The bachelor of science degree in physical education prepares individuals for careers in a variety of areas. At the heart of the degree is the physical education teacher education program, which has been preparing excellent physical educators since 1911. The bachelor of science degree in physical education is the key to obtaining physical education teaching positions in Wisconsin, other states, and internationally.

A degree in physical education also readies individuals for teaching positions outside of school settings. Graduates of the program have pursued successful careers in many positions unrelated to teaching. Program alumni are well represented in the areas of coaching and officiating, recreation, fitness, healthcare, and sport management.

The careers of some of our physical education alumni are highlighted here. (http://guide.wisc.edu/undergraduate/education/kinesiology/physical-education-bs/%20https://kinesiology.education.wisc.edu/pe/)

UW–Madison's PE program has recently been redesigned to address emerging trends in physical education pedagogy. Critical elements of the new curriculum include:

- A cutting-edge conceptual approach to teaching physical education
- “Hands-on” guided teaching
- An emphasis on urban, inclusive, and multicultural settings
- Community building and behavior management activities
- Completion of the degree in four years

Physical education students also benefit from:

- Nationally and state recognized faculty and staff members
- Certification options in Adapted Physical Education and Health Education
- Small class sizes and advising groups
- A strong science and technology based curriculum
- Instruction within the nationally ranked UW–Madison School of Education

Graduates are eligible to apply for a Wisconsin Physical Education license at the Early Childhood through Adolescence (Pre–K through 12) level.

HOW TO GET IN

PROGRAM ADMISSION OVERVIEW

Undergraduate physical education students generally apply to the professional part of the physical education degree program in their sophomore year. Currently, students are admitted to the program twice a year, effective for the fall or spring semester following selection. Once admitted, students typically spend five semesters completing their remaining coursework.

ENTERING THE SCHOOL OF EDUCATION

NEW AND CURRENT UW–MADISON STUDENTS

New freshmen and transfer students interested in physical 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 physical education receive a pre-classification of PED. This classification indicates that a student is interested in physical education, but has not applied and been admitted to the professional part of the undergraduate program.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the School of Education 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. To remain in good standing, students with a PED classification must maintain campus and semester GPAs of 2.75, as modified by the Last 60 Credits rule. Admission as a “pre-professional” student does not guarantee admission to the professional program.

It is strongly recommended that students interested in physical education consult with an advisor in the Kinesiology department. It would also be helpful to speak with an academic advisor in Education Academic Services (EAS), 139 Education Building, 1000 Bascom Mall. Students may 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).
APPLICATION AND ADMISSION

Certification to teach physical education requires that a student be admitted into the professional part of the degree program. The School of Education admits students into the physical education program twice a year, effective for the fall or spring semester following selection. Resources limit the number of students who can be served by the UW–Madison Physical Education Teacher Education Program. In recent years the physical education program has been able to accommodate all qualified applicants; however, if the number of qualified applicants to physical education exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

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 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 to the professional program, students must meet the following criteria:

- Total Credits/Prerequisite Coursework: Earn 40 or more credits by the end of the semester in which the application is submitted, including the following prerequisite courses:
  - KINES 116 First Aid and Basic Life Support (2 cr), or exemption. Basic Life Support for Healthcare Providers certification or CPR/AED for Professional Rescuers certification may substitute for the CPR/AED portion of Kines 116. First Aid certification may substitute for the first aid portion of Kines 116. Students possessing current certifications may submit documentation and request a waiver of KINES 116. Students must present both certifications (CPR/AED and first aid) to exempt from the class.
  - KINES 119 Introduction to Kinesiology (2 cr)
- Cumulative Grade Point Average: Earn a minimum 2.75 (on a 4.00 scale) cumulative GPA on all college coursework attempted or a 2.75 cumulative GPA based on the Last 60 Credits Rule (detailed below (p. 2)) by the end of the application year. This 2.75 GPA must be maintained through the semester during which the application is submitted to remain eligible for admission.
- 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).
- 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,
- 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.) Currently, retention and graduation GPAs are based on all credits attempted at UW–Madison as an undergraduate student. If each semester's GPA after admission to the program meets the required GPA for retention, the student will be allowed to continue and complete the program. More information on this rule is available here (http://guide.wisc.edu/undergraduate/education/policiesandregulationtext).

