LATIN, BSE

WORLD LANGUAGE EDUCATION PROGRAM (CURRENTLY CHINESE, FRENCH, GERMAN, JAPANESE, LATIN, AND SPANISH MAJORS AND MINORS)

Admissions to the Latin BSE will be suspended as of fall 2020. If you have any questions, please contact the department.

Note: The undergraduate World Language Education Program, including the Latin major, will be suspended in the fall of 2020. A new, graduate-level program is being developed for teacher certification in these languages.

The last group of undergraduates will be selected in the spring semester of 2020. Admission criteria listed under How to Get In (p. 1) have been modified from previous years to accommodate all students interested in applying for the final undergraduate cohort, including freshmen beginning in the fall of 2019. See the How to Get In (p. 1) section for more details about the application process, eligibility criteria and deadlines.

The mission of the World Language Education (WLE) program is (1) to promote a community-based approach to world language instruction; (2) to educate teachers who understand different cultures, are proficient in their languages, routinely visit other countries, and can build bridges across nations, races, socioeconomic groups, cultures, and languages; and (3) to certify teachers who are prepared to serve the global needs of increasingly multicultural and multilingual schools and are strongly committed to act for a world in which shared understanding through conflict resolution, negotiation and communication are guiding principles.

There is a growing need for multilingual teachers from diverse backgrounds. The WLE faculty encourages qualified applicants from under-represented groups to apply for admissions to the program.

The objectives of the K–12 WLE program are

- to provide a philosophy of action designed to promote thoughtful curriculum development and classroom teaching in WLE;
- to provide regular contacts with the global community and inservice teachers in schools through field evenings, workshops, conferences, and other professional meetings;
- to provide clinical settings which enhance opportunities for beginning teachers to develop skillful practice and build bridges across languages, cultures, races, and nationalities;
- to help student teachers use multilingual educational technologies and document their experiences in electronic portfolios and implement research-based practices in their teaching;
- to provide university instructors and supervisors who are well-versed in WLE, who have an international orientation, and who are both approachable and helpful to student teachers.

Program majors include Chinese, French, German, Japanese, Latin, and Spanish, and may also include Italian and Portuguese if field placements are available in these subject areas. Completion of the WLE program leads to a Bachelor of Science degree in Education with a major in the specific subject area. Wisconsin state licensing regulations require that students are licensed to teach at the early childhood through adolescence (approximately kindergarten through high school) levels.

Oral and written examinations are required for all world language teacher candidates enrolled in Wisconsin educator preparation programs, as is an extensive immersion experience. (Students becoming certified to teach Latin are exempt from both the Oral Proficiency Exam and immersion experience requirement.)

HOW TO GET IN

PROGRAM ADMISSION OVERVIEW

Note: The undergraduate World Language Education Program will be suspended in the fall of 2020. A new graduate-level program is being developed for teacher certification in these languages.

Students are admitted to the World Language Education undergraduate professional program once a year, effective in the fall. Selection is made the previous spring.

The last group of undergraduates will be selected in the spring of 2020 and must apply by May 1, 2020 at 4:30 p.m. for consideration. Admission criteria listed below have been modified from previous years to accommodate students interested in applying for the final undergraduate cohort. This group includes freshmen beginning in the fall of 2019. Contact Education Academic Services for additional information.

ENTERING THE SCHOOL OF EDUCATION

NEW AND CURRENT UW–MADISON STUDENTS

New freshmen and transfer students interested in World Language Education are admitted directly to the School of Education with a “pre-professional” classification. This classification indicates that a student is interested in a program offered by the school, but has not applied and been admitted to the professional program. Students interested in World Language Education receive the pre-professional classification of PRS.

On-campus students wishing to be admitted to the school while working on eligibility requirements and application can apply for admission to the school by completing a Pre-Professional Application (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission). A minimum GPA of 2.5, based on UW–Madison coursework, is required to transfer into the school. This GPA may be modified by the Last 60 Credits rule (described below (p. 2)). It is not necessary to be a pre-professional student before applying to a professional program.

It is strongly recommended that students interested in a School of Education program meet with an academic advisor in Education Academic Services (EAS), 139 Education Building, 1000 Bascom Mall; call 608-262-1651 to schedule an appointment with an advisor.

