

ELEMENTARY EDUCATION, BSE

Elementary Education graduates receive a bachelor's degree, teacher certification in grades K-9, and an outstanding preparation to enter one of the most important careers ever: teaching children and youth! Our program prides itself on teaching educators to successfully work in a variety of grade levels and subject areas. Post-graduation job placement is exceptionally high.

The Elementary Education professional sequence is a two-year commitment, typically starting in the fall of the junior year, although some courses may be taken in the sophomore year. Coursework and field experiences lead to the capstone experience of student teaching.

Our graduates become teacher leaders committed to teaching all children effectively and advancing social and educational justice through classroom practices, personal interactions, and community engagement. Social justice is at the heart of our program, and our graduates are prepared to navigate the opportunities and complexities of our current educational system while also imagining and innovating beyond it. We teach research-based practices that assist teachers throughout their careers in education.

Students are encouraged to get involved as soon as they arrive on campus, and we have a variety of ways for this to happen. Many education-related courses are open to freshmen and sophomores. The School of Education's Buddy Program, in which new students are paired with a junior or senior in the program, helps students find a supportive community on our Big Ten campus. Many students volunteer in local schools and community organizations, including Schools of Hope (<https://schoolsofhope.org/>). We also welcome students to join our chapter of Aspiring Educators (<https://www.facebook.com/AspiringEducatorsUWMadison/>), a pre-professional educators association.

UW-Madison's Elementary Education program educates teachers to recognize, appreciate, and value the wide range of gifts diverse students bring to our increasingly multicultural, complex world. It contends directly with issues of equity in education, and supports teachers in creating classroom conditions where all children can thrive.

See what an Elementary Education professor and teacher candidate have to say about the Elementary Education Program (<https://www.youtube.com/watch?v=uCKP1VGrC3k>) at UW-Madison.

CERTIFICATION OPTIONS

The Elementary Education area offers five certification options, giving students many choices as they plan their career paths. All certification options are designed to be completed in four semesters after program admission and some classes may be taken prior to starting the professional sequence. Students declare the Elementary Education major in winter, are admitted to the program and notified in the spring, and begin the four-semester professional sequence in the following fall. Admission to the program is effective in the summer.

Kindergarten through Ninth Grade (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-kindergarten-9th-grade-bse/>) - Students completing this core program option will be certified to teach general

education at the grade levels of K-9 and will also be eligible to teach in a 4K classroom.

- English as a Second Language (ESL) K-12 (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-second-language-minor/>) and Kindergarten through Ninth Grade - A minor in English as a Second Language can be added to the core K-9 program. Students selecting this combination will be certified to teach K-9 and English as a Second Language in grades K-12. Only fluency in English is needed to teach ESL.
- Early Childhood Education (ECE) (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/early-childhood-education-minor/>) and Kindergarten through Ninth Grade - A minor in Early Childhood can also be added to the core K-9 program. Students selecting this combination will be certified to teach K-9 and Early Childhood Education from birth through Grade 3.
- Kindergarten through Ninth Grade, and Early Childhood Education, and English as a Second Language K-12 - Students may opt to complete both the ECE and ESL minors in combination with K-9 certification. Successful students receive certification in all three areas.
- Kindergarten through Ninth Grade and Special Education K-12 (Dual Certification) (<https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/elementary-education-special-education-bse/>) - Students interested in both Elementary Education and Special Education should investigate the Elementary Education and Special Education degree housed in the Department of Rehabilitation Psychology and Special Education. Upon completion, students are certified in K-9 general education and Special Education in grades K-12.

THE TEACHER PLEDGE

The School of Education at UW-Madison currently offers a very unique financial opportunity for students in the Elementary Education program, The Teacher Pledge (<https://tec.education.wisc.edu/teacher-pledge/>). The School pledges to pay the equivalent of in-state tuition and fees for all teacher education students. In return, Elementary Education students pledge to work at a Wisconsin PreK-9 school for three to four years after graduation, depending on the location.

MADISON COLLEGE TRANSFER AGREEMENT

Madison College students should also investigate the transfer agreement (<https://tec.education.wisc.edu/become-a-teacher/uw-madison-school-of-education-transfer-agreement/>) between Madison College and UW-Madison. Students meeting the requirements of this agreement are guaranteed admission to UW-Madison's School of Education and to Elementary Education.

"The incredible faculty, responsive advisors, and close-knit education peers have truly blossomed my love for education. They have guided me on my professional journey to be a positive role model, a kind and compassionate teacher, and an active contributor to my community. I feel confident and prepared to guide and support future generations of learners thanks to the UW-Madison Elementary Education Program!"

--- Annika Ziperski, K-9/Early Childhood, Educational Policy Studies Certificate

HOW TO GET IN

HOW TO GET IN

Students typically enter UW-Madison as Pre-Elementary Education students (PRE) and spend the first two years completing liberal studies, general education, and some of the professional education requirements. Elementary Education is declared during the sophomore year for the final two years on campus.

On-campus students starting at UW-Madison in other majors can move to Pre-Elementary Education by completing a Pre-Professional Declaration (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A GPA of 2.50, based on all UW-Madison coursework or the last 60 credits (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>), is required to transfer into Pre-Elementary Education. It is not necessary to be a Pre-Elementary Education student before declaring the Elementary Education major.

ELIGIBILITY TO DECLARE ELEMENTARY EDUCATION

Elementary Education currently accepts declarations once a year, usually from December 1 – February 1. This period may be extended if additional spaces are available after the initial deadline. 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 admission 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 Elementary 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.

Elementary Education students are admitted to the program once a year, effective in the summer. Selection is made the previous spring and students begin the four-semester professional sequence in the subsequent fall semester.

Current Eligibility Requirements:

- Earn 40 or more total credits by the end of the fall semester of the declaration year.
- Submit completed program declaration form(s), transcripts, and all other related declaration materials by the declaration deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.
- While no minimum gpa is required to apply for program admission, students should be aware of the 2.75 gpa required for graduation.

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

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 Elementary 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-Elementary Education designation.

An applicant with a previous undergraduate degree will be admitted to Elementary Education as a second degree candidate or as a School of Education "Special Student," depending on their academic background.

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 (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>). Almost all students returning to pursue Elementary Education will be candidates for a second degree.

Admission as an Education Special Student indicates that the student has an interest in pursuing teacher certification in Elementary Education and studied this subject area extensively during their initial degree. This is rarely the case, however. A student enrolls in Elementary 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.

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 REQUIREMENTS

All undergraduate students must complete both the following Core General Education (Core GenEd) and University Degree and Quality of Work requirements. The requirements below apply to students whose first term at UW-Madison or whose earliest post-high school college attendance at any institution is Summer 2026 or later.

Students whose first term at UW-Madison or whose earliest post-high school college attendance at any institution occurred before Summer 2026 should refer to the archived Guide (<https://guide.wisc.edu/archive/>) for the requirements that apply to them.

CORE GENERAL EDUCATION (CORE GENED) REQUIREMENTS

Civics & Perspectives 3 credits of Civics & Perspectives coursework.

Communication & Literacy 6 credits of Communication & Literacy coursework. This requirement may be partially satisfied by a qualifying placement test score. More information: <https://go.wisc.edu/qualifyingenglishplacement> (<https://go.wisc.edu/qualifyingenglishplacement/>)

Humanities & Arts 6 credits of Humanities & Arts coursework.

Mathematics & Quantitative Reasoning 6 credits of Mathematics & Quantitative Reasoning coursework. This requirement may be partially satisfied by a qualifying placement test score. More information: <https://go.wisc.edu/qualifyingmathplacement> (<https://go.wisc.edu/qualifyingmathplacement/>)

Natural Science & Wellness Complete both:

- 6 credits of Natural Science & Wellness or Natural Science & Wellness + Laboratory coursework.
- one course must be in Natural Science & Wellness + Laboratory coursework.

