studies Requirements automatically satisfy most of the University General Education Requirements outlined above, including ethnic studies, humanities/literature, social studies, and science. Students pursuing most School of Education degree programs may also complete Communication Part A, Quantitative Reasoning Part A, and Quantitative Reasoning Part B through courses required by their degree program. If a student cannot complete a General Education Requirement within the curriculum of their chosen School of Education program, academic advisors can offer suggestions for courses that meet the requirement and augment the student’s primary area of study.

A basic outline of the liberal studies is included below. Students must consult the detailed version of the requirements for information about course selection and approved course options.

Humanities, 9 credits
All students must complete a minimum of 9 credits to include:

- Literature
- Fine Arts
- Humanities Electives

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

Science
All students must complete a minimum of 9 credits to include:

- Biological Science
- Physical Science
- Laboratory Science
- Science Electives

Cultural and Historical Studies
All students must complete three requirements (9 credits) met by separate courses. Any of these courses can also be used to meet the Humanities or Social Studies (Social Sciences) requirements if it has the relevant breadth designation.

- Ethnic Studies
- U.S./European History
- Global Perspectives

Complete Liberal Studies Electives to total 40 Credits.

MAJOR REQUIREMENTS

Complete a minimum of 40 credits. At least 15 credits of upper-level major coursework (numbered 300 and above) must be taken in residence on the UW–Madison campus.

INTRODUCTORY-LEVEL COURSE REQUIREMENTS

Complete the following or demonstrate proficiency at the equivalent levels.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORTUG 101</td>
<td>First Semester Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORTUG 102</td>
<td>Second Semester Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORTUG 201</td>
<td>Third Semester Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORTUG 202</td>
<td>Fourth Semester Portuguese</td>
<td>4</td>
</tr>
<tr>
<td>PORTUG 221</td>
<td>Introduction to Luso-Brazilian Literatures</td>
<td>4</td>
</tr>
<tr>
<td>PORTUG 225</td>
<td>Third Year Conversation and Composition</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 226</td>
<td>Third Year Conversation and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

UPPER-LEVEL COURSE REQUIREMENTS

Select 16 credits from the following list; 4 must be in Composition and Conversation. Placement in advanced composition and conversation will be based upon proficiency. Additional courses may be substituted with the program advisor’s permission.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORTUG 311</td>
<td>Fourth Year Composition and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 312</td>
<td>Fourth Year Composition and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 361</td>
<td>Portuguese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 362</td>
<td>Brazilian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 411</td>
<td>Survey of Portuguese Literature before 1825</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 412</td>
<td>Survey of Brazilian Literature before 1890</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 467</td>
<td>Survey of Portuguese Literature since 1825</td>
<td>3</td>
</tr>
<tr>
<td>PORTUG 468</td>
<td>Survey of Brazilian Literature since 1890</td>
<td>3</td>
</tr>
</tbody>
</table>

Students expecting to become teachers of Portuguese should also elect courses in related fields, such as history, political science, or sociology. Consult the Latin American, Caribbean, and Iberian Studies Program.
In preparation for the proficiency exams, students seeking certification must provide evidence of having earned at least an Intermediate High score on an American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). Latin Education students are exempt from this requirement, see below.

The interview must be taken prior to beginning the first student teaching experience (second semester of the professional sequence). Students should be aware that it may take as long as three months to obtain results, and factor this delay into the scheduling of the OPI. If the score of Intermediate High is not made after the first examination, a student will be asked to take measures to improve their spoken language proficiency before continuing in the program. The student must repeat the OPI and achieve the required Intermediate High proficiency level.

All students in World Language Education (except Latin Education), are also required to complete the Writing Proficiency Test (WPT) no later than the third semester in the program. A proficiency level of Intermediate High is also required for this examination. Students must take and pass the WPT in their program area and the scores must be received by Education Academic Services before beginning the final student teaching semester. Students who do not take and pass the exam will not be permitted to student teach. The WPT meets the Department of Public Instruction's content exam requirement, a requirement usually met by taking the appropriate Praxis II test.

Both the Oral Proficiency Interview and the Writing Proficiency Test are administered by Language Testing International (LTI) (http://www.languagetesting.com). Their address is LTI, 3 Barker Avenue, Suite 310, White Plains, NY 10601; 800-486-8444. Students are responsible for costs associated with the OPI and the WPT.