PROSPECTIVE TRANSFER STUDENTS

Applicants not already enrolled on the UW–Madison campus must be admissible to the university to enroll in a School of Education program. Admission to UW–Madison requires an
additional application and admission process. The deadline for this application may be different, and much earlier, than the application to the professional program. See UW-Madison Office of Admissions and Recruitment (http://admissions.wisc.edu) for application information. Prospective transfer students are strongly advised to meet with an Education Academic Services advisor in advance of their application; to schedule, call 608-262-1651.

**STUDENTS WITH A PREVIOUS DEGREE**

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an Education Academic Services advisor in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

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

**NATIVE AND HERITAGE SPEAKERS**

Native or heritage speakers of a language major offered within the World Language Education program are welcome to pursue admission to the World Language Education program. Prospective applicants and transfer students who have previous experience with a language are encouraged to consult with an advisor in Education Academic Services as early as possible; to schedule, call 608-262-1651.

Native or heritage speakers must take a placement exam in the corresponding language to determine the appropriate level of remaining instruction in grammar, communication standards and social customs, and other topics related to language acquisition and proficiency. Placement examinations for Spanish, French, and German are offered on campus through Testing & Evaluation Services or the University of Wisconsin System’s Regional Placement Testing Program. Placement examinations for Chinese, Japanese, Italian, Latin, and Portuguese are administered by faculty or staff within the relevant academic department. For more information regarding placement in language courses, consult the Languages at UW-Madison placement guide (http://languages.wisc.edu/advising/placement).

**APPLICATION AND ADMISSION**

Applicants to the World Language Education program will be selected once a year, during the spring semester. Admission decisions will be based on coursework completed through the preceding fall semester. Admission is provisional until spring semester work has been completed and posted, and Education Academic Services staff have verified that students have met the eligibility requirements.

Resources limit the number of students who can be served by the UW-Madison World Language Education teacher education program. In recent years the World Language Education program has been able to accommodate all qualified applicants; however, if the number of qualified applicants to World Language Education exceeds program resources, admission will become limited and competitive. If this happens, meeting or surpassing the minimum eligibility criteria will not guarantee admission.

**ELIGIBILITY FOR ADMISSION**

Requirements and selection criteria may be modified from one application/admission period to the next. Any changes to these criteria may occur up until the application period begins. Potential applicants should consult the School of Education’s Apply to a Program (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission) page for application deadlines and detailed information regarding current eligibility requirements and selection criteria prior to submitting an application.

**To be considered for admission, students must:**

- earn a minimum 2.75 grade point average on all major coursework completed
- earn a cumulative GPA of at least 2.75 (on a 4.00 scale).
- submit completed program application form(s), transcripts, and all other related application materials by the application deadline specified on the School of Education’s Apply to a Program (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission) page.

1 A comprehensive cumulative GPA of all college-level, transferrable coursework attempted on both the UW-Madison campus coursework and coursework taken at any other colleges or universities may be calculated for the exclusive purpose of establishing an applicant’s eligibility for consideration. Both the comprehensive cumulative GPA and the comprehensive cumulative GPA based on a student’s last 60 credits may be calculated. See Last 60 Credits Rule (detailed below). If admitted, students must earn the minimum cumulative GPA for UW-Madison coursework established by their program and the School of Education each semester after admission.

**Last 60 Credits Rule**

Two grade point averages will be calculated to determine candidates’ eligibility to programs. GPAs will be calculated using

- all transferable college level coursework attempted, 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).

**APPLYING FOR CERTIFICATION IN MORE THAN ONE SUBJECT AREA**

Students may apply to be certified in more than one language. Eligibility requirements must be met and separate applications must be filed for each area of interest. Students must be admitted as a major in at least
one of the program areas as it is not possible to be admitted only to complete a minor.

Students interested in combining the World Language Education degree program with certification in another area altogether must apply to both programs and meet the minimum criteria for admission to each program. It is suggested that students apply as majors in each area of interest, thus maximizing the chances of admission. Certification in two different areas requires the consent and cooperation of the World Language Education program coordinator and the faculty coordinator of the other subject area. Not all subjects can be combined with the World Language Education degree program.

While multiple majors or major–minor combinations are feasible and may be advantageous as a career strategy, it may take extra time to complete the additional subject area coursework. Students are encouraged to work closely with their Education Academic Services advisor to assess the possibility of completing certification in more than one area and to coordinate the requirements of multiple certifications.