Social & Behavioral Science 3 credits of Social & Behavioral Science coursework.

Total Credits 30 credits.

For more information see the policy (<https://policy.wisc.edu/library/UW-1095/>).

UNIVERSITY DEGREE AND QUALITY OF WORK REQUIREMENTS

All undergraduate degree recipients must complete the following minimum requirements. Requirements for some programs will exceed these requirements; see program requirements for additional information.

Total Degree 120 degree credits.

Residency Complete 30 credits in residence. A course is considered "in residence" if it is taken when in undergraduate degree-seeking status and:

- is offered by UW-Madison and completed on the UW-Madison campus or at an approved off-site location, or
- is offered by UW-Madison in an online or distance format, or is completed during participation in a UW-Madison study abroad/study away program.

Quality of Work Achieve at least the minimum grade point average specified by the school, college, and/or academic program.

Math Demonstrate minimal mathematics competence by:

- placing above MATH#160;96, or
- successfully completing MATH#160;96, or
- successfully completing a more advanced mathematics course such as MATH#160;112, MATH#160;113, MATH#160;114, MATH#160;141, MATH#160;211, or MATH#160;221.

English Language If required to take the UW-Madison English as a Second Language Assessment Test (MSN-ESLAT), demonstrate minimal English language competence by:

- earning credit for ESL#160;118, or
- achieving a qualifying MSN-ESLAT placement test score.

Language Complete one:

- 2 high school units of a single language other than English, or
- one course with the second semester Language designation.

Major Declaration Declare and complete the requirements for at least one major.

SCHOOL OF EDUCATION DEGREE REQUIREMENTS

COMMUNICATION: BREADTH AND DEPTH

Courses designated as Communication A (Comm A) and Communication B (Comm B) help students learn how to gather and assess information from a variety of sources and to present different kinds of information, insight, and analysis to diverse audiences. Comm A courses focus on essential communication skills and Comm B courses teach research, writing, and communication skills within a disciplinary area.

Communication A Complete either:

- one course with the Communication A designation, or
- satisfaction of Communication A based on UW Placement Test.

Communication B One course with the Communication B designation.

QUANTITATIVE REASONING: BREADTH AND DEPTH

Quantitative Reasoning A courses provide students with foundational skills in mathematics, computer science, statistics or formal logic that are needed for dealing with quantitative information. In Quantitative

Reasoning B courses, students use quantitative tools in the context of other disciplines or course material.

Quantitative Reasoning A Complete either:

- one course with the Quantitative Reasoning A designation, or
- satisfaction of Quantitative Reasoning A based on UW Placement Test.

Quantitative Reasoning B One course with the Quantitative Reasoning B designation.

LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies (<https://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 (social science), 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 can be used to satisfy the campus-wide Core General Education requirements. Communication A and B, and Quantitative Reasoning A and B coursework can also be used towards Core General Education and other requirements. Academic advisors can suggest courses that will count in multiple places.

A basic outline of the liberal studies is included below. Students must consult the detailed version of the requirements (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) for more information about course selection and how the liberal studies requirements apply to this major.

Are you interested in switching to the School of Education? If so, you should run a “what-if” DARS report. (<https://kb.wisc.edu/registrar/94068/>) It will show how many of these requirements you have already met and are unmet.

Humanities

Complete a minimum of 9 credits from these categories.

- Literature Complete a course with the Literature designation, minimum of 2 credits
- Fine Arts Complete a minimum of 2 credits from the list of courses below.
- Humanities Courses to total 9 Humanities credits. Select from:
 - Courses with the Humanities or Literature designation.
 - Fine Arts courses from the list below.
 - Courses with the Language courses designation.
 - ENGL 201
 - ENGL 207
 - COM ARTS 181

Fine Arts Courses

Code	Title	Credits
AFRICAN/AFROAMER 220	HipHop, Youth Culture, and Politics in Senegal	3

AFRICAN/AFROAMER 233	Global HipHop and Social Justice	3
AFROAMER 154	Hip-Hop and Contemporary American Society	3
AFROAMER 156	Black Music and American Cultural History	3
AFROAMER 225	Introduction to African American Dramatic Literature	3
AFROAMER/ART HIST 241	Introduction to African Art and Architecture	3
AFROAMER/ART HIST 242	Introduction to Afro-American Art	3
AFROAMER/GEN&WS 267	Artistic/Cultural Images of Black Women	3
AFROAMER/DANCE/MUSIC 318	Cultural Cross Currents: West African Dance/Music in the Americas	3
AFROAMER 338	The Black Arts Movement	3
AFROAMER/GEN&WS 367	Art and Visual Culture: Women of the African Diaspora and Africa	3
AFROAMER/AFRICAN 413	Contemporary African and Caribbean Drama	3-4
AMER IND 325	American Indians in Film	3
Any ART course (https://guide.wisc.edu/courses/art/)		
Any ART HIST course (https://guide.wisc.edu/courses/art_hist/)		
COM ARTS 350	Introduction to Film	3
COM ARTS 357	History of the Animated Film	3
Any DANCE course (https://guide.wisc.edu/courses/dance/)		
DS 120	Design: Fundamentals I	3
ENGL 207	Introduction to Creative Writing: Fiction and Poetry Workshop	3
ENGL 307	Creative Writing: Fiction and Poetry Workshop	3
ENGL 407	Creative Writing: Nonfiction Workshop	3
ENGL 408	Creative Writing: Fiction Workshop	3
ENGL 409	Creative Writing: Poetry Workshop	3
ENGL 410	Creative Writing: Playwriting Workshop	3
ENGL 411	Creative Writing: Special Topics Workshop	3
ENVIR ST/HIST SCI/HISTORY 125	Green Screen: Environmental Perspectives through Film	3
FOLKLORE/MUSIC 103	Introduction to Music Cultures of the World	3
GERMAN 253	Introduction to German Cinema	3
GERMAN 267	Yiddish Song and the Jewish Experience	3-4
ILS 203	Western Culture: Literature and the Arts I	3
ILS 204	Western Culture: Literature and the Arts II	3-4
LITTRANS 207	Slavic Science Fiction through Literature and Film	3

LITTRANS 231	Manga	3
LITTRANS 232	Anime	3
LITTRANS 233	Russian Life and Culture Through Literature and Art (to 1917)	3-4
LITTRANS 234	Soviet Life and Culture Through Literature and Art (from 1917)	3-4
LITTRANS/ FOLKLORE 327	Vampires	3
LITTRANS/ THEATRE 335	In Translation: The Drama of Henrik Ibsen	3-4
Any MUSIC course (https://guide.wisc.edu/courses/music/)		
Any MUS PERF course (https://guide.wisc.edu/courses/mus_perf/)		
Any THEATRE course (https://guide.wisc.edu/courses/theatre/)		

Social Studies

Social Studies Complete 9 credits with the Social Science designation.

The following programs have specific requirements:

- Kinesiology: PSYCH 202
- Art Education, Elementary Education, Elementary Education and Special Education, Physical Education, Special Education: POLI SCI 104 or 205

Science

Complete a minimum of 9 credits, including Physical and Biological Science. A laboratory science course is also required. The lab course can count toward the Biological or Physical Science requirement if it has the requisite breadth designation.

Physical Science	Complete one course with the Physical Science designation.
Biological Science	Complete one course with the Biological Science designation.
Lab Science	Complete one course with the Biological, Physical, or Natural Science designation with a lab component; see Course Search and Enroll. Additional eligible courses are listed below.
Science Elective(s)	If needed, complete a course with the Biological, Physical, or Natural Science designation to total 9 Science credits.

