**ART EDUCATION, B.S.**

Art education is a perfect choice for students who thrive in creative, collaborative environments. People who choose this meaningful career path love viewing, discussing, and making works of art/design and are passionate about engaging others in the artistic process. Art educators help children and adults discover their own creative capacities and the countless contributions visual artists make to our communities each day.

UW–Madison’s art education program provides essential preparation for a variety of careers in art education. Students work directly with children and adolescents in both school and community-based field placements in every semester of the program. They study with outstanding art and education faculty in a range of rigorous and engaging studio, art history, curriculum and instruction, educational psychology, and educational policy studies courses, while also connecting with Madison’s vibrant arts community through field trips and service learning.

Graduates of our program earn a Bachelor of Science degree, a career-ready Wisconsin teaching license in PK–12 art education, and gain the skills, knowledge, and confidence to teach the visual arts in public and private schools, at the elementary and secondary levels, in the United States and internationally, and in community settings such as art museums, maker spaces, and senior centers.

Consult the departmental website (https://art.wisc.edu/undergraduate/undergraduate-degrees/) for additional information about art education. Students intending to teach in Wisconsin may be eligible for the Teacher Pledge (https://tec.education.wisc.edu/teacher-pledge/), an opt-in loan forgiveness program for teacher education students.

**HOW TO GET IN**

**ART EDUCATION DECLARATION OVERVIEW**

Students typically enter UW–Madison as Pre-Art Education students (PAED), spend the first two years completing liberal studies, general education, and foundational studio requirements, and declare Art Education during their sophomore year for their final two years on campus.

On-campus students starting at UW-Madison in other majors can move to Pre-Art Education by completing a Pre-Professional Declaration (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/). A GPA of 2.75, based on all UW–Madison coursework or the last 60 credits (http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext), is required to transfer into Pre-Art Education. It is not necessary to be a Pre-Art Education student before declaring an Art Education major.

**ELIGIBILITY TO DECLARE ART EDUCATION**

Art Education currently accepts declarations once a year; from February 1 – May 1. The on-campus declaration form is located on the School of Education’s Undergraduate Admissions (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/) page, along with information about the declaration period, deadline, and current eligibility requirements. Students should consult this site prior to submitting a declaration as this information may be modified from one declaration period to the next.

Off-campus students wishing to transfer directly into Art Education should complete the on-campus declaration and must also be admitted to UW-Madison. See Transfer Students and Students with a Bachelor’s Degree, below.

**ELIGIBILITY REQUIREMENTS:**

- Meet with the Art Education advisor Dr. Mary Hoefferle (email her directly to set up an appointment at hoefferle@wisc.edu) or a School of Education Student Services advisor. Email soeademicservices@education.wisc.edu or call 608-262-1651 to schedule an appointment in Student Services. On-campus students can schedule using Starfish (https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/).
- Earn 40 or more total credits by the end of the semester prior to declaration.
- Complete at least 6 aesthetics credits (such as ART 108, ART 208 and/or art history courses) and 20 studio credits by the end of the declaration semester.
- Earn a minimum 2.75 cumulative GPA based on all college coursework attempted or a 2.75 last 60 credits GPA by the end of the term prior to the declaration semester. This GPA must be maintained at the end of the declaration semester. ¹

1 Last 60 Credits Rule - Two grade point averages may be calculated to determine a candidate’s eligibility to declare. A GPA may be calculated using (1) UW-Madison and all other all transferable college level coursework attempted and (2) the last 60 credits attempted. The higher GPA of these two calculations will be used for determining eligibility. Once declared, students must earn a semester GPA of 2.75 each semester after declaration. More information on this rule is available here (http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext).

Students will be provisionally admitted pending the completion of all eligibility requirements by the end of the declaration semester.

**TRANSFER STUDENTS AND STUDENTS WITH A PREVIOUS DEGREE**

Transfer students and students who already hold a Bachelor’s degree must be admitted to UW-Madison to enroll in a School of Education program. Admission to the campus has its own application, admission process, and application deadlines; see Office of Admissions and Recruitment (http://www.admissions.wisc.edu) for campus application information.