PROGRAM ADMISSION SELECTION CRITERIA
The files of all applicants will be individually and holistically reviewed by a panel of World Language professionals. The criteria used for admission include the following:

- Academic Qualifications: The applicant demonstrates mastery of the target language and knowledge of its literature, civilization, and culture.
- Career Maturity: The applicant demonstrates commitment to teaching the target language to elementary, middle, and high school students, including consideration of his or her own strengths and limitations as a potential teacher.
- Ability to Relate to Youth: The applicant demonstrates the ability to work effectively with young people.
- Commitment to All Students: The applicant demonstrates commitment to working with all students including those of different racial, ethnic, and socioeconomic backgrounds, and students with disabilities, not just the economically privileged or highly motivated.
- Interpersonal Skills: The applicant demonstrates the ability to work effectively with peers, other professionals, and members of the community outside of school settings.

The application files are rated according to the above criteria for each language. A final cohort is selected along with rank-ordered alternates, based on a combination of ratings made by the World Language Education review committee and judgement by the faculty program coordinator about optimal cohort characteristics for each language. The availability of field placements in the subject area may also influence the selection process. Admission procedures are reviewed every other year to ensure fairness and effectiveness.

CRIMINAL BACKGROUND INVESTIGATION
The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety or education of PK-12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work. Admitted applicants to any teacher education program who have a positive background check should confer with the Academic Dean’s Office (Room 139 Education, 1000 Bascom Mall) about the potential impact of this on field placements and licensure.

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

REQUIREMENTS

UNIVERSITY GENERAL EDUCATION REQUIREMENTS
All undergraduate students at the University of Wisconsin–Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (http://guide.wisc.edu/undergraduate/#requirementsforundergraduatetystudytext) section of the Guide.

General Education
- Breadth—Humanities/Literature/Arts: 6 credits
- Breadth—Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits
- Breadth—Social Studies: 3 credits
- Communication Part A & Part B *
- Ethnic Studies *
- Quantitative Reasoning Part A & Part B *

* The mortarboard symbol appears before the title of any course that fulfills one of the Communication Part A or Part B, Ethnic Studies, or Quantitative Reasoning Part A or Part B requirements.

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS
All students are required to complete a minimum of 40 credits of Liberal Studies (http://guide.wisc.edu/undergraduate/education/#requirementstext) coursework. This requirement provides an opportunity to do some academic exploration beyond the scope of the major. Students take courses in areas of particular interest and also have an opportunity to sample the wide selection of courses offered across the university. Coursework is required in humanities, social studies, science, and cultural and historical studies. Some elective coursework is also needed to reach the required number of credits.

The School of Education’s Liberal Studies Requirements automatically satisfy most of the University General Education Requirements outlined above, including ethnic studies, humanities/literature, social studies, and science. Students pursuing most School of Education degree programs may also complete Communication Part B, Quantitative Reasoning Part A, and Quantitative Reasoning Part B through courses required by their degree program. If a student cannot complete a General Education Requirement within the curriculum of their chosen School of Education...
program, academic advisors can offer suggestions for courses that meet
the requirement and augment the student's primary area of study.

A basic outline of the liberal studies is included below. Students must
consult the detailed version of the requirements (http://guide.wisc.edu/
undergraduate/education/#requirementstext) for information about
course selection and approved course options.

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

- Literature
- Fine Arts
- Humanities Electives

Social Studies (Social Science)
All students must complete a minimum of 9 credits. Teacher certification
programs, Athletic Training, and Kinesiology, Exercise and Movement
Science have unique requirements in this category.

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

- Biological Science
- Physical Science
- Laboratory Science
- Science Electives

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

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

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

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.
- 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 course work by the start of the professional sequence.

MAJOR REQUIREMENTS
Complete a minimum of 40 credits. At least 15 credits of upper-
level major coursework (numbered 301, 302, 500 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.

REQUIRED COURSES
Complete the following, 22 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATIN 103</td>
<td>Elementary Latin</td>
<td>4</td>
</tr>
<tr>
<td>LATIN 104</td>
<td>Elementary Latin</td>
<td>4</td>
</tr>
<tr>
<td>LATIN 203</td>
<td>Intermediate Latin</td>
<td>4</td>
</tr>
<tr>
<td>LATIN 204</td>
<td>Introduction to Latin Literature</td>
<td>4</td>
</tr>
<tr>
<td>LATIN 301</td>
<td>Latin Literature of the Roman Republic</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 302</td>
<td>Latin Literature of the Roman Empire</td>
<td>3</td>
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</tbody>
</table>