Students seeking Latin certification will be required to take a proficiency exam administered by the Department of Classical and Ancient Near Eastern Studies prior to beginning the first student teaching experience (second semester of the professional sequence). This exam will take the place of the OPI and WPT required for certification in other languages.

See the World Language Education faculty program coordinator with questions about these requirements.

Program applicants completing French, German, and Spanish majors must complete and document a full-semester (or minimum four-month-long) immersion experience as a prerequisite to being admitted to the professional program. Students completing majors in Chinese and Japanese must spend at least one academic year living in China or Japan, respectively—a prerequisite to being admitted to the professional program.

The immersion experience must be completed by July 15 preceding the program start. The experience must also have been completed no more than three years before this date.

An approved experience involves significant interaction and day-to-day functioning in the host language, including use of the target language on a daily basis such as in college-level courses, a training program, or a work experience. The immersion experience need not involve attendance in an academic program only, but may take some form such that the language of routine communication is the target language. Simply living with relatives or traveling as a tourist is not considered an immersion experience for the purposes of admission to this program. Most students choose to participate in a structured educational or exchange immersion program.

Students should consult with the International Academic Programs (IAP) office, 106 Red Gym, regarding campus-based study abroad programs. These experiences need not receive prior approval. Experiences through off-campus programs must have prior approval of the World Language Education faculty program coordinator. To obtain prior immersion experience approval, download and complete the approval form (http://www.education.wisc.edu/soe/academics/undergraduate-students/forms), meet with the faculty coordinator, and obtain authorization. Bring two copies of the form to your meeting, obtain signatures on both, and leave one copy with the coordinator.

Native speakers are normally considered to have fulfilled this requirement without further documentation, especially if they received their secondary education in an environment where the target language is the primary means of communication. Heritage speakers are usually considered to have fulfilled this requirement; applicants must consult with the program coordinator about this requirement.

**PROFESSIONAL EDUCATION REQUIREMENTS (PROFESSIONAL SEQUENCE)**

**ABOUT THE PROFESSIONAL SEQUENCE**

The professional program is typically a full-time, four-semester sequence of education courses and school-based field experiences. The four semesters of required professional coursework must be followed sequentially and taken in consecutive semesters. Students must enroll in all required coursework outlined in each semester of the program, even if similar coursework was taken at another institution. Students begin the professional sequence in the fall.

It is expected that most major and liberal studies coursework will be completed by the start of the professional sequence. The structure of the sequence allows very little time to pursue remaining coursework in these areas. Many students elect to finish their remaining requirements during the summer, or after the sequence has been completed. In addition, ACTFL OPI certification of speaking ability in the language rated Intermediate High or above is required by the end of the first semester in the program start. The experience must also have been completed no more than three years before this date.

An approved experience involves significant interaction and day-to-day functioning in the host language, including use of the target language on a daily basis such as in college-level courses, a training program, or a work experience. The immersion experience need not involve attendance in an academic program only, but may take some form such that the language of routine communication is the target language. Simply living with relatives or traveling as a tourist is not considered an immersion experience for the purposes of admission to this program. Most students choose to participate in a structured educational or exchange immersion program.

Students should consult with the International Academic Programs (IAP) office, 106 Red Gym, regarding campus-based study abroad programs. These experiences need not receive prior approval. Experiences through off-campus programs must have prior approval of the World Language Education faculty program coordinator. To obtain prior immersion experience approval, download and complete the approval form (http://www.education.wisc.edu/soe/academics/undergraduate-students/forms), meet with the faculty coordinator, and obtain authorization. Bring two copies of the form to your meeting, obtain signatures on both, and leave one copy with the coordinator.

Native speakers are normally considered to have fulfilled this requirement without further documentation, especially if they received their secondary education in an environment where the target language is the primary means of communication. Heritage speakers are usually considered to have fulfilled this requirement; applicants must consult with the program coordinator about this requirement.

**IMMERSION EXPERIENCE**

**ABOUT THE IMMERSION EXPERIENCE**

Participation in an intensive immersion experience is one of the most important and meaningful ways of developing competence in a language. In preparation for the proficiency exams, students seeking certification in a language must participate in an approved immersion experience which emphasizes prolonged and intensive interaction within the target language and culture.