Laboratory Courses

Code	Title	Credits
ANTHRO 105	Principles of Biological Anthropology	3
ATM OCN 101	Weather and Climate	4
BOTANY 100	Survey of Botany	3
BOTANY/PL PATH 123	Plants, Parasites, and People	3
FOOD SCI/ MICROBIO 324	Food Microbiology Laboratory	2
GEOSCI 100	Introductory Geology: How the Earth Works	3
PHYSICS 109	Physics in the Arts	3

PLANTSCI 110	Introduction to Plant Science and Technology	4
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Cultural and Historical Studies

Complete three requirements met by separate courses. Any of these courses can also be used to meet other requirements if it has the relevant breadth designation. A single course cannot satisfy more than one of the three Cultural and Historical Studies requirements listed below.

Ethnic Studies Complete 3 credits with the Ethnic Studies Designation.

United States or European History Complete 3 credits from the list of courses below.

Global Perspectives Complete 3 credits from the list of courses below.

United States or European History Courses

Code	Title	Credits
AFROAMER 154	Hip-Hop and Contemporary American Society	3
AFROAMER 156	Black Music and American Cultural History	3
AFROAMER 231	Introduction to African American History	3
AFROAMER 272	Race and American Politics from the New Deal to the New Right	3
AFROAMER/ AFRICAN/HISTORY/ POLI SCI 297	African and African-American Linkages: An Introduction	4
AFROAMER 302	Undergraduate Studies in Afro-American History	3
AFROAMER/ HISTORY 321	African American History Since 1900	3-4
AFROAMER/ HISTORY 322	African American History to 1900	3
AFROAMER/ GEN&WS 323	Gender, Race and Class: Women in U.S. History	3
AFROAMER/ GEN&WS 324	Black Women in America: Reconstruction to the Present	3
AFROAMER/ GEN&WS 326	Race and Gender in Post-World War II U.S. Society	3
AFROAMER/ HISTORY 347	The Caribbean and its Diasporas	3-4
AFROAMER/ HISTORY 393	Slavery, Civil War, and Reconstruction, 1848-1877	3-4
AFROAMER/ HIST SCI/ MED HIST 523	Race, American Medicine and Public Health	3
AFROAMER/ ED POL 567	History of African American Education	3
AFROAMER 621	Slavery and Capitalism in the United States	3
AFROAMER 623	Women and Slavery in the United States	3
AFROAMER/ GEN&WS 624	African American Women's Activism (19th & 20th Centuries)	3

AFROAMER/ GEN&WS 625	Gender, Race and the Civil Rights Movement	3	CHICLA/ HISTORY/LACIS/ POLI SCI 268	The U.S. & Latin America from the Colonial Era to the Present: A Critical Survey	3
AFROAMER 626	Slavery and Emancipation in the United States	3	CHICLA 301	Chicana/o and Latina/o History	3
AFROAMER/ HISTORY 628	History of the Civil Rights Movement in the United States	3	CHICLA 315	Racial Formation and Whiteness	3
AFROAMER 631	Colloquium in African American History	3	CHICLA/ GEN&WS 332	Latinas: Self Identity and Social Change	3
AFROAMER 671	Selected Topics in African American History	3	CHICLA/ SPANISH 364	Survey of Latinx/e Popular Culture	3
AMER IND 100	Introduction to American Indian Studies	3	CHICLA/HISTORY/ POLI SCI 422	Latino History and Politics	3
AMER IND 185	Indigenous Athletes and Sports	3	CHICLA/ HISTORY 435	Colony, Nation, and Minority: The Puerto Ricans' World	3
AMER IND/ HISTORY 190	Introduction to American Indian History	3-4	CLASSICS/ HISTORY 110	The Ancient Mediterranean	4
AMER IND 230	Indigenous Resistance and Activism	3	CLASSICS 206	Classical Influences on Western Art and Science	3
AMER IND 250	Indians of Wisconsin	3	CLASSICS/ HISTORY/ POLI SCI 362	Athenian Democracy	3
AMER IND/ ANTHRO 314	Indians of North America	3	CLASSICS/ HISTORY/ RELIG ST 517	Religions of the Ancient Mediterranean	3
AMER IND/ HISTORY 380	Sovereignty and the Schoolhouse	3	CURRIC/ED POL/ HISTORY/ JEWISH 515	Holocaust: History, Memory and Education	3
AMER IND/ SOC WORK 636	Social Work in American Indian Communities: The Indian Child Welfare Act	3	ECON/ HISTORY 466	The American Economy Since 1865	3-4
ART HIST 357	History of Wisconsin Architecture, 1800-present	3	ED POL/ HISTORY 107	The History of the University in the West	3
ASIAN AM/ AFROAMER/ AMER IND/ CHICLA 102	Introduction to Comparative US Ethnic, American Indian, and Indigenous Studies	3	ED POL/ HISTORY 143	History of Race and Inequality in Urban America	3
ASIAN AM/ HISTORY 160	Asian American History: Movement and Dislocation	3-4	ED POL/ HISTORY 412	History of American Education	3
ASIAN AM/ HISTORY 161	Asian American History: Settlement and National Belonging	3-4	ED POL/ HISTORY 478	Comparative History of Childhood and Adolescence	3
ASIAN AM 170	Hmong American Experiences in the United States	3	ED POL/ HISTORY 612	History of Student Activism from the Popular Front to Black Lives Matter	3
ASIAN AM/SOC 220	Ethnic Movements in the United States	3-4	ENGL/HISTORY/ RELIG ST 360	Early Medieval England	3
ASIAN AM/ASIAN/ HISTORY 246	Southeast Asian Refugees of the "Cold" War	4	ENVIR ST/HIST SCI/ HISTORY 125	Green Screen: Environmental Perspectives through Film	3
ASIAN AM 253	Critical Refugee Studies	3	ENVIR ST/GNS 210	Cultures of Sustainability: Central, Eastern, and Northern Europe	3
ASIAN AM 441	Hmong American Social Movements in the 20th and 21st Centuries	3	ENVIR ST/ HISTORY 328	Environmental History of Europe	3
C&E SOC/HISTORY/ POLI SCI/SOC 259	Forward? The Wisconsin Idea, Past and Present	1-3	ENVIR ST/GEOG/ HISTORY 460	American Environmental History	4
CHICLA/ HISTORY 151	The North American West to 1850	3-4	ENVIR ST/HISTORY/ LEGAL ST 430	Law and Environment: Historical and Contemporary Perspectives	3
CHICLA/ HISTORY 152	The United States West Since 1850	3-4	FOLKLORE/ GNS 200	Folklore of Central, Eastern and Northern Europe	3
CHICLA/ HISTORY 153	Latina/Latino/Latinx History	3-4	FOLKLORE 442	Immigration and Indigeneity in the Upper Midwest	3
CHICLA 201	Introduction to Chicanx/e and Latinx/e Studies	3	GEN&WS/ HISTORY 353	Women and Gender in the U.S. to 1870	3-4
CHICLA/GEN&WS/ HISTORY 245	Chicana and Latina History	3			