Students wishing to enter directly into Art Education should complete both the on-campus declaration and the UW-Madison application. All eligibility requirements must be met. Transfers who do not meet the declaration eligibility criteria will be admitted to UW-Madison with the Pre-Art Education designation.

An applicant with a previous undergraduate degree will be admitted to Art Education as a second degree candidate or as a School of Education “Special Student” depending on their academic background. Admission as an Education Special Student indicates that the student has an interest in pursuing teacher certification in Art Education and studied this
subject area extensively during their initial degree. A student enrolls in Art Education as a Special Student to complete the requirements that were not taken during the first degree; these are assessed on a case by case basis. Another degree is not awarded for this "certification only" coursework.

Second degree candidates in the School of Education are changing their academic direction and wish to complete a degree that is unrelated to their first. A large number of credits are usually required to complete the new degree requirements and a second degree is awarded upon its completion; more information is available here (http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext).

All off-campus students are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their declaration. Consultations are available in person, virtually, or via telephone; email soeacademicservices@education.wisc.edu or call 608-262-1651 to schedule an appointment.

BACKGROUND CHECKS

Pursuant to State of Wisconsin law PI 34.018(2), the School of Education is required to administer a background check on all students entering teacher education programs. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK-12 pupils. Local school districts frequently conduct background checks on teacher education students prior to the start of their in-classroom field work, and the Department of Public Instruction (DPI) will also conduct a background check on each applicant for a Wisconsin educator license.

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

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

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/#requirementsforundergraduatestudystext) section of the Guide.

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 *
- 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.

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 and Kinesiology have unique requirements in this category.

Science

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

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

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

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

PROGRAM STRUCTURE
The art education program is divided into five areas of study:

- Liberal studies courses expose students to a broad range of academic disciplines. The university-wide General Education requirements also encourage this breadth of study.
- The Foundations Program requires six interrelated studio and aesthetics courses designed to prepare first-year students for further study in studio art and design.
- Aesthetics coursework gives students an opportunity to study both the history of art and contemporary developments in the visual arts.
- Major requirements offer an in-depth study of studio art.
- Professional education coursework includes an examination of the schools’ relationship to our society and the processes by which students grow and learn. The professional sequence is a three-semester sequence of art education teaching methods course work and field experiences in schools.

ART FOUNDATIONS PROGRAM
The Art Foundations Program is a series of interrelated studio and lecture courses to be taken by art and art education majors in their first year as preparation for further study in studio art and design. The program addresses the fundamentals of art through investigation of formal, technical and conceptual issues. The drawing, 2D and 3D design, digital media, and art historical lecture classes are designed to expose, broaden, and challenge students’ understanding of contemporary art production.

Art foundations classes are meant to be taken concurrently and the information covered in them is interrelated. Students completing the foundations program should enroll in ART 102 Two-Dimensional Design, ART 212 Drawing Methods & Concepts, and ART 108 Foundations of Contemporary Art for the fall semester and complete ART 104 Three-Dimensional Design, ART 107 Introduction to Digital Forms, and ART 208 Current Directions in Art in the spring.

Most freshman art majors complete their foundations courses through participation in the very popular Contemporary Art and Artists First-Year Interest Group (FIG), (https://figs.wisc.edu/) which also creates a network of corresponding experiences and a peer community that will continue throughout the program and often beyond graduation. Students in FIGs enjoy studying with instructors dedicated to serving first year students, the opportunity to integrate related ideas from all three classes, and the ready-made opportunities to form support networks and lasting friendships.

Additional information about the Foundations Program (https://art.wisc.edu/media-disciplines/Foundations/) is available on the departmental website.