ADMISSION CRITERIA

The Admissions Committee will review application files with three key areas in mind:

- **Academic Qualifications:** The Department of Kinesiology and the Physical Education Teacher Education Program seek students with strong academic credentials. This includes cumulative undergraduate grade point average (GPA), course selection, and trend of college grades.
- **Goals:** The required personal statement provides an opportunity for students to express their reasons for pursuing a career in physical education and what has shaped their desire to do so. The admissions committee expects applicants to have a foundational understanding of physical education and to have a sense of some of the issues that physical educators face. Observing or volunteering in physical education settings can help applicants demonstrate an understanding of the field.
- **Other Contributions:** The Department of Kinesiology and the Physical Education Teacher Education Program seek students whose diverse work experiences, life experience, stated goals, and cultural background are assets to the learning environment in both the department and the professional program.

APPLICATION REVIEW AND SELECTION

Applicants to the Physical Education Teacher Education Program will compete for a specific number of openings in the program. Each application will be reviewed by at least two academic faculty or staff from
the Admissions Committee. Each committee member will independently examine and rate applicants’ files on a scale of 1 (do not accept) to 5 (definitely accept) using a holistic view based on the criteria above. The committee members will then share and discuss their ratings and select the final cohort for admission.

Students will be provisionally accepted in December or May. The offer of admission will be revoked and the student withdrawn from subsequent Kinesiology courses (typically during January or August) if any of the following requirements are not met:

- All prerequisite courses completed by the end of the semester in which the application is submitted.
- Maintenance of a cumulative GPA of last 60-credit GPA of at least 2.75.

If there are more eligible applicants than spaces available, eligible applicants will be rank-ordered for admission based on

1. cumulative GPA or 60-credit GPA and
2. nonacademic factors.

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 Detail

General Education

- Breadth—Humanities/Literature/Arts: 6 credits
- 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
- Breadth—Social Studies: 3 credits
- Communication Part A & Part B *
- Ethnic Studies *
- Quantitative Reasoning Part A & Part B *

* 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

The Physical Education program has six 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.
- Science Core coursework offers in-depth study of the basic sciences and mathematics.
- Kinesiology Core courses look at how the body responds and adapts to exercise, the role of psychological factors in sports and exercise, mechanics applied to biological systems, and how movement is controlled, learned, and developed over the life span.
- The Physical Education requirements focus on advanced study in Physical Education pedagogy, including teaching methods coursework and field experiences in the schools.
- Education coursework includes an examination of the school’s relationship to our society and also of the processes by which students grow and learn.
- Elective coursework is taken to reach the minimum of 120 credits required for the degree.

While not required, teaching certifications in Adapted Physical Education (http://kinesiology.education.wisc.edu/kinesiology/academics/undergraduate-programs/adapted-physical-activity) and Health Education (http://guide.wisc.edu/undergraduate/education/kinesiology/health-education-minor) are also offered.

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies (http://guide.wisc.edu/undergraduate/education/#requirementstext) coursework. 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 B, 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 (http://guide.wisc.edu/undergraduate/education/#requirementstext) for information about course selection and approved course options.

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

- Literature
- Fine Arts
- Humanities Electives

Social Studies (Social Science)
All students must complete a minimum of 9 credits. Teacher certification programs, 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 (http://guide.wisc.edu/undergraduate/education/#requirementstext) to total 40 Credits.

SCIENCE AND KINESIOLOGY CORE COURSES

With the exception of Kines 116, 119 and 121, Kinesiology coursework must be taken after admission into the professional part of the undergraduate program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>4-5</td>
</tr>
<tr>
<td>or CHEM 108</td>
<td>Chemistry in Our World</td>
<td></td>
</tr>
<tr>
<td>ANATOMY/KINES 328</td>
<td>Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>&amp; ANATOMY/KINES 329</td>
<td>and Human Anatomy-Kinesiology¹</td>
<td></td>
</tr>
<tr>
<td>PHYSIOL 335</td>
<td>Physiology</td>
<td>5</td>
</tr>
<tr>
<td>KINES 116</td>
<td>First Aid and Basic Life Support²</td>
<td>2</td>
</tr>
<tr>
<td>KINES 119</td>
<td>Introduction to Kinesiology</td>
<td>2</td>
</tr>
</tbody>
</table>

KINES 314  Physiology of Exercise  4
KINES 318  Biomechanics of Human Movement  3
KINES 350  Introduction to Exercise Psychology  3
KINES 361  Motor Learning and Performance  3

¹ Effective fall 2017, Anatomy/Kines 328 and 329 will be replaced by Kines 337 and 338.
² Basic Life Support for Healthcare Providers certification or CPR/AED for Professional Rescuers certification may substitute for the CPR/AED portion of Kines 116. First Aid certification may substitute for the first aid portion of Kines 116. Students must present both certifications (CPR/AED and first aid) to exempt from Kines 116.

PHYSICAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANCE 2</td>
<td>Ballroom Dance I</td>
<td>1</td>
</tr>
<tr>
<td>DANCE 205</td>
<td>Dance</td>
<td>1</td>
</tr>
<tr>
<td>KINES 104</td>
<td>Aquatics</td>
<td>1</td>
</tr>
<tr>
<td>KINES 121</td>
<td>Foundations of Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>KINES 315</td>
<td>Assessment and Research in Physical Activity Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>KINES 316</td>
<td>Adapted Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>KINES 325</td>
<td>Group Development and Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>KINES 327</td>
<td>Current Topics in Outdoor Pursuits</td>
<td>1</td>
</tr>
<tr>
<td>KINES 353</td>
<td>Health and Physical Education in a Multicultural Society</td>
<td>2</td>
</tr>
<tr>
<td>KINES 355</td>
<td>Socio-Cultural Aspects of Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>KINES 360</td>
<td>Lifespan Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>KINES 370</td>
<td>Planning, Teaching and Assessment in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KINES 371</td>
<td>Methods of Teaching PK-12 Dance and Gymnastics</td>
<td>3</td>
</tr>
<tr>
<td>KINES 372</td>
<td>Methods of Teaching PK-12 Educational Games and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>KINES 373</td>
<td>Methods of Teaching Secondary Sport Concepts and Skills</td>
<td>3</td>
</tr>
<tr>
<td>KINES 375</td>
<td>Practicum in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KINES 412</td>
<td>Organization and Administration of Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>KINES/CURRIC 478</td>
<td>Elementary School Physical Education Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>KINES/CURRIC 479</td>
<td>Middle School or High School Physical Education Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

PROFESSIONAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 301</td>
<td>How People Learn</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>
</tbody>
</table>
ADDITIONAL CERTIFICATION OPTIONS

Physical Education students are encouraged to increase their content knowledge and teaching capabilities through additional training. Although not required, teaching certifications are available in health education and adapted physical education. Students may pursue more than one additional certification.

HEALTH EDUCATION MINOR, 30 CREDITS.

Contact Bonnie Klassy, bjklassy@wisc.edu, 608-558-0227, for additional information about the Health Education minor (http://guide.wisc.edu/undergraduate/education/kinesiology/health-education-minor).

ADAPTED PHYSICAL EDUCATION, 15 CREDITS.

Contact Tim Gattenby, gattenby@education.wisc.edu, 608-262-9562, for additional information regarding Adapted Physical Education (http://kinesiology.education.wisc.edu/kinesiology/academics/undergraduate-programs/adapted-physical-activity) at UW-Madison.

Certification in Adapted Physical Education requires:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINES 316</td>
<td>Adapted Physical Activity (required of all PE majors)</td>
<td>3</td>
</tr>
<tr>
<td>KINES 300</td>
<td>Practicum in Kinesiology (Adapted Sport and Fitness:Adults)</td>
<td>1-3</td>
</tr>
<tr>
<td>KINES 364</td>
<td>Assessment and Programming in Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KINES 365</td>
<td>Practicum: Adapted Physical Education (Children)</td>
<td>2</td>
</tr>
<tr>
<td>RP &amp; SE 300</td>
<td>Individuals with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one elective. Requires advisor approval.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP &amp; SE 330</td>
<td>Behavior Analysis: Applications to Persons with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 450</td>
<td>Collaborating with Families of Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 470</td>
<td>Individuals with Learning and Behavioral Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 505</td>
<td>Biological, Psychosocial, and Vocational Aspects of Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE/ CURRIC 506</td>
<td>Strategies for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 110</td>
<td>Introduction to Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 240</td>
<td>Language Development in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 424</td>
<td>Sign Language I</td>
<td>2</td>
</tr>
<tr>
<td>PSYCH 405</td>
<td>Abnormal Psychology 1</td>
<td>3-4</td>
</tr>
<tr>
<td>PSYCH 512</td>
<td>Behavior Pathology-Psychoses</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Effective fall 2017, the course number of Abnormal Psychology changed from Psych 509 to 405.

CONTINUATION REQUIREMENT: DEPARTMENT OF KINESIOLOGY

All students admitted to undergraduate programs in the Department of Kinesiology, including Physical Education, must maintain a cumulative grade point average (GPA) of at least 2.75, based on all UW–Madison campus course work. Consult the School of Education’s Academic Policies and Procedures (http://guide.wisc.edu/undergraduate/education/#academicstext) for additional information about the continuation requirement.

GPA AND OTHER GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

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.
• A minimum of 120 credits.
• Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
• Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

DEGREE AUDIT (DARS)

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. 8).