Program applicants completing French, German, and Spanish majors must complete and document a full-semester (or minimum four-month-long) immersion experience as a prerequisite to being admitted to the professional program. Students completing majors in Chinese and Japanese must spend at least one academic year living in China or Japan, respectively—a prerequisite to being admitted to the professional program.

The immersion experience must be completed by July 15 preceding the program start. The experience must also have been completed no more than three years before this date.

An approved experience involves significant interaction and day-to-day functioning in the host language, including use of the target language on a daily basis such as in college-level courses, a training program, or a work experience. The immersion experience need not involve attendance in an academic program only, but may take some form such that the language of routine communication is the target language. Simply living with relatives or traveling as a tourist is not considered an immersion experience for the purposes of admission to this program. Most students choose to participate in a structured educational or exchange immersion program.

Students should consult with the International Academic Programs (IAP) (http://www.studyabroad.wisc.edu) office, 106 Red Gym, regarding campus-based study abroad programs. These experiences need not receive prior approval. Experiences through off-campus programs must have prior approval of the World Language Education faculty program coordinator. To obtain prior immersion experience approval, download and complete the approval form (http://www.education.wisc.edu/soe/academics/undergraduate-students/forms), meet with the faculty coordinator, and obtain authorization. Bring two copies of the form to your meeting, obtain signatures on both, and leave one copy with the coordinator.

Native speakers are normally considered to have fulfilled this requirement without further documentation, especially if they received their secondary education in an environment where the target language is the primary means of communication. Heritage speakers are usually considered to have fulfilled this requirement; applicants must consult with the program coordinator about this requirement.

**PROFESSIONAL EDUCATION REQUIREMENTS (PROFESSIONAL SEQUENCE)**

**ABOUT THE PROFESSIONAL SEQUENCE**

The professional program is typically a full-time, four-semester sequence of education courses and school-based field experiences. The four semesters of required professional coursework must be followed sequentially and taken in consecutive semesters. Students must enroll in all required coursework outlined in each semester of the program, even if similar coursework was taken at another institution. Students begin the professional sequence in the fall.

It is expected that most major and liberal studies coursework will be completed by the start of the professional sequence. The structure of the sequence allows very little time to pursue remaining coursework in these areas. Many students elect to finish their remaining requirements during the summer, or after the sequence has been completed. In addition, ACTFL OPI certification of speaking ability in the language rated Intermediate High or above is required by the end of the first semester in the program start. The experience must also have been completed no more than three years before this date.

An approved experience involves significant interaction and day-to-day functioning in the host language, including use of the target language on a daily basis such as in college-level courses, a training program, or a work experience. The immersion experience need not involve attendance in an academic program only, but may take some form such that the language of routine communication is the target language. Simply living with relatives or traveling as a tourist is not considered an immersion experience for the purposes of admission to this program. Most students choose to participate in a structured educational or exchange immersion program.

Students should consult with the International Academic Programs (IAP) (http://www.studyabroad.wisc.edu) office, 106 Red Gym, regarding campus-based study abroad programs. These experiences need not receive prior approval. Experiences through off-campus programs must have prior approval of the World Language Education faculty program coordinator. To obtain prior immersion experience approval, download and complete the approval form (http://www.education.wisc.edu/soe/academics/undergraduate-students/forms), meet with the faculty coordinator, and obtain authorization. Bring two copies of the form to your meeting, obtain signatures on both, and leave one copy with the coordinator.

Native speakers are normally considered to have fulfilled this requirement without further documentation, especially if they received their secondary education in an environment where the target language is the primary means of communication. Heritage speakers are usually considered to have fulfilled this requirement; applicants must consult with the program coordinator about this requirement.

**IMMERSION EXPERIENCE**

**ABOUT THE IMMERSION EXPERIENCE**

Participation in an intensive immersion experience is one of the most important and meaningful ways of developing competence in a language. In preparation for the proficiency exams, students seeking certification in a language must participate in an approved immersion experience which emphasizes prolonged and intensive interaction within the target language and culture.
in the program. Students must also complete the Writing Proficiency Test (WPT) no later than their third semester in the program. A rating of Intermediate High or above must be earned before a student is allowed to participate in the final student teaching semester. See further information under Oral and Written Proficiency Exams.

Students admitted to two areas of language certification follow the same four-semester sequence as single certification students; consult with the World Language Education program coordinator to arrange sequence requirements.