AESTHETICS REQUIREMENT
Complete four courses focusing on the history of art and contemporary developments in the visual arts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 108</td>
<td>Foundations of Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 208</td>
<td>Current Directions in Art</td>
<td>3</td>
</tr>
<tr>
<td>ART HIST 202</td>
<td>History of Western Art II: From Renaissance to Contemporary</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART HIST 201</td>
<td>History of Western Art I: From Pyramids to Cathedrals</td>
<td>3-4</td>
</tr>
<tr>
<td>ART HIST 203</td>
<td>Survey of Asian Art</td>
<td></td>
</tr>
<tr>
<td>ART HIST 205</td>
<td>Global Arts</td>
<td></td>
</tr>
<tr>
<td>ART HIST/AFROAMER 241</td>
<td>Introduction to African Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ART HIST/AFROAMER 242</td>
<td>Introduction to Afro-American Art</td>
<td></td>
</tr>
<tr>
<td>ART HIST 305</td>
<td>History of Islamic Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ART HIST 307</td>
<td>From Tomb to Temple: Ancient Chinese Art and Religion in Transition</td>
<td></td>
</tr>
<tr>
<td>ART HIST 308</td>
<td>The Tastes of Scholars and Emperors: Chinese Art in the Later Periods</td>
<td></td>
</tr>
<tr>
<td>ART HIST 354</td>
<td>Cross-Cultural Arts Around the Atlantic Rim: 1800 to the Present</td>
<td></td>
</tr>
<tr>
<td>ART HIST/AMER IND 359</td>
<td>American Indian Art History: Contemporary Issues</td>
<td></td>
</tr>
<tr>
<td>ART HIST 372</td>
<td>Arts of Japan</td>
<td></td>
</tr>
<tr>
<td>ART HIST 375</td>
<td>Later Japanese Painting and Woodblock Prints</td>
<td></td>
</tr>
</tbody>
</table>

Additional art history courses addressing arts from underrepresented cultures will be considered.

MAJOR REQUIREMENTS
Students must complete 48 credits of studio art, including the specific requirements below. At least 15 upper-level studio credits must be taken in residence on the UW-Madison campus. Upper-level classes include Art courses numbered 214 and above, excluding ART 236 and ART 338.

Note: These requirements are effective beginning spring 2016 admission to art education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 107</td>
<td>Introduction to Digital Forms</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>Drawing Methods &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ART 222</td>
<td>Introduction to Painting</td>
<td>3-4</td>
</tr>
<tr>
<td>ART 338</td>
<td>Service Learning in Art</td>
<td>2</td>
</tr>
<tr>
<td>ART 306</td>
<td>Relief Printmaking</td>
<td>3-4</td>
</tr>
<tr>
<td>or ART 336</td>
<td>Serigraphy</td>
<td></td>
</tr>
<tr>
<td>ART 244</td>
<td>Art Metal I</td>
<td>3-4</td>
</tr>
</tbody>
</table>
ART 224 Ceramics I 4
ART 214 Sculpture I 3-4
or ART 334 Wood Working

Take additional art electives to reach the minimum of 48 credits

PROFESSIONAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development (Minimum of 3 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 331</td>
<td>Human Development From Childhood Through Adolescence</td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 320</td>
<td>Human Development in Infancy and Childhood</td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 321</td>
<td>Human Development in Adolescence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning (Minimum of 3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 301</td>
<td>How People Learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations of the Profession (Minimum of 3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>ED POL 300</td>
<td>School and Society</td>
<td></td>
</tr>
<tr>
<td>or ED POL/HISTORY 412</td>
<td>History of American Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy, Including Reading</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 305</td>
<td>Integrating the Teaching of Reading with Other Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC/RP &amp; SE 506</td>
<td>Strategies for Inclusive Schooling</td>
<td></td>
</tr>
<tr>
<td>or CURRIC/ART ED 570</td>
<td>Art in Exceptional Education</td>
<td></td>
</tr>
</tbody>
</table>

1

Will also fulfill the liberal studies requirement in U.S./European history.

ART EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Module 1 (first 7 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART ED/CURRIC 323</td>
<td>Art in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ART ED/CURRIC 470</td>
<td>Practicum in Elementary School Art</td>
<td>3</td>
</tr>
<tr>
<td>Module 2 (second 7 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART ED/CURRIC 324</td>
<td>Art in Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ART ED/CURRIC 493</td>
<td>Practicum in Secondary School Art</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART ED/CURRIC 423</td>
<td>Student Teaching in Art in Elementary Schools</td>
<td>6</td>
</tr>
<tr>
<td>ART ED/CURRIC 424</td>
<td>Student Teaching in Art in Secondary Schools</td>
<td>6</td>
</tr>
</tbody>
</table>

GPA AND OTHER GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

Requirements are based on UW–Madison coursework.