GEN&WS/ HISTORY 354	Women and Gender in the U.S. Since 1870	3-4	HISTORY/ RELIG ST 209	Western Intellectual and Religious History since 1500	3-4
GEN&WS/ HISTORY 392	Women and Gender in Modern Europe	3-4	HISTORY/ RELIG ST 212	The History of Western Christianity to 1750	4
GEN&WS/ HIST SCI 537	Childbirth in the United States	3	HISTORY/ JEWISH 213	Jews and American Pop. Culture	3-4
GEOG/HISTORY/ POLI SCI/ SLAVIC 253	Russia: An Interdisciplinary Survey	4	HISTORY/ JEWISH 220	Introduction to Modern Jewish History	4
GEOG/HISTORY/ POLI SCI/ SLAVIC 254	Eastern Europe: An Interdisciplinary Survey	4	HISTORY 221	Explorations in American History (H)	3-4
HIST SCI/HISTORY/ MED HIST 132	Bees, Trees, Germs, and Genes: A History of Biology	3	HISTORY 223	Explorations in European History (H)	3-4
HIST SCI 150	The Digital Age	3	HISTORY 227	Explorations in the History of Race and Ethnicity	3
HIST SCI 201	The Origins of Scientific Thought	3	HISTORY/ART HIST/ ENVIR ST/GEOG/ LAND ARC 239	Making the American Landscape	3-4
HIST SCI 218	History of Twentieth Century American Medicine	3	HISTORY/LACIS 243	Colonial Latin America: Invasion to Independence	3-4
HIST SCI/ AFROAMER 275	Science, Medicine, and Race: A History	3-4	HISTORY/ LEGAL ST 261	American Legal History to 1860	3-4
HIST SCI/ HISTORY 323	The Scientific Revolution: From Copernicus to Newton	3	HISTORY/ LEGAL ST 262	American Legal History, 1860 to the Present	3-4
HIST SCI 404	A History of Disease	3-4	HISTORY 269	War, Race, and Religion in Europe and the United States, from the Scramble for Africa to Today	3-4
HIST SCI/HISTORY/ MED HIST 508	Health, Disease and Healing II	3-4	HISTORY 270	Eastern Europe since 1900	3-4
HIST SCI/ MED HIST 509	The Development of Public Health in America	3	HISTORY 271	Study Abroad in History: European History	1-4
HIST SCI/GEN&WS/ MED HIST 531	Women and Health in American History	3	HISTORY 272	Study Abroad in History: United States History	1-4
HIST SCI/GEN&WS/ MED HIST 532	The History of the (American) Body	3	HISTORY 302	History of American Thought, 1859 to the Present	3-4
HISTORY 101	Amer Hist to the Civil War Era, the Origin & Growth of the U S	4	HISTORY 303	A History of Greek Civilization	3-4
HISTORY 102	American History, Civil War Era to the Present	4	HISTORY 306	The United States Since 1945	3-4
HISTORY 109	Introduction to U.S. History	3-4	HISTORY 307	A History of Rome	3-4
HISTORY 115	Medieval Europe 410-1500	4	HISTORY/ MIEVEAL/ RELIG ST 309	The Crusades: Christianity and Islam	3-4
HISTORY 119	Europe and the World, 1400-1815	4	HISTORY/ JEWISH 310	The Holocaust	3-4
HISTORY 120	Europe and the Modern World 1815 to the Present	4	HISTORY 329	History of American Capitalism	4
HISTORY 124	Britain since 1688	3-4	HISTORY/ INTL ST 332	East Asia & The U.S. Since 1899	3-4
HISTORY 136	Sport, Recreation, & Society in the United States	3-4	HISTORY 344	The Age of the American Revolution, 1763-1789	3-4
HISTORY 145	America and China, 1776-Today	3-4	HISTORY 345	Military History of the United States	3-4
HISTORY 154	Who is an American?	3-4	HISTORY 348	France from Napoleon to the Great War, 1799-1914	3-4
HISTORY 155	The Long Black Freedom Struggle from the Civil War to the Present	3-4	HISTORY 349	Contemporary France, 1914 to the Present	3-4
HISTORY/ JEWISH 156	The American Jewish Experience: From Shtetl to Suburb	3-4	HISTORY 350	The First World War and the Shaping of Twentieth-Century Europe	3-4
HISTORY 170	East Meets West: Myth, Meaning, and Modernity	3-4	HISTORY/CHICLA/ LACIS/POLI SCI 355	Labor in the Americas: US & Mexico in Comparative & Historical Perspective	3
HISTORY 201	The Historian's Craft (topic must be approved)	3-4	HISTORY 357	The Second World War	3-4
HISTORY/ RELIG ST 208	Western Intellectual and Religious History to 1500	3-4	HISTORY 358	French Revolution and Napoleon	3-4

HISTORY 359	History of Europe Since 1945	3-4	MUSIC 317	Musical Women in Europe and America: Creativity, Performance, and Identity	3
HISTORY/ INTL ST 366	From Fascism to Today: Social Movements and Politics in Europe	3-4	SCAND ST 348	The Second World War in Nordic Culture	3
HISTORY 401	Public History Workshop	3	Global Perspectives Courses		
HISTORY 403	Immigration and Assimilation in American History	3-4	Code	Title	Credits
HISTORY/ RELIG ST 409	Christianity in the Atlantic World, 1500-1800	3	A A E/ENVIR ST 244	The Environment and the Global Economy	4
HISTORY 410	History of Germany, 1871 to the Present	3-4	A A E 319	The International Agricultural Economy	3
HISTORY/ RELIG ST 411	The Enlightenment and Its Critics	3	A A E/ NUTR SCI 350	World Hunger and Malnutrition	3
HISTORY 417	History of Russia	3-4	A A E/INTL ST 373	Globalization, Poverty and Development	3
HISTORY 418	History of Russia	3-4	A A E/INTL ST 374	The Growth and Development of Nations in the Global Economy	3
HISTORY 419	History of Soviet Russia	3-4	A A E/ECON 473	Economic Growth and Development in Southeast Asia	3
HISTORY 420	Russian Social and Intellectual History	3-4	AFRICAN/ HISTORY 106	Introduction to African History	3-4
HISTORY 424	The Soviet Union and the World, 1917-1991	3-4	AFRICAN/ HISTORY 129	Africa on the Global Stage	3-4
HISTORY/CHICLA/ POLI SCI 422	Latino History and Politics	3	AFRICAN 201	Introduction to African Literature	3
HISTORY/ LEGAL ST 426	The History of Punishment	3-4	AFRICAN 202	Introductory Topics in African Cultural Studies	3
HISTORY 427	The American Military Experience to 1902	3-4	AFRICAN 203	Introductory Topics in African Literature	3
HISTORY 428	The American Military Experience Since 1899	3-4	AFRICAN 204	Introductory Topics in African Languages	3
HISTORY/ SCAND ST 431	History of Scandinavia to 1815	3	AFRICAN/ FOLKLORE 210	The African Storyteller	3
HISTORY/ SCAND ST 432	History of Scandinavia Since 1815	3	AFRICAN 212	Introduction to African Popular Culture	3
HISTORY 434	American Foreign Relations, 1901 to the Present	3-4	AFRICAN/ FRENCH 216	Modern and Contemporary Francophone Topics	3
HISTORY/ SCAND ST 577	Contemporary Scandinavia: Politics and History	3-4	AFRICAN/ AFROAMER 220	HipHop, Youth Culture, and Politics in Senegal	3
HISTORY/ LEGAL ST 459	Rule of Law: Philosophical and Historical Models	3-4	AFRICAN 230	Introduction to Yoruba Life and Culture	3
HISTORY/ LEGAL ST 476	Medieval Law and Society	3	AFRICAN/ AFROAMER 233	Global HipHop and Social Justice	3
HISTORY/ LEGAL ST 510	Legal Pluralism	3	AFRICAN 231	Introduction to Arabic Literary Culture	3
HISTORY 500	Reading Seminar in History	3	AFRICAN/ AFROAMER/ ANTHRO/GEOG/ HISTORY/POLI SCI/ SOC 277	Africa: An Introductory Survey	4
HISTORY/JEWISH/ SOC 518	Antisemitism in European Culture	3	AFRICAN/ AFROAMER/ HISTORY/ POLI SCI 297	African and African-American Linkages: An Introduction	4
HISTORY/ JOURN 560	History of U.S. Media	4	AFRICAN 300	African Literature in Translation	3
HISTORY 607	The American Impact Abroad: The Historical Dimension	3	AFRICAN/ INTL ST 302	Arabic Literature and Cinema	3
ILS 201	Western Culture: Science, Technology, Philosophy I	3			
ILS 202	Western Culture: Science, Technology, Philosophy II	3			
MUSIC 202	Delta Blues	3			
MUSIC 203	American Ethnicities and Popular Song	3			