The professional program is a full-time commitment and places heavy demands on students’ time and energy. The professional sequence is particularly taxing for students completing certification in two subject areas. Students must make satisfactory progress in their program to continue. This professional judgment is made by the faculty program coordinator in consultation with cooperating teachers and supervisors.

**PROFESSIONAL SEQUENCE REQUIREMENTS**

Complete all of the courses listed below. *Required courses* must be taken during the semester listed. *Other courses* may be taken at any time, but a suggested course sequence is provided.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 342</td>
<td>Teaching World Languages (K-8)</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 243</td>
<td>Practicum in World Languages (K-12)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC/ RP &amp; SE 506</td>
<td>Strategies for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 301</td>
<td>How People Learn</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 442</td>
<td>Student Teaching in World Languages (K-8)</td>
<td>3</td>
</tr>
<tr>
<td>or CURRIC 443</td>
<td>Student Teaching in World Languages (6-12)</td>
<td></td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 331</td>
<td>Human Development From Childhood Through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 343</td>
<td>Teaching World Languages (6-12)</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 443</td>
<td>Student Teaching in World Languages (6-12)</td>
<td>6</td>
</tr>
<tr>
<td>or CURRIC 442</td>
<td>Student Teaching in World Languages (K-8)</td>
<td></td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 305</td>
<td>Integrating the Teaching of Reading with Other Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ED POL 300</td>
<td>School and Society</td>
<td>3</td>
</tr>
<tr>
<td>or ED POL/ HISTORY 412</td>
<td>History of American Education</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 443</td>
<td>Student Teaching in World Languages (6-12)</td>
<td>9</td>
</tr>
</tbody>
</table>

1. The practicum will take place three days a week; placement will probably be at the elementary level. Fieldwork this semester is a half-time commitment and encompasses an entire semester based on the UW–Madison calendar. Placements are made within a 50-mile field experiences service area and may not necessarily be in the city of Madison.

2. Placement will probably be at the elementary level, three days a week. Fieldwork this semester is a half-time commitment and encompasses an entire semester based on the UW–Madison calendar.

3. Placement will probably be at the middle school level. Fieldwork this semester is a half-time commitment and encompasses an entire semester based on the school district calendar. (Fall semester extends from late August through mid-January; spring semester extends from mid-January through early mid-June.)

4. Student teaching this semester is a full-time commitment and will be at the high school level. Fieldwork this semester encompasses an entire semester based on the school district calendar.

**ELECTIVE COURSEWORK**

Complete additional coursework as needed to reach the minimum of 120 credits required for the degree.

**GPA AND OTHER GRADUATION REQUIREMENTS**

**GRADUATION REQUIREMENTS**

Graduation requirements are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule ([https://pubs.wisc.edu/ug/education_policy.htm#last60](https://pubs.wisc.edu/ug/education_policy.htm#last60)).
- 2.75 cumulative grade point average in all major coursework
- 2.75 cumulative grade point average in all upper-level major coursework
- 2.75 cumulative grade point average in all professional education coursework
- Degree candidates must complete at least 120 total credits.
- No more than 40 credits from a single academic department may be applied toward the 120 minimum credits required for graduation.
- Major residency. Degree candidates must complete at least 15 credits of upper-level major coursework 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 work are considered part of the 30 credits.

**DEGREE AUDIT (DARS)**

At UW–Madison, a DARS report is used to document a student’s progress toward the completion of their degree. This degree audit identifies the requirements that have already been completed, and also those that remain unsatisfied. A DARS report can offer suggestions about
appropriate courses that may be taken to meet specific requirements and can assist in the academic planning process.

Students can access DARS reports through their Student Center in My UW–Madison. Go to the Academics tab and find DARS on the dropdown menu.

DARS also has a "what-if" function. This feature makes it possible to request a DARS report as if pursuing another program or major on campus. 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) should request a "what if" DARS report of their professional program of interest.

