ENROLLING THE SCHOOL OF EDUCATION

SUMMER. SELECTION IS MADE THE PREVIOUS SPRING AND STUDENTS BEGIN A FOUR-SEMESTER PROFESSIONAL SEQUENCE IN THE SUBSEQUENT FALL SEMESTER.

NEW AND CURRENT UW–MADISON STUDENTS

Applicants who already hold an undergraduate degree are admitted to the School of Education as either an Education Special student or a second degree student, depending on their interests and academic background. Admission as an Education Special student indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; another degree is not awarded for this "certification only" coursework. Second degree students are seeking a second, unrelated degree from the School of Education, which may, or may not, include teacher certification. Candidates for limited enrollment programs must meet all admission eligibility requirements for the program and must compete with the eligible applicants for program admission. More information is available here (http://guide.wisc.edu/education/#policiesandregulatortext).

APPLICATION AND ADMISSION

Certification to teach Elementary Education requires that a student be admitted into the professional part of the degree program. Admission into the Elementary Education program occurs once a year, effective for summer following selection.

The Elementary Education program faculty selects candidates based on a variety of criteria. In particular they seek individuals who can demonstrate academic competence, multicultural and interpersonal competence, and reflective practices; the program also purposefully cultivates students’ capacities in these domains.

PROGRAM ADMISSION ELIGIBILITY REQUIREMENTS

Requirements and selection criteria may be modified from one application/admission period to the next. Potential applicants should consult the School of Education’s Undergraduate Admissions page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

To be eligible for admission to the professional program, applicants must:

• submit completed program application form(s), transcripts, and all other related application materials by the application deadline specified on the School of Education’s Undergraduate Admissions page.
• successfully complete at least 40 transferable college-level credits by the end of the fall semester before application.
• complete RP & SE 300 Individuals with Disabilities by the end of the summer before beginning the professional sequence if applying to the K-9/Special Education Dual Major option.
• While GPA is a factor in the selection process, no minimum is required to apply for program admission. If admitted, students must earn the minimum cumulative GPA for UW–Madison coursework established by the program and the School of Education each semester after admission.

Last 60 Credits Rule

For programs requiring a minimum GPA to apply, two grade point averages will be calculated to determine candidates’ eligibility to programs. GPAs will be calculated using

• all transferable college level coursework attempted, and
• the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded
graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information regarding this rule is available here (http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext).

PROGRAM ADMISSION SELECTION CRITERIA

The Elementary Education program admissions procedures are intended to result in an academically qualified student body that is diverse in terms of both academic strengths and life experiences and has a commitment to providing the best possible education to elementary and middle school students. Having students with diverse life experiences, backgrounds and attitudes is critical if faculty are to prepare students to teach in schools that themselves have diverse enrollments. Faculty will accept only those students judged to have the potential to be successful in the academically challenging Elementary Education Program. In making admissions decisions, no factor will outweigh judgment that a particular applicant’s credentials, taken as a whole, represent unacceptably high academic risk.

The Admissions Committee will take the following into consideration when making admissions decisions:

Academic Competence

The Mission Statement of the Elementary Education Area points to the role that our graduates have in creating academically rigorous classrooms that lead to high academic achievement in all students. For elementary and middle schools to promote academic achievement, elementary and middle school teachers must have demonstrated high levels of success in core disciplines throughout their university studies. Therefore, program faculty expect that students admitted to the program will have demonstrated high levels of academic preparation.

Multicultural and Interpersonal Competencies

The Elementary Education program’s mission is to prepare teachers who are able to promote academic achievement in all elementary-school and middle-school students. This includes those from diverse races, cultures, language backgrounds, family forms, and sexual orientations, as well as those from diverse economic, gender, and ability groups. The program faculty seek prospective teachers who will demonstrate both commitment to this mission and the prospect of contributing to it. The Admissions Committee will therefore examine the materials from each candidate for evidence of such commitment and prospect.

Reflective Competence

To have performed at high academic levels or to have had diverse life experiences is not adequate for admissions purposes unless these are accompanied by evidence that the applicant has been able to reflect on and learn from them. Demonstration of reflective competence is important as it likely contributes to one’s interpersonal skills as well as to the qualities such as integrity, social awareness, and cultural sensitiveness that are qualities of a well-rounded human being who will be an excellent elementary or middle school teacher. The ability to reflect on one’s life experiences is one factor that will allow the Admissions Committee to look for evidence that our students will be reflective practitioners who evaluate the effects of their assumptions, choices, and actions on others (students, parents, and other professionals in the learning community) and who will actively seek out opportunities to grow professionally.

CRIMINAL BACKGROUND INVESTIGATION

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

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