AFRICAN/ASIAN/ RELIG ST 370	Islam: Religion and Culture	3-4	ART HIST 305	History of Islamic Art and Architecture	3
AFRICAN 403	Theories of African Cultural Studies	3	ART HIST 307	From Tomb to Temple: Ancient Chinese Art and Religion in Transition	3
AFRICAN/ RELIG ST 408	Everyday Religion in Africa	3	ART HIST 308	The Tastes of Scholars and Emperors: Chinese Art in the Later Periods	3
AFRICAN/ RELIG ST 414	Islam in Africa and the Diaspora	3	ART HIST 354	Cross-Cultural Arts Around the Atlantic Rim: 1800 to the Present	3-4
AFRICAN/ COM ARTS/ L I S 444	Technology and Development in Africa and Beyond	3	ART HIST/ ASIAN 379	Cities of Asia	3
AFROAMER/ ART HIST 241	Introduction to African Art and Architecture	3	ART HIST 411	Topics in Asian Art	3-4
AFROAMER/ ANTHRO/C&E SOC/ GEOG/HISTORY/ LACIS/POLI SCI/ SOC/SPANISH 260	Latin America: An Introduction	3-4	ART HIST 412	Topics in African and African Diaspora Art History	3-4
AFROAMER/ DANCE/MUSIC 318	Cultural Cross Currents: West African Dance/Music in the Americas	3	ART HIST 413	Art and Architecture in the Age of the Caliphs	3
AFROAMER/ GEN&WS 367	Art and Visual Culture: Women of the African Diaspora and Africa	3	ART HIST/ ASIAN 428	Visual Cultures of India	3
AGROECOL 377	Global Food Production and Health	3	ART HIST 440	Art and Power in the Arab World	3
ANTHRO 100	General Anthropology	3	ART HIST 510	Proseminar in Islamic Art and Architecture	3
ANTHRO 102	Archaeology and the Prehistoric World	3	ASIAN 100	Gateway to Asia: Special Topics	3-4
ANTHRO 104	Cultural Anthropology and Human Diversity	3	ASIAN 205	Animal Ethics in Asia	3
ANTHRO 105	Principles of Biological Anthropology	3	ASIAN/ LITTRANS 212	Classical South Asian Literatures	3
ANTHRO/ FOLKLORE/ INTL ST/LINGUIS 211	Global Language Issues	3	ASIAN 252	Contemporary Indian Society	3
ANTHRO 237	Cut 'n' Mix: Music, Race, and Culture in the Caribbean	3	ASIAN 253	Japanese Popular Culture	3
ANTHRO 265	Introduction to Culture and Health	3	ASIAN 254	Korean Popular Culture	3
ANTHRO 300	Cultural Anthropology: Theory and Ethnography	3	ASIAN/ RELIG ST 274	Religion in South Asia	3
ANTHRO/ ASIAN 305	Anthropology of South Asia	3	ASIAN 277	Kendo: Integration of Martial Arts and Liberal Arts	2
ANTHRO/ AMER IND 314	Indians of North America	3	ASIAN 300	Topics in Asian Studies	3
ANTHRO 321	The Emergence of Human Culture	3	ASIAN 301	Social Science Topics in Asian Studies	3
ANTHRO 322	The Origins of Civilization	3	ASIAN/ RELIG ST 303	Jainism: Religion and Culture of Nonviolence	3
ANTHRO 330	Topics in Ethnology (topic must be approved)	3-4	ASIAN/ RELIG ST 306	Hinduism	3
ANTHRO 333	Prehistory of Africa	3	ASIAN/ RELIG ST 307	A Survey of Tibetan Buddhism	3
ANTHRO 339	Archaeology of Warfare and Human Nature	3	ASIAN/HISTORY/ RELIG ST 308	Introduction to Buddhism	3-4
ANTHRO 350	Political Anthropology	3-4	ASIAN 310	Introduction to Comics and Graphic Novels: Theory, History, Method	3
ANTHRO 357	Introduction to the Anthropology of Japan	3-4	ASIAN/SOC 334	Gender, Work, and Family in East Asia	3
ANTHRO 365	Medical Anthropology	3	ASIAN/SOC 336	Social Change in Contemporary South Korea	3
ART HIST/ASIAN 179	Passage Through India: South Asia's Global Architectural Histories	3	ASIAN 351	Survey of Classical Chinese Literature	3
ART HIST 205	Global Arts	3-4	ASIAN 352	Survey of Modern Chinese Literature	3
			ASIAN 353	Lovers, Warriors and Monks: Survey of Japanese Literature	3

ASIAN 355	Modern Japanese Literature	3	ENVIR ST/ GEOG 339	Conservation and Climate Change - Local to International Strategies	4
ASIAN 361	Love and Politics: The Tale of Genji	3	ENVIR ST/ HISTORY 465	Global Environmental History	3-4
ASIAN 371	Topics in Chinese Literature	2-3	FOLKLORE 100	Introduction to Folklore	3
ASIAN 374	Korean Cinema	3	FOLKLORE/ MUSIC 103	Introduction to Music Cultures of the World	3
ASIAN 378	Anime	3	FOLKLORE/ RELIG ST 352	Shamanism	3
ASIAN 403	Southeast Asian Literature	3	GEN&WS 102	Gender, Women, and Society in Global Perspective	3
ASIAN/ RELIG ST 405	Gods and Goddesses of South Asia	3	GEN&WS 104	Gender, Sexuality, and Global Health	3
ASIAN/ RELIG ST 444	Introduction to Sufism (Islamic Mysticism)	3	GEN&WS/ HISTORY 134	Women and Gender in World History	3-4
ASIAN/ RELIG ST 466	Buddhist Thought	3	GEN&WS 423	The Female Body in the World: Gender and Contemporary Body Politics in Cross Cultural Perspective	3
ASIAN/ RELIG ST 505	The Perfectible Body in Religions, Medicines, and Politics	3	GEN&WS/ POLI SCI 435	Politics of Gender and Women's Rights in the Middle East	3
ASIAN 533	Readings in Early Modern Japanese Literature	3	GEN&WS 444	From Past Feminisms to Postfeminism: Feminisms for the 21st Century	3
ASIAN 642	History of Chinese Literature II	3	GEN&WS/ PORTUG 450	Brazilian Women Writers	3
ATM OCN/ ENVIR ST/ GEOG 322	Polar Regions and Their Importance in the Global Environment	3	GEOG 101	Human Geography: Space, Place, Society, and Politics	4
C&E SOC/SOC 140	Introduction to Community and Environmental Sociology	4	GEOG/ASIAN/ HISTORY/POLI SCI/ SOC 244	Introduction to Southeast Asia: Vietnam to the Philippines	4
C&E SOC/SOC 222	Food, Culture, and Society	3	GEOG/INTL ST 311	The Global Game: Soccer, Politics, and Identity	3-4
C&E SOC/ F&W ECOL/ SOC 248	Environment, Natural Resources, and Society	3	GEOG 307	International Migration, Health, and Human Rights	3
C&E SOC/ POP HLTH 370	Introduction to Public Health	3	GEOG/INTL ST 315	Universal Basic Income: The Politics Behind a Global Movement	3
CHICLA/ SPANISH 215	Border and Migration Studies of Latinx America	3	GEOG 340	World Regions in Global Context	3
CHICLA/ POLI SCI 231	Politics in Multi-Cultural Societies	3-4	GEOG 355	Africa, South of the Sahara	3
CHICLA/ HISTORY/LACIS/ POLI SCI 268	The U.S. & Latin America from the Colonial Era to the Present: A Critical Survey	3	GEOG 358	Human Geography of Southeast Asia (German, Nordic, and Slavic)	3
CHICLA/ GEN&WS 334	Feminist Social Movements Across the Americas	3	GEOG/ GEN&WS 504	Feminist Geography: Theoretical Approaches	3
CHICLA/ED POL/ LACIS 342	Education across the Americas: Empire, Capitalism, and Resistance	3	GEOG 507	Waste Geographies: Politics, People, and Infrastructures	3
CLASSICS 321	The Egyptians: History, Society, and Literature	3	GNS 460	Readings in Turkish: Contemporary Turkey through Literature and Media	4
DANCE 118	African Dance	1	GNS/HISTORY 265	An Introduction to Central Asia: From the Silk Route to Afghanistan	3
DANCE 165	Introduction to the Histories of Dance	3	HISTORY/ASIAN 103	Introduction to East Asian History: China	3-4
ENTOM/ NUTR SCI 203	Introduction to Global Health	3	HISTORY/ASIAN 104	Introduction to East Asian History: Japan	3-4
ENTOM/ ENVIR ST 205	Our Planet, Our Health	3	HISTORY/ASIAN 108	Introduction to East Asian History - Korea	3-4
ENVIR ST/ GEOG 139	Global Environmental Issues	3	HISTORY/ CLASSICS 110	The Ancient Mediterranean	4
ENVIR ST/ HIST SCI 213	Global Environmental Health: An Interdisciplinary Introduction	3			
ENVIR ST/ GEOG 309	People, Land and Food: Comparative Study of Agriculture Systems	3			

