The requirement and augment the student’s primary area of study. Program, academic advisors can offer suggestions for courses that meet Requirement within the curriculum of their chosen School of Education their degree program. If a student cannot complete a General Education Part A, and Quantitative Reasoning Part B through courses required by science.

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**
This program has five components:

- Liberal studies courses expose students to a broad range of academic disciplines. The university-wide General Education requirements also encourage this breadth of study.
- Prerequisite coursework prepares students for work in the major. Program applicants must also complete and document an immersion experience as a prerequisite to beginning the professional sequence.
- Major coursework offers in-depth study of the subject students will teach.
- 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 four-semester sequence of world language teaching methods course work and field experiences in schools.
- Elective coursework is taken to reach the minimum of 120 credits required for the degree.

The four semesters of professional coursework are followed sequentially and taken in consecutive semesters. Because of the program structure, students are expected to have completed most of their major and liberal studies coursework by the start of the professional sequence.
PREREQUISITE COURSEWORK

Students must be at a fifth semester level of Chinese or demonstrate a proficiency level equivalent to ASIALANG 202 Fourth Semester Chinese in order to complete the major requirements. If not at that level, the following courses should be taken. Prerequisite courses do not count toward major credits. Note: Prior to the fall semester of 2019, the prerequisite courses were listed under the E Asian subject listing.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIALANG 101</td>
<td>First Semester Chinese</td>
<td>4</td>
</tr>
<tr>
<td>ASIALANG 102</td>
<td>Second Semester Chinese</td>
<td>4</td>
</tr>
<tr>
<td>ASIALANG 201</td>
<td>Third Semester Chinese</td>
<td>4</td>
</tr>
<tr>
<td>ASIALANG 202</td>
<td>Fourth Semester Chinese</td>
<td>4</td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS

Complete a minimum of 36 credits. At least 15 credits of upper-level major coursework (courses numbered 220 and above) must be completed in residence at UW–Madison to meet the major residency requirement. Directed study coursework may not be applied to the major requirements. Note: Prior to the fall semester of 2019, most of the major coursework was listed under the E Asian subject heading.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIALANG 301</td>
<td>Fifth Semester Chinese</td>
<td>4</td>
</tr>
<tr>
<td>ASIALANG 302</td>
<td>Sixth Semester Chinese</td>
<td>4</td>
</tr>
<tr>
<td>ASIALANG 311</td>
<td>First Semester Classical Chinese</td>
<td>3</td>
</tr>
<tr>
<td>ASIALANG 378</td>
<td>Chinese Conversation</td>
<td>3</td>
</tr>
<tr>
<td>ASIAN 351</td>
<td>Survey of Classical Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>ASIAN 352</td>
<td>Survey of Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY/ASIAN 103</td>
<td>Introduction to East Asian History: China</td>
<td>3-4</td>
</tr>
<tr>
<td>ASIALANG 401</td>
<td>Seventh Semester Chinese</td>
<td>3</td>
</tr>
<tr>
<td>ASIALANG 402</td>
<td>Eighth Semester Chinese</td>
<td>3</td>
</tr>
<tr>
<td>ASIAN 432</td>
<td>Chinese Linguistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

ORAL AND WRITTEN PROFICIENCY EXAMS

ABOUT THE ORAL AND WRITTEN PROFICIENCY EXAMS

Students in the World Language Education program must provide evidence of having earned at least an Intermediate High score on an American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI). Latin Education students are exempt from this requirement, see below.

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

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

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

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

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

IMMERSION EXPERIENCE

ABOUT THE IMMERSION EXPERIENCE

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

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

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

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

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

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

**PROFESSIONAL EDUCATION REQUIREMENTS (PROFESSIONAL SEQUENCE)**

**ABOUT THE PROFESSIONAL SEQUENCE**

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

It is expected that the immersion experience and almost all major and liberal studies coursework be completed by the start of the professional sequence; completion of the entire major is preferred. The structure of the sequence allows very little time to pursue remaining coursework in these areas.

ACTFL OPI certification of speaking ability in the language rated Intermediate High or above is required by the end of the first semester in the program. Students must also complete the Writing Proficiency Test (WPT) no later than their third semester in the program. A rating of Intermediate High or above must be earned before a student is allowed to participate in the final student teaching semester. See further information under Oral and Written Proficiency Exams.

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

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

**PROFESSIONAL SEQUENCE COURSE REQUIREMENTS**

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 342</td>
<td>Teaching World Languages (K-8)</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 243</td>
<td>Practicum in World Languages (K-12)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
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<td></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></td>
<td></td>
</tr>
<tr>
<td>CURRIC/ RP &amp; SE 506</td>
<td>Strategies for Inclusive Schooling</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 301</td>
<td>How People Learn</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
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<td></td>
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<tr>
<td><strong>Required Courses</strong></td>
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<tr>
<td>CURRIC 442</td>
<td>Student Teaching in World Languages (K-8)</td>
<td>6</td>
</tr>
<tr>
<td>or CURRIC 443</td>
<td>Student Teaching in World Languages (6-12)</td>
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<tr>
<td><strong>Other Courses</strong></td>
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<tr>
<td>ED PSYCH 331</td>
<td>Human Development From Childhood Through Adolescence</td>
<td>3</td>
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<td><strong>Semester 3</strong></td>
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<tr>
<td><strong>Required Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>CURRIC 343</td>
<td>Teaching World Languages (6-12)</td>
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</tr>
<tr>
<td>CURRIC 443</td>
<td>Student Teaching in World Languages (6-12)</td>
<td>6</td>
</tr>
<tr>
<td>or CURRIC 442</td>
<td>Student Teaching in World Languages (K-8)</td>
<td></td>
</tr>
<tr>
<td><strong>Other Courses</strong></td>
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<tr>
<td>CURRIC 305</td>
<td>Integrating the Teaching of Reading with Other Language Arts</td>
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<td><strong>Semester 4</strong></td>
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</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRIC 443</td>
<td>Student Teaching in World Languages (6-12)</td>
<td>9</td>
</tr>
<tr>
<td>CURRIC 564</td>
<td>Advanced Problems on the Teaching of World Languages</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

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

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

**GPA AND OTHER GRADUATION REQUIREMENTS**

**GRADUATION REQUIREMENTS**
Graduation requirements are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (http://guide.wisc.edu/undergraduate/education/#policiesandregulationtext).
- 2.75 cumulative grade point average in all major coursework
- 2.75 cumulative grade point average in all upper-level major coursework
- 2.75 cumulative grade point average in all professional education coursework
- Degree candidates must complete at least 120 total credits.
- No more than 40 credits from a single academic department may be applied toward the 120 minimum credits required for graduation.
- Major residency. Degree candidates must complete at least 15 credits of upper-level major coursework in residence on the UW–Madison campus.
- Senior residency. Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum work are considered part of the 30 credits.

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

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

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

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

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

**ADDITIONAL CERTIFICATION REQUIREMENTS AND APPLYING FOR A LICENSE**
In addition to completing UW-Madison’s program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program’s requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW–Madison.

The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license.

Detailed information about certification requirements and applying for a license is available under Certification/Licensure (p. ).

**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.