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 the document of record, i.e., certifying document of degree completion, for program areas 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. (p. 9)

**UNIVERSITY DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degree</td>
<td>To receive a bachelor’s degree from UW–Madison, students must earn a minimum of 120 degree credits. The requirements for some programs may exceed 120 degree credits. Students should consult with their college or department advisor for information on specific credit requirements.</td>
</tr>
<tr>
<td>Residency</td>
<td>Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. &quot;In residence&quot; means on the UW–Madison campus with an undergraduate degree classification. &quot;In residence&quot; credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.</td>
</tr>
</tbody>
</table>

Quality of Work

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

**LEARNING OUTCOMES**

1. In Semester 1, prior to starting student teaching, students must have acquired Intermediate High proficiency in their target language on the ACTFL OPI scale as measured by two independent external evaluators.
2. In Year 1, student teachers must demonstrate the ability to teach in a K-8 context, as evaluated by their University supervisor and their mentor teacher through repeated direct observations.
3. During their content courses, students must meet (a) teacher education standards; and (b) ACTFL standards, as measured by (a) formative and summative evaluation of their assignments; (b) Teacher Education portfolio.
4. In Year 2, student teachers must demonstrate the ability to teach in a 6-12 school context, as evaluated by their University supervisor and their cooperating teacher through repeated direct observations.
5. To get certified by the Department of Public Instruction, at the end of Year 2, student teachers must have successfully completed an EdTPA Portfolio of their classroom experiences that demonstrates professionalism and meets the EdTPA standards, as evaluated by external evaluators.

**ADVISING AND CAREERS**

**PORTUGUESE EDUCATION ADVISING**

Consult with advising staff at Education Academic Services (EAS), Room 139 Education Building, 1000 Bascom Mall, 608-262-1651, for general questions regarding certification to teach Portuguese. Students may want to consult the undergraduate advisor (http://spanport.wisc.edu/undergraduate/advising) in the Spanish and Portuguese department regarding course sequencing and other aspects of this field of study.

The director of the World Language Education program is Professor François Tochon, ftochon@education.wisc.edu, 544C Teacher Education Building.

**GENERAL SCHOOL OF EDUCATION ADVISING**

All undergraduate students in the School of Education are served by three offices devoted to academic and/or career advising. Each student in the School of Education is assigned at least one advisor and is encouraged to meet with the advisor on a regular basis. Students will also be assigned a faculty or staff advisor when admitted to the professional component of their degree program. Departmental advisors provide more in-depth knowledge of the major and of courses offered by the department.
UNDERGRADUATE ADVISING AND ACADEMIC DEAN’S OFFICE—EDUCATION ACADEMIC SERVICES (EAS)
139 Education Building, 1000 Bascom Mall, 608-262-1651
www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising)

Education Academic Services (EAS) is the undergraduate dean’s office for students in the School of Education. Staff members interpret school regulations, policies, and program requirements; take exceptions around requirements and deadlines; advise current and prospective students; monitor students having academic difficulties; coordinate field placements; facilitate the program admissions process; and maintain the official files of students in the school.

Students should meet with an advisor during their first semester on campus (if not before) and are encouraged to meet with an advisor at least once a semester. This is particularly important during the freshman and sophomore years. Appointments may be arranged by calling or visiting the office.

EAS advisors answer questions and provide guidance to current and prospective students. They consult with and refer students to faculty members and departmental advisors. Once a student is admitted to a professional program within the School of Education, he or she will also be assigned a faculty or staff advisor. Advising then becomes a partnership, with EAS and OURR advisors continuing to help students with course selection, degree progress monitoring, academic difficulties, and interpretation of policies and procedures.

Program advisors help students select and plan a program of study in the major, negotiate issues within the department, and, in the case of certification programs, follow the students’ progress through their professional courses. These divisions are flexible, and students are encouraged to consult with all advisors who can help with a situation or answer a question.

OURL: OFFICE OF UNDERGRADUATE RECRUITMENT AND RETENTION (STUDENT DIVERSITY PROGRAMS)
105 Education Building, 1000 Bascom Mall, 608-262-8427 or 608-262-1651
www.education.wisc.edu/sdp (http://www.education.wisc.edu/sdp)

The UW—Madison School of Education is committed to promoting equity and increasing diversity in its programs. OURR staff work collaboratively with Education Academic Services and campus and community partners to support underrepresented students interested in majors in the School of Education.

OURR staff perform outreach, recruitment, and advising on behalf of the School. OURR staff also support current students with their personal and professional growth, their transition from high school to college, financial aid, and career exploration.