HISTORY 130	An Introduction to World History	3-4	HISTORY/ INTL ST 375	The Cold War - From World War II to End of Soviet Empire	3-4
HISTORY 133	Global Military History (5000 BCE - Present)	3-4	HISTORY/ RELIG ST 409	Christianity in the Atlantic World, 1500-1800	3
HISTORY 137	The History of War in Film	3	HISTORY/CHICLA/ POLI SCI 422	Latino History and Politics	3
HISTORY 139	Introduction to the Modern Middle East	3-4	HISTORY/ CHICLA 435	Colony, Nation, and Minority: The Puerto Ricans' World	3
HISTORY 142	History of South Asia to the Present	3-4	HISTORY 450	Making of Modern South Asia	3-4
HISTORY 145	America and China, 1776-Today	3-4	HISTORY/ ASIAN 454	Samurai: History and Image	3-4
HISTORY/ INTL ST 146	A Global History of Now	3-4	HISTORY/ ASIAN 456	Pearl Harbor & Hiroshima: Japan, the US & The Crisis in Asia	3-4
HISTORY 170	East Meets West: Myth, Meaning, and Modernity	3-4	HISTORY/ ASIAN 458	History of Southeast Asia Since 1800	3-4
HISTORY 179	Afro-Atlantic Histories and Peoples, 1791-Present	3-4	HISTORY/HIST SCI/ MED HIST 564	Disease, Medicine and Public Health in the History of Latin America and the Caribbean	3
HISTORY 201	The Historian's Craft (Latin American Topics)	3-4	INTL BUS 200	International Business	3
HISTORY/ RELIG ST 205	The Making of the Islamic World: The Middle East, 500-1500	3-4	INTL ST 101	Introduction to International Studies	3-4
HISTORY 225	Explorations in Third World History (H)	3-4	INTL ST 266	Introduction to the Middle East	3
HISTORY 229	Explorations in Transnational/ Comparative History (Humanities) (topic must be approved)	3	INTL ST 310	International Learning Community Seminar (topic must be approved)	1-3
HISTORY/INTL ST/ LACIS 242	Modern Latin America	3-4	INTL ST/ ED POL 335	Globalization and Education	3
HISTORY/LACIS 243	Colonial Latin America: Invasion to Independence	3-4	JOURN 567	Mass Media and Global Communication	4
HISTORY/CHICLA/ GEN&WS 245	Chicana and Latina History	3	LITTRANS 226	Introduction to Luso-Afro-Brazilian Literature	3
HISTORY/ASIAN/ ASIAN AM 246	Southeast Asian Refugees of the "Cold" War	4	LITTRANS 231	Manga	3
HISTORY/ASIAN/ POLI SCI 255	Introduction to East Asian Civilizations	3-4	LITTRANS 261	Survey of Chinese Literature in Translation	3
HISTORY 273	Study Abroad in History: Non- Western History	1-4	LITTRANS 263	Survey of Japanese Literature in Translation	3
HISTORY 278	Africans in the Americas, 1492-1808	3-4	LITTRANS 264	Survey of Japanese Literature in Translation	3
HISTORY/ MEDIEVAL/ RELIG ST 309	The Crusades: Christianity and Islam	3-4	LITTRANS 373	Topics in Japanese Literature	3
HISTORY/ASIAN 319	The Vietnam Wars	3-4	MUSIC 260	Global Hand Drumming Ensemble: Survey of Selected Global Hand Drumming Traditions	1
HISTORY/ INTL ST 332	East Asia & The U.S. Since 1899	3-4	POLI SCI 120	Introduction to Comparative Politics	4
HISTORY/ ASIAN 335	The Koreas: Korean War to the 21st Century	3-4	POLI SCI 182	Introduction to Comparative Politics (Honors)	3
HISTORY 336	Chinese Economic and Business History: From Silk to iPhones	3-4	POLI SCI 320	Governments and Politics of the Middle East and North Africa	3-4
HISTORY/ ASIAN 337	Social and Intellectual History of China, 589 AD-1919	3-4	POLI SCI 324	Chinese Politics	3-4
HISTORY 340	Cultural History of Korea	3-4	POLI SCI/ INTL ST 325	Social Movements and Revolutions in Latin America	3-4
HISTORY/ASIAN 341	History of Modern China, 1800-1949	3-4	POLI SCI 328	Politics of East and Southeast Asia	3-4
HISTORY/ ASIAN 342	History of the Peoples Republic of China, 1949 to the Present	3-4	POLI SCI 329	African Politics	3-4
HISTORY/ AFROAMER 347	The Caribbean and its Diasporas	3-4	POLI SCI 336	Democracy (and Its Uncertain Future)	4
HISTORY/ ASIAN 363	China and World War II in Asia	3-4	POLI SCI 349	Global Access to Justice	3
			POLI SCI/CHICLA/ HISTORY/LACIS 355	Labor in the Americas: US & Mexico in Comparative & Historical Perspective	3

POLI SCI 370	Islam and Politics	3-4
RELIG ST/ ASIAN 206	The Qur'an: Religious Scripture & Literature	3
RELIG ST 400	Topics in Religious Studies - Humanities (topic must be approved)	3-4
RELIG ST 401	Topics in Religious Studies - Social Studies (topic must be approved)	3-4
RELIG ST 407	Buddhism and Anti-Racism	3
SOC 170	Population Problems	3-4
SPANISH 223	Introduction to Hispanic Cultures	3
THEATRE 526	The Theatres of China and Japan	3

Liberal Studies Electives

Liberal Studies Electives Complete additional liberal studies coursework as needed to reach the required 40 Liberal Studies credits.