- 2.75 minimum cumulative grade point average, first effective for students admitted into the art education program fall 2016. This may be modified by the Last 60 Credits Rule (http://guide.wisc.edu/undergraduate/education/#policiesandregulations).
- 2.75 cumulative grade point average in all major course work.
- 2.75 cumulative grade point average in all upper-level major course work. Art courses numbered 214 and above, excluding ART 236 and ART 338, are considered upper-level courses.
- 2.75 in professional education course work (excluding practicum and student teaching).
- Major Residency. Students must complete a minimum of 15 upper-level studio credits in residence on the UW–Madison campus.
- Senior Residency. Degree candidates must complete their last 30 credits in residence on the UW–Madison campus, excluding retroactive credits and credits granted by examination.
- A minimum of 120 total credits.

DEGREE AUDIT (DARS)

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

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

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

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

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.
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. Many of these requirements are embedded within certification requirements established by the Wisconsin Department of Public Instruction. 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. 6).

UNIVERSITY DEGREE REQUIREMENTS

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

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

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

LEARNING OUTCOMES

1. Identify and explore important eras, developments, movements, and theories in historical and contemporary art practice.
2. Identify and analyze the elements and principles of design in the work of other artists and consistently and effectively employ the elements and principles in their own studio work.
3. Develop technical skill, a personal creative practice, and knowledge of the historical and current practices of at least four separate visual art disciplines, including 2D, 3D, 4D, and graphics areas.
4. Examine best practices (historical and contemporary) in art curriculum planning, instruction and assessment, apply knowledge to k–12 curriculum development, and effectively teach art to diverse populations in community and school-based settings.
5. Meet all School of Education Teacher Education Standards and DPI k–12 art licensure requirements (including child development and learning theories, history of American Education, and the role of art in literacy education).

FOUR-YEAR PLAN

Bachelor of Science: Art Education - Sample Four-Year Plan

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

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication A</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 108</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 102</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 508</td>
<td>3</td>
<td>1 POLI 104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>3</td>
<td>0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetic Elective</td>
<td>3-4</td>
<td>4 ART HIST 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Perspectives</td>
<td></td>
<td>0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 214 or 334</td>
<td>4</td>
<td>4 ART 244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 222</td>
<td>4</td>
<td>4 ART 306 or 336</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning A</td>
<td>3</td>
<td>3 Ethnic Studies course work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>3</td>
<td>3 Liberal Studies Literature course work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 224</td>
<td>4</td>
<td>4 Studio Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Elective</td>
<td>4</td>
<td>4 ART 338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>3</td>
<td>3 ART 508</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science also meeting</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning B</td>
<td></td>
<td>ED POL/HISTORY 412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC/RP &amp; SE</td>
<td>3</td>
<td>3 One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>506</td>
<td></td>
<td>EDM PSYCH 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDM PSYCH 320</td>
<td></td>
<td>EDM PSYCH 321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDM PSYCH 331</td>
<td></td>
<td>EDM PSYCH 331</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ADVISING

#### ART EDUCATION ADVISING

Prospective off-campus and on-campus art education students will meet with the art education program coordinator Dr. Mary Hoefferle, 6241 Humanities Building, 455 North Park Street, hoefferle@wisc.edu. Students considering art education should contact Dr. Hoefferle as soon as possible. Pre-declaration advising is conducted by the Department of Art and advisors in the School of Education Student Services office, see below.

The undergraduate art program advisors are located at 6241 Humanities Building, 455 North Park Street. Current students can schedule an appointment online through the Starfish app (https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/) in MyUW. Appointments can also be made by calling 608-262-1660.