OURR works to build a network of students and graduates who may strengthen, transform, and lead their communities through education, service, and other contributions. Students are invited to visit OURR staff at 105 Education Building—stop in, or call one of the numbers listed above to set up an appointment.

SCHOOL OF EDUCATION CAREER CENTER
L107 Education Building, 1000 Bascom Mall, 608-262-1755

http://careercenter.education.wisc.edu/

Need assistance with any of the following?
- Exploring career options linked to School of Education majors
- Seeking a major that incorporates individual passions, interests, and values that will help one reach specific career goals
- Researching graduate schools and preparing application materials
- Beginning a job search and learning where to start and what to do
- Seeking assistance with developing a résumé, a cover letter, or interviewing skills
- Networking and connecting with potential employers

The Career Center provides resources and individual consultations to assist students in reaching their career goals. A plethora of resources can be found on the Career Center website (http://careercenter.education.wisc.edu):

- Explore career possibilities for specific majors in Investigate Career Options. This section of the website provides tools for clarifying a student’s personal criteria for success, linking specific career options to majors, and identifying steps for career/major selection. It includes strategies for making the most of a student’s academic and student experience.
- Confirm major and career decisions. Gain hands-on experience in the career field of study. Assess the perceptions of selected career and major options for accuracy. Develop professional and soft skills. The Test Drive and Confirm Career Choice section provides strategies for acquiring real-world experience.
- Preparation is critical for entering one’s next career phase. Learn about graduate school requirements and the application process. Develop promotional materials for employers and/or graduate schools and obtain feedback and suggestions for enhancing them. Acquire materials that support one’s applications. The Prepare and Connect section provides offers additional details.
- Implement helps students plan for the future. Attend recruiting events. Apply for graduate school or for job opportunities. Practice interviewing skills. Interview. Negotiate job and graduate school offers.


Informational workshops and career-related events are conducted each semester. The schedule of these events can be found on the center’s website (http://careercenter.education.wisc.edu/workshops).

The Career Center coordinates teacher recruitment fairs each fall and spring semester and collaborates with career centers across campus to provide campus-wide career fairs at the beginning of each semester.

PEOPLE

Information about faculty, staff, and other contributors to the program can be found on the Curriculum and Instruction (http://ci.education.wisc.edu) and Spanish and Portuguese (http://spanport.wisc.edu/home) departmental websites.
CERTIFICATION/LICENSURE

ADDITIONAL CERTIFICATION 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 Basic Skills Requirement, the Wisconsin Foundations of Reading Test) are not related to course enrollment.

Students pursuing certification must complete the following requirements. See the school's website (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure) 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 field work.

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 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 academic dean in Education Academic Services.

Environmental Education

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

Select one Environmental Studies (http://guide.wisc.edu/courses/envir_st) course or from the following list. If appropriate, this course may also be applied toward the liberal studies requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATM OCN/ENVIR ST/ GEOF 121</td>
<td>Atmospheric Environment and Society</td>
</tr>
<tr>
<td>ATM OCN/ SOIL SCI 132</td>
<td>Earth’s Water: Natural Science and Human Use</td>
</tr>
<tr>
<td>BOTANY 100</td>
<td>Survey of Botany</td>
</tr>
<tr>
<td>BOTANY/BIOLOGY/ ZOLOGY 152</td>
<td>Introductory Biology</td>
</tr>
<tr>
<td>BOTANY/ENVIR ST/ ZOLOGY 260</td>
<td>Introductory Ecology</td>
</tr>
<tr>
<td>ECON/A A E/ ENVIR ST 343</td>
<td>Environmental Economics</td>
</tr>
<tr>
<td>GEOF/ENVIR ST 120</td>
<td>Introduction to the Earth System</td>
</tr>
<tr>
<td>GEOF/ATM OCN/ ENVIR ST 121</td>
<td>Atmospheric Environment and Society</td>
</tr>
<tr>
<td>GEOF/ENVIR ST 127</td>
<td>Physical Systems of the Environment</td>
</tr>
<tr>
<td>GEOF/ENVIR ST 139</td>
<td>Living in the Global Environment: An Introduction to People-Environment Geography</td>
</tr>
<tr>
<td>GEOF/ENVIR ST 309</td>
<td>People, Land and Food: Comparative Study of Agriculture Systems</td>
</tr>
<tr>
<td>GEOF/ENVIR ST 339</td>
<td>Environmental Conservation</td>
</tr>
<tr>
<td>LAND ARC/ ENVIR ST 361</td>
<td>Wetlands Ecology</td>
</tr>
<tr>
<td>MED HIST/ ENVIR ST/ HIST SCI 513</td>
<td>Environment and Health in Global Perspective</td>
</tr>
<tr>
<td>PHYSICS 115</td>
<td>Energy</td>
</tr>
<tr>
<td>POP HLTH/ ENVIR ST 502</td>
<td>Air Pollution and Human Health</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 140</td>
<td>Introduction to Community and Environmental Sociology</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/ F&amp;W ECOL 248</td>
<td>Environment, Natural Resources, and Society</td>
</tr>
<tr>
<td>SOIL SCI 301</td>
<td>General Soil Science</td>
</tr>
<tr>
<td>SOIL SCI/ ENVIR ST 324</td>
<td>Soils and Environmental Quality</td>
</tr>
</tbody>
</table>