PROGRAM STRUCTURE

Students of Elementary Education:

- Are exposed to a broad range of academic disciplines through *liberal studies* course work. The university-wide *General Education* requirements also encourage this breadth of study.
- Examine schools' relationship to society, the development of children and adolescents, and the processes of learning in their *education course work*.
- Study teaching methods and gain experience in schools through supervised field placements during their four-semester *professional sequence*.
- Complete *elective* coursework to reach the minimum of 120 credits required for the degree.

Practicum experiences provide a school-based setting for students to develop their professional and classroom skills. These part-time experiences generally begin a few weeks after the start of the semester and are approximately nine weeks in length. Concurrent registration in methods courses provide students with an opportunity to learn about, and then apply, teaching techniques in a classroom.

The *full-semester student teaching assignment* is the capstone experience of the professional sequence. Through it students expand upon the activities, responsibilities and expectations encountered during the practicum experiences. Student teachers will function as regular staff members in their assigned schools and also attend a seminar on campus one afternoon each week. Student teachers are required to follow the school day, school calendar, vacation days and policies of the school where they work.

PROGRAM OPTIONS - SELECT ONE

View as listView as grid

• **ELEMENTARY EDUCATION: KINDERGARTEN - 9TH GRADE ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/CURRICULUM-INSTRUCTION/ELEMENTARY-EDUCATION-BSE/ELEMENTARY-EDUCATION-KINDERGARTEN-9TH-GRADE-BSE/](https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-kindergarten-9th-grade-bse/))**

ELECTIVE COURSEWORK

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

GPA AND OTHER GRADUATION REQUIREMENTS—REQUIRED FOR ALL PROGRAM OPTIONS

GRADUATION REQUIREMENTS

Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW–Madison. The State of Wisconsin requires that anyone wishing to teach in a public K–12 setting hold a valid teaching license issued through the Department of Public Instruction. In addition to completing a certification program, students must submit a separate application for this license. Requirements below are based on UW–Madison coursework.

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- 2.75 cumulative grade point average in the minor, if required.
- Minimum 120 credits (degree candidates only).
- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

DEGREE AUDIT REPORTING SYSTEM (DARS)

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. For example, Pre-

Elementary Education (PRE) students will request Elementary Education K-9; Pre-Kinesiology (PKN) students will request the Kinesiology report. Minors have their own DARS programs and are run separately from the main degree audit.

More information (including tutorials) on how to request and read regular and what-if DARS reports is available under the Resources tab on the Office of the Registrar's website. (<https://registrar.wisc.edu/dars/>)

DARS is not intended to replace student contact with academic advisors. 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. (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-bse/#certificationlicensuretext>)

LEARNING OUTCOMES

LEARNING OUTCOMES

1. Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
2. Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families.
3. Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes.
4. Collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.

5. Choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short and long-term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.
6. Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

FOUR-YEAR PLAN

FOUR-YEAR PLAN

Four-year plans related to different certification options are located under the Kindergarten - 9th Grade program option.

ADVISING AND CAREERS

ADVISING AND CAREERS ELEMENTARY EDUCATION ADVISING

Students not yet admitted to Elementary Education meet with their assigned advisor in the School of Education Student Services office (see below). Students are assigned an additional departmental advisor when admitted to the professional component of their degree program.

SCHOOL OF EDUCATION ADVISING

Academic Advising in the School of Education

Dedicated to supporting and promoting student success, academic advisors (<https://advising.education.wisc.edu/>) are here to assist students with the adjustment to college, understanding their degree and career goals, and connecting them to resources. Advisors support prospective and current School of Education students in all programs through:

- Course selection
- Mentoring and advocacy for underrepresented and international students
- Understanding degree requirements and progression
- Interpreting academic policies
- Helping students recognize their strengths and suggesting ways to expand their skills
- Expanding learning through activities such as study abroad, volunteering/work/internship, and by assuming leadership roles

Advising appointments are available in person, virtually, or over the phone. Current students schedule appointments through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made by calling 608-262-1651, or in person in Room 139 Education Building.

Academic Dean Support (<https://advising.education.wisc.edu/academic-dean-support/>) staff are also here for you when facing academic or personal challenges. We provide undergraduate School of Education students support, problem-solving, advocacy, resources, and approve exceptions to policies.

Career Advising in the School of Education

Through individual appointments, events, courses, and online resources, the Career Center provides students and alumni with the tools needed to be successful in their career development.

Career and Internship Advisors are prepared to help students with:

- Exploration of career and academic pathways (<https://careercenter.education.wisc.edu/explore-career/>)
- Resumes
- Cover letters
- Job/Internship search
- Interview preparation
- Mock interviews
- Graduate school search, applications and decisions
- Negotiating job or internship offers
- Professional networking
- Connecting with employers

Students are encouraged to meet with their Career and Internship Advisor early in their college experience to take full advantage of the resources and support available.

To make an appointment: log into Starfish (<https://wisc.starfishsolutions.com/starfish-ops/>) from the MyUW dashboard.

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.

WISCONSIN EXPERIENCE

WISCONSIN EXPERIENCE

UW-Madison's vision for the total student experience, the Wisconsin Experience (<https://wisconsinexperience.wisc.edu/about/>), combines learning in and out of the classroom. Tied to the Wisconsin Idea (<https://www.wisc.edu/wisconsin-idea/>) and steeped in long-standing institutional values – the commitment to the truth, shared participation in decision-making, and service to local and global communities – the Wisconsin Experience describes how students develop and integrate these core values across their educational experience.

UW-Madison encourages students to mindfully engage in four core concepts throughout their time on campus: Empathy & Humility, Relentless Curiosity, Intellectual Confidence, and Purposeful Action (<https://wisconsinexperience.wisc.edu/intellectual-confidence/>).

Since its inception, the School of Education has embraced the concepts of the Wisconsin Experience, providing opportunities for students to learn in venues beyond the traditional classroom. Our students also independently seek out related activities and experiences, thus creating their own unique Wisconsin Experience.

ELEMENTARY EDUCATION AND THE WISCONSIN EXPERIENCE

Support for Freshmen and Transfer Students

UW-Madison offers support systems designed to help students transition from high school to higher education that focus on academic skills, social integration, an introduction to essential campus services, and promoting a feeling of connection to peers and to the university.

- The Wisconsin Experience Seminar is an interactive, discussion-driven 1-credit course offered for freshmen and transfer students that will explore campus resources and opportunities.
- Pathways to Teaching events that delve into the details of what it means to be a K-9 educator.
- Enrollment in Elementary Education courses before officially entering the program junior year, allowing students to connect early on, meeting faculty and their teacher education peers.

Learning from Current Practitioners

Teacher candidates in the Elementary Education program have multiple field experiences in K-9 schools. Students complete two practicum experiences of 120 hours each in a range of grade levels and culminating in a full-time student teaching experience sharing a classroom with a cooperating teacher. The connection between the teacher candidate, their field supervisor, and the cooperating classroom teacher in the Madison-area schools provides a high level of support for our students from the first day forward. Many of our graduates are offered teaching positions by the schools in which they did their fieldwork.