#### SCHOOL OF EDUCATION ADVISING

Dedicated to supporting and promoting student success, the School of Education Student Services (https://guide.wisc.edu/undergraduate/education/#resourcetest) staff is here to assist students with the adjustment to college, understanding their degree and career goals, and connecting to resources. ESS supports prospective and current School of Education students in all programs through:

- academic and career advising
- mentoring and advocacy for underrepresented and international students
- requirements monitoring
- interpreting academic policy
- and more!

Students in the School of Education are encouraged to make Student Services a vital part of their academic and employment journey.

**To schedule an appointment:** Current students can schedule an appointment online through the Starfish app (https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/) in MyUW. Appointments can also be made through email at soeacademicservices@education.wisc.edu. (soeacademicservices@education.wisc.edu) by calling 608-262-1651, or in person.

---

### CAREER ADVISING IN THE SCHOOL OF EDUCATION

The School of Education Career Center provides students with the knowledge needed for connecting their classroom experiences with real-world application. Through individual appointments, events, and online resources, the Career Center provides students and alumni with the tools needed to be successful in their career development. From building resumes, conducting job and internship searches, developing interviewing skills, and negotiation strategies, the Career Center provides a foundation for developing the essential skills for the ever-changing world of work.

Students can set up their profile on Handshake (https://app.joinhandshake.com/login/), the campus online career management system, to find open internships, jobs, and career events. In addition to Handshake, there are many other job search sites to consult, such as Indeed, Glassdoor, and some that are industry-specific. Students majoring in Art Education have searched for titles such as Classroom Teacher, Human Resources Manager, Curriculum Specialist, and Camp Director.

Current School of Education students can make an appointment with a Career and Internship Advisor by logging into Starfish (https://wisc.starfishsolutions.com/starfish-ops/) from the MyUW dashboard and selecting a day and time that works best with their schedule.

School of Education Alumni can schedule an appointment by completing the appointment request form (http://bit.ly/CCAppt/).

For more information, visit the School of Education Career Center website (https://careercenter.education.wisc.edu/) or reach out at career-center@education.wisc.edu.

---

### PEOPLE

Information about faculty, staff, and other contributors to the Department of Art can be found on the department’s website (https://art.wisc.edu/).

---

### CERTIFICATION/LICENSURE

#### ADDITIONAL CERTIFICATION REQUIREMENTS

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

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

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

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

**Disclosure Statement and Background Checks**

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

**Background Checks**
Pursuant to State of Wisconsin law PI 34.018(2), the School of Education is required to administer a background check on all students entering teacher education programs. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK-12 pupils. Local school districts frequently conduct background checks on teacher education students prior to the start of their in-classroom field work, and the Department of Public Instruction (DPI) is required by law to conduct a background check on all Wisconsin educator license applicants.

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

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, tec@education.wisc.edu.

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

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

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

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

A brief description of these tests and assessments is provided below.

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

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

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

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

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

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

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

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

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

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

**Minority Group Relations and Conflict Resolution**

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

- The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
- The philosophical and psychological bases of attitude development and change.

- The psychological and social implications of discrimination, especially racism and sexism in the American society.
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
- Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

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

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

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

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

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

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

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

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

**Teacher Standards**

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


**APPLYING FOR A TEACHING LICENSE**

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Students intending to complete a teacher certification program should monitor program requirements carefully. The Wisconsin Department of Public Instruction (DPI) periodically implements regulations that affect all certification programs; teacher certification candidates are responsible for having up-to-date information about certification requirements.

**Licensing Levels**

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

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

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

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

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

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

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

**Wisconsin State Licensing**

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is $125. An online license application is available through the Department of Public Instruction ([http://dpi.wi.gov/tepdl/elo/](http://dpi.wi.gov/tepdl/elo/)). A background check 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/](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 (one to four 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 8 weeks for license processing.

**Licensing Outside of Wisconsin**

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

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education Student Services Office at 139 Education Building, 1000 Bascom Mall, Madison, WI 53706, or by email (mlepcon@wisc.edu) to be completed. You must complete your personal information on the form before sending it to Student Services. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must also be completed before sending the form to Student Services.
PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

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

The requirements of this program meet Certification/Licensure in the following states:
Colorado, Illinois, Minnesota, Wisconsin

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

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

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.