Student Testing and Assessment

Students in teacher education programs are required to complete a number of tests and a significant performance assessment prior to certification and eventual licensure. Detailed information related to these requirements, along with fee and registration information can be found on the School of Education website under Academic Tests.
for Prospective Teachers (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/student-testing-and-assessment). A brief description of these tests and assessments is provided below.

**Basic Skills Requirement**
All prospective teacher education students must submit test scores to the School of Education to be eligible for professional program admission. Students may use their ACT, SAT, or GRE scores, or they may take the Praxis Core Academic Skills for Educators Test (formerly the Praxis I/PPST). These tests meet Wisconsin’s basic skills test requirement for prospective teachers. All sections of the chosen basic skills test must be taken by program applicants to be eligible for program admission.

**Content Test**
Students completing professional education programs must take and pass an approved examination in their content area prior to their final student teaching semester. Most students complete the appropriate Praxis II: Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS). World Language Education students must meet an ACTFL Oral Proficiency Interview requirement and must take and pass the ACTFL Writing Proficiency Test (WPT). No candidates may be waived from taking the required test(s) for their license area.

**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 Reading Foundations Test. 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. This test is in addition to all other required tests and assessments for certification and licensure. For instance, students must still take and pass the Praxis II content exam to be eligible to student teach.

**Teacher Performance Assessment (edTPA)**
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. After August 31, 2015, initial license candidates (i.e., students completing certification programs) must complete the edTPA as part of their student teaching and after August 31, 2016, initial license candidates will be required to pass the edTPA before they can be recommended for licensure.

**Field Experiences**
School-based field experiences are a critical part of students’ professional preparation for teaching. In fact, the student teaching experience is frequently cited in teacher education literature as the single component of a teacher education program with the highest impact on future teaching behaviors of teacher candidates. 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. For this reason, active student engagement in the practicum experience is necessary and expected.

**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. Daily attendance at school, barring emergencies, is required.

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.

Find detailed policies and regulations regarding student teaching in the Teacher Education Field Experience Policies (November, 2014) (http://www.education.wisc.edu/docs/WebDispenser/soe-documents/fe_policies.pdf?sfvrsn=4). 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.

**General Eligibility Requirements for Student Teaching**
Minimum eligibility requirements apply to all students. Several subject areas require a specific grade point average unique to a particular program, or additional course work as a prerequisite to student teaching. Students are urged to check with their Education Academic Services and faculty
advisors to be certain that all eligibility requirements have been met. Students should check these items well in advance to preclude last-minute schedule conflicts in preparation for the student teaching semester. Minimum requirements are:

- Admission to a School of Education certification program.
- Completion of all course prerequisites, such as the teaching methods course(s) and pre–student teaching practica. Students should check for other possible course requirements in their specific area of study.
- Passing a content examination in the certification area(s).
- For world languages, an immersion experience and the appropriate score on the oral and written proficiency examinations.

Student Teaching Application Procedures
Information related to student teaching (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/field-work-student-teaching) and the application process is available on the School of Education website. Please be aware that some program areas require students to file an application far in advance of the student teaching semester.