Partnering with Community Organizations

The Elementary Education team partners with non-profit organizations and area businesses. Our teacher candidates:

- Volunteer with Girls on the Run (<https://www.girlsontherunswi.org/>), Schools of Hope (<https://schoolsofhope.org/>), Centro Hispano (<https://www.micentro.org/voluntreer/>), Madison Literacy Network (<https://www.litnetwork.org/volunteer/>), and Badger Volunteers – Tutoring and Mentoring (<https://morgridge.wisc.edu/get-connected-students/badger-volunteers-math-mentoring-and-tutoring-programs/>)
- Work with Madison School and Recreation, the Cooperative Children's Book Center (CCBC) (<https://ccbc.education.wisc.edu/>), MERIT Library (<https://merit.education.wisc.edu/>), Badger Precollege (<https://precollege.wisc.edu/>), and Red Caboose Childcare (<https://www.redcaboosechildcare.org/>)
- Lead educational events and panels with schools and university faculty
- Intern at the Boys and Girls Club (<https://www.bgcdc.org/>), Lussier Community Education Center, (<https://lcecmadison.org/>) and the Goodman Community Center (<https://www.goodmancenter.org/>); explore more opportunities through the Career Center's Featured Education Internships (<https://careercenter.education.wisc.edu/gain-experience/internships/#education-internships>) or the International Internship Program (<https://internships.international.wisc.edu/>)
- Participate in the activities of the Madison Public Libraries (<https://www.madisonpubliclibrary.org/>), Mentoring Positives (<https://mentoringpositives.org/>), MYArts (<https://madisonyoutharts.org/>), and Olbrich Gardens (<https://www.olbrich.org/>).

For additional experiences, visit the Career Center's Student Jobs and Other Experiences (<https://careercenter.education.wisc.edu/gain-experience/#student-jobs-and-other-experiences>) page.

Participation with Professional Organizations

Our teacher candidates attend and/or present at educational conferences such as the:

- American Educational Research Association (AERA)
- Teachers of English to Speakers of Other Languages (TESOL)
- National K-8 Literacy and Reading Recovery Conference (LitCon)
- Association for Supervision and Curriculum Development (ASCD)
- National Council of Teachers of Mathematics (NCTM)
- Wisconsin Mathematics Council (WMC)

Guest Speakers

Instructors in the Elementary Education Program bring guests from a variety of community organizations into their classrooms:

- Teachers, principals, and superintendents from area school districts to share information about school life and provide tips on the interview process, helping to connect theory to practice
- PBS Wisconsin to share technology and teaching resources
- Black Girl Magic to share about programming and pedagogy
- Out-of-school-time workers from the Goodman Community Center, Lussier Community Center, and Neighborhood House
- Wisconsin Education Association Council (WEAC) to introduce programs such as “Ambassadors for Equity” and “Early Career Educators”
- WIDA to introduce English Language Development Standards and to practice administering the ACCESS for ELLs assessment to K-9 students who may need academic English language support
- School social workers, child psychologists, and other service staff to share information about their roles and resources for future educators

Seeking Out Community Experiences

We encourage our students to venture outside the classroom and get to know the families and communities of their pupils by attending a community activity such as a worship service, a neighborhood festival, or a community potluck. Students spend time in and around the attendance area of their schools to develop an understanding of the places, people, spaces, and experiences that influence their pupils at home, in their schools, and in their communities.

Field Trips

While completing practicum experiences, students enjoy educational excursions to places in the Madison community such as the Madison Children's Museum (<https://madisonchildrensmuseum.org/>), the Wisconsin State Historical Society (<https://wisconsinhistory.org/>), Madison Public Library's Play Lab (<https://www.madisonpubliclibrary.org/spaces/playlab/>), and on-campus gems like the UW-Madison Geology Museum (<https://museum.geoscience.wisc.edu/>), Allen Centennial Garden (<https://allencentennialgarden.wisc.edu/>), and the UW-Madison Arboretum (<https://uwarboretum.org/>).

Students pursuing a minor in Early Childhood Education also visit a number of different centers and preschools during course field trips, such as Preschool of the Arts, Aldo Leopold Nature Preschool, Eagle's Wing Childcare Center, One City Preschool, and the UW Lab School.

Study Abroad

Teacher candidates are encouraged to explore cultures other than their own by participating in one of the School of Education's exciting study abroad programs (<https://global.education.wisc.edu/study-abroad/>). For example, the Curriculum & Instruction department offers a 3-credit, 3-

week course in June entitled "Diversity and Community in the Galapagos Islands" (<https://www.youtube.com/watch?v=IC4qVTi8lxw>) led by faculty in Elementary Education.

Additional Certifications, Majors, Minors, and Certificates

Many students in the K-9 Elementary Education program also complete programs in other areas of interest. Certification minors in Early Childhood Education and/or English as a Second Language can be combined with the core K-9 program. Popular double majors are in Spanish, Environmental Studies, Educational Policy Studies, Psychology, and History. Students frequently elect to complete certificates in Educational Policy Studies, Disability Rights and Services, Chican@ and Latin@ Studies, and Environmental Studies; popular minors are Social Studies, English Language Arts, Math, and Science. These options complement the skills and knowledge acquired through Elementary Education coursework.

Student Clubs and Organizations

Elementary Education students have multiple opportunities to participate in related organizations and activities such as Aspiring Educators of Wisconsin (<https://www.facebook.com/AspiringEducatorsUWMadison/>), Qouncil (<https://lgbt.wisc.edu/get-involved/student-orgs/#qouncil-student-org-coalition>), Diverse Leaders in Education, the Multicultural Student Center (<https://msc.wisc.edu/>), which houses the Indigenous Student Center, and the UW Game Lab (<https://games.education.wisc.edu/lab/>).

CERTIFICATION/LICENSURE

CERTIFICATION/LICENSURE ADDITIONAL CERTIFICATION REQUIREMENTS

In addition to completing UW-Madison's program requirements, certification also requires the completion of Wisconsin statutory requirements related to teacher education and certification requirements established by the Wisconsin Department of Public Instruction. Students must complete all requirements and also obtain the endorsement of the program faculty to receive certification through UW-Madison. For a description of additional certification requirements and information about applying for a license, see the Mary T. Kellner Teacher Education Center (<https://tec.education.wisc.edu/current-students/>).

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 undergraduate teacher licensing options are offered at UW-Madison.

- The core Elementary Education licensing level will be Kindergarten through Grade 9. Early Childhood, and English as a Second Language Kindergarten through Grade 12, can be added to the K-9 option.

- Special Education will offer licensing at the Early Childhood level, Kindergarten through Grade 12 level, and a program option that licenses in both Early Childhood Special Education and K-12 Special Education.
- Students completing the new Elementary Education and Special Education degree will be licensed in both Special Education Kindergarten through Grade 12 and Elementary Education Kindergarten through Grade 9.
- Students in special fields such as Art, Music, and Physical Education will be licensed at the Kindergarten through Grade 12 level. Physical Education students may add K-12 Adaptive Physical Education and/or K-12 Health.

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/tepd/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/tepd/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, L139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that

- all certification requirements are met;
- student teaching is completed;
- final grades are posted and reviewed;
- the degree is posted (<https://registrar.wisc.edu/posting-of-degrees/>) by the Registrar's Office (which can take up to four to six weeks after the degree conferral date); and
- a recommendation for certification is received from the program faculty.

The Wisconsin Department of Public Instruction may require an additional six to eight 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/certification/states/>) 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's Mary T. Kellner Teacher Education Center at L139 Education Building, 1000 Bascom Mall, Madison, WI 53706, or by email (educatorlicensing@education.wisc.edu) to be completed. You must complete your personal information on the form before sending it to the Teacher Education Center. 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 the Teacher Education Center.

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education (via 34 CFR Part 668 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/?toc=1>)) requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes, regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW–Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

The requirements of this program meet certification/licensure requirements in the following states:

Wisconsin

The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

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RESOURCES AND SCHOLARSHIPS

RESOURCES AND SCHOLARSHIPS

Information related to scholarships, academic and career advising, study abroad opportunities, student well-being, and other resources for students in the School of Education can be found on the School's Resources (<https://guide.wisc.edu/undergraduate/education/#resourcestext>) page.