UNIVERSITY DEGREE REQUIREMENTS

Requirements Detail

<table>
<thead>
<tr>
<th>Total Degree</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>Quality of Work</td>
<td>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.</td>
</tr>
</tbody>
</table>

LEARNING OUTCOMES

1. Standard 1: Incorporates Understanding of Human Learning and Development. Teachers design learning environments and pedagogical practices for students that are grounded in concepts and interpretive frameworks provided by disciplines that study human development and learning.
4. Standard 4: Demonstrates Pedagogical Knowledge in Specific Domains. Teachers are knowledgeable about the problems, challenges, and opportunities that commonly arise as students develop understanding or competence in physical education.
5. Standard 5: Explains and Justifies Educational Choices. Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.
6. Standard 6: Connects School and Community. Teachers use the knowledge and abilities necessary for collaboration with individuals, groups, and agencies within the school and community. They base instruction of students on an understanding of curricular goals, subject matter, and the community, and help the students make connections between community-based knowledge and school knowledge.
7. Standard 7: Understands and Adapts to Multiple Forms of Communication. Teachers understand and adapt to students’ multiple forms of expressing and receiving experiences, ideas, and feelings.
8. Standard 8: Employs Varied Assessment Processes. Teachers understand and thoughtfully use formal and informal evaluation strategies to assess students’ achievements, strengths, challenges, and learning styles for continuous development.
9. Standard 9: Manages Learning Environment. Teachers establish and maintain an environment that engages students in learning while providing for their physical and socio-emotional well-being.
10. Standard 10: Employs Varied Instructional Strategies. Teachers understand and use a variety of instructional strategies to enhance students’ learning.
11. Standard 11: Uses Technologies. Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic issues surrounding their implementation.
12. Standard 12: Accommodates for All Students. Teachers design educational environments and use instructional practices that accommodate students’ achievements, strengths, challenges, interests, and learning styles.
13. Standard 13: Is a Reflective Practitioner. Teachers are 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 actively seek out opportunities to grow professionally. They examine assumptions enmeshed in ways of thinking and in familial, institutional, and cultural lore, and practices.
14. Standard 14: Relates Well with Students, Families, and Communities. Teachers relate to students, families, and community members in a fair, respectful, and sensitive manner. They show an appreciation for the cultural diversity of our society.
15. Standard 15: Understands Legal Rights and Responsibilities. Teachers understand the legal rights and responsibilities of professional educators and the law as it applies to their specific domains of teaching.
ADVISORING AND CAREERS

ADVISORING

PHYSICAL EDUCATION ADVISING

Prospective off-campus and on-campus physical education students will meet with Dan Timm in the kinesiology department. Students considering physical education should schedule an appointment with Dr. Timm as soon as possible; call 608-262-0259. Pre-admission advising is conducted by the kinesiology department and staff at Education Academic Services (EAS), see below.

Students with either a pre-certification (PED) or certification (BSPE) classification are required to meet with their department advisor at least once per semester. Mandatory advising meetings are conducted every semester, just before enrollment begins for the following semester.

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/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.

OURR: 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.

**P.E.O.P.L.E.**

Information about faculty, staff, and other contributors to the Department of Kinesiology can be found on the department’s website. (http://www.education.wisc.edu/kinesiology)

**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>
<th>Credits</th>
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<tr>
<td>ATM OCN/ENVIR ST/</td>
<td>Atmospheric Environment and Society</td>
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<tr>
<td>ATM OCN/</td>
<td>Earth’s Water: Natural Science and Human Use</td>
<td>3</td>
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<tr>
<td>SOIL SCI 132</td>
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<td>BOTANY 100</td>
<td>Survey of Botany</td>
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<td>Introductory Biology</td>
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<tr>
<td>ZOOLOGY 152</td>
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<tr>
<td>BOTANY/ENVIR ST/</td>
<td>Introductory Ecology</td>
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<td>ZOOLOGY 260</td>
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<td>ECON/A AE/</td>
<td>Environmental Economics</td>
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<td>ENVIR ST 343</td>
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<td>GEOG/ENVIR ST</td>
<td>Introduction to the Earth System</td>
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<td>GEOG/ENVIR ST</td>
<td>Living in the Global Environment: An</td>
<td>3-4</td>
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<tr>
<td>139</td>
<td>Introduction to People-Environment Geograpy</td>
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<td>GEOG/ENVIR ST</td>
<td>People, Land and Food: Comparative Study of Agriculture Systems</td>
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<td>GEOG/ENVIR ST</td>
<td>Environmental Conservation</td>
<td>4</td>
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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 I/PPST, Subject Assessments/ Specialty Area Tests through the Educational Testing Service (ETS), or 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 for 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://uwm.edu/education/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.

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 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. 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. 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.
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/#resourcetext) page.