Alternative Placement Options for Student Teaching
Alternative placement options include placements with the Institute for Urban Education, and teacher internships under the auspices of the Wisconsin Improvement Program:

- The UW System Institute for Urban Education (https://uwim.edu/community/partnerships/institute-urban-edu) helps pre-service teachers pursue their desire to become urban educators and to provide professional development opportunities for currently practicing teachers. Not all teacher education programs participate in the institute. Students should consult with their program coordinator for more information.
- The teacher internship is a licensed, full-semester assignment that replaces the student teaching experience. Interns are under contract with a school district and paid a modest salary. Internships are rarely available; students are notified by the program coordinator when they are offered by a district and are available to our students.

Special Placements
The School of Education is committed to placing its students in classrooms with teachers we know, in schools led by principals we know. Thus, student teaching placements are made within the University of Wisconsin–Madison service area. In general the service area is 50 miles from Madison, but individual programs may (and do) reduce the size of their service area. Occasionally, students with extenuating circumstances are allowed special placements beyond this area. “Extenuating circumstances” have included spousal/partner relocation, family emergency, or a highly specialized placement. All special placements must be approved by the student’s program coordinator and Associate Dean Jeffrey Hamm. Students permitted special placements are usually liable for the cost of supervision (at least $500). Special placements are not permitted due to financial need or to enhance employment opportunities.

Withdrawal 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 and Associate Dean Jeffrey Hamm. 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 and after consultation with Associate Dean Hamm.

Permission to repeat field experiences is not automatically granted. A confirmed field placement is considered an informal contractual agreement between the university and the school in which the student is located. Under this agreement, university faculty, cooperating teachers, and students assume certain responsibilities and obligations to one another. A student’s withdrawal from an assignment is considered to be an exception to the agreement and should occur only under the most unusual circumstances. 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 and Associate Dean Hamm 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. For more detailed
information about how required courses address Minority Group Relations for each program area, see the School of Education's PI 34 site (http://www.education.wisc.edu/pi34). Choose Certification Programs, select the program of interest, and click on Rules & Statutes.

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. For more detailed information about how conflict resolution is addressed in each program area, see the School of Education’s PI 34 site (http://www.education.wisc.edu/pi34). Choose Certification Programs, select the program of interest, and click on Rules & Statutes.

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 (and Agri-Science) 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, Professor Alan Lockwood (lockwood@education.wisc.edu), regarding its completion.

Portfolios
Students in certification programs are required to demonstrate their knowledge and professional development through the creation and maintenance of a portfolio. A portfolio has several purposes:

- To serve as a tool for teacher learning, growth, and development. Portfolios are intended to support students’ efforts to become thoughtful and effective teachers.
- To provide documentation and/or evidence that students have satisfactorily met all teacher education standards required for initial teacher certification in Wisconsin. The portfolio helps to demonstrate students’ achievement of these knowledge and performance standards.
- To provide a repository for student artifacts.
- To enhance students’ technical literacy through the portfolio creation.
- To support the job preparation and interview process.

Portfolios consist of a variety of artifacts which students have chosen from their educational experiences to best represent their growth and development as teachers. Artifacts can include lesson plans, classroom observations, analyses of student learning, student work samples, photographs, video clips of instruction and reflective commentaries.

The student portfolio provides a foundation for the Teacher Performance Assessment (edTPA), a standardized evaluation required by Wisconsin for teacher licensure. The edTPA process also requires students to submit artifacts. These artifacts are scored by trained evaluators using a standardized set of edTPA rubrics.

For more information about the use of the portfolio in a specific teacher education program, please contact the program coordinator.

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. The current standards of the University of Wisconsin—Madison School of Education can be found on the school's website (http://careers.education.wisc.edu/pi34/docs/Standards.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 Special Education program 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 certify students to teach their subject area at the Early Adolescence through Adolescence level.
- Students completing Language Education programs will be licensed at the Early Childhood through Adolescence level.
- Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education will be licensed at the Early Childhood through Adolescence level.

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/tepdl/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/tepdl/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. See Educator Licensing (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/educator-licensing) for additional information about the licensing process.

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 (http://2b.education.uky.edu/certification-requirements-by-state) 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 Education Academic Services at 139 Education Building, 1000 Bascom Mall, or by email (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 EAS.

RESOURCES AND SCHOLARSHIPS
Information about scholarships, academic and career advising, study abroad opportunities, student diversity services, and other resources for students in the School of Education can be found on the school’s Resources (http://guide.wisc.edu/undergraduate/education/#resourcestext) page.