READING COURSES
Select two Latin reading courses numbered 500 or above. Most courses
require completion of LATIN 302 or consent of instructor. Suggested
courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATIN 505</td>
<td>Elementary Prose Composition</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 515</td>
<td>Latin Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 519</td>
<td>Latin Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 520</td>
<td>Roman Drama</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 521</td>
<td>Roman Elegy</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 522</td>
<td>Roman Lyric Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 523</td>
<td>Roman Satire</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 524</td>
<td>Roman Novel</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 539</td>
<td>Latin Historical Writers</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 549</td>
<td>Latin Philosophical Writers</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 559</td>
<td>Latin Oratory</td>
<td>3</td>
</tr>
<tr>
<td>LATIN/</td>
<td>Mediaeval Latin</td>
<td>3</td>
</tr>
<tr>
<td>MEDIEVAL 563</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE CLASSICAL WORLD
Complete the following Classics courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSICS 322</td>
<td>The Romans</td>
<td>3</td>
</tr>
<tr>
<td>CLASSICS 370</td>
<td>Classical Mythology</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVES
Complete additional upper-level Latin coursework (http://guide.wisc.edu/
courses/latin) to reach the minimum of 40 credits.
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 the beginning of 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 342</td>
<td>Teaching World Languages (K-8)</td>
<td>3</td>
</tr>
<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>
<td>6</td>
</tr>
<tr>
<td>ED PSYCH 301</td>
<td>How People Learn</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 331</td>
<td>Human Development From Childhood Through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 343</td>
<td>Teaching World Languages (6-12)</td>
<td>3</td>
</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>CURRIC 305</td>
<td>Integrating the Teaching of Reading with Other Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>
toward the completion of their degree. This degree audit identifies

At UW–Madison, a DARS report is used to document a student's progress

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/#policiesandregulationstext).

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)

At UW–Madison, a DARS report is used to document a student’s progress toward the completion of their degree. This degree audit identifies

Students can access DARS reports through their Student Center in My UW–Madison. Go to the Academics tab and find DARS on the dropdown menu.

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

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

DARS is the document of record, i.e., certifying document of degree completion, for program areas in the School of Education.

ADDITIONAL CERTIFICATION REQUIREMENTS AND APPLYING FOR A LICENSE

In addition to completing UW-Madison's program requirements, students must also complete Wisconsin statutory requirements and certification requirements established by the Wisconsin Department of Public Instruction. Many of these requirements are embedded within the program's requirements and require no additional attention. The endorsement of the program coordinator/faculty is also required to receive certification through UW-Madison.

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

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (p. 9)

UNIVERSITY DEGREE REQUIREMENTS

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

Residency Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. "In residence" means on the UW–Madison campus with an undergraduate degree classification. "In residence" credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.
Quality of Work Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation.

LEARNING OUTCOMES

1. In Semester 1, prior to starting student teaching, students must have acquired Intermediate High proficiency in their target language on the ACTFL OPI scale as measured by two independent external evaluators.
2. In Year 1, student teachers must demonstrate the ability to teach in a K-8 context, as evaluated by their University supervisor and their mentor teacher through repeated direct observations.
3. During their content courses, students must meet (a) teacher education standards; and (b) ACTFL standards, as measured by (a) formative and summative evaluation of their assignments; (b) Teacher Education portfolio.
4. In Year 2, student teachers must demonstrate the ability to teach in a 6-12 school context, as evaluated by their University supervisor and their cooperating teacher through repeated direct observations.
5. To get certified by the Department of Public Instruction, at the end of Year 2, student teachers must have successfully completed an EdTPA Portfolio of their classroom experiences that demonstrates professionalism and meets the EdTPA standards, as evaluated by external evaluators.

FOUR-YEAR PLAN

Latin Major: Sample Graduation Plan

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

The requirements and structure of this degree program extend graduation beyond the typical four years. Proficiency in the language must be developed before enrolling in upper level course requirements. The degree also requires a four-semester professional education sequence. While most students seeking teacher certification in a language have completed some course work during high school, this particular plan begins with course work at the most elementary level.

Freshman

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication A (fall or spring semester)</td>
<td>3</td>
<td>Communication A (fall or spring semester)</td>
<td>3</td>
</tr>
<tr>
<td>LATIN 103</td>
<td>4</td>
<td>LATIN 104</td>
<td>4</td>
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<tr>
<td>Liberal Studies course work</td>
<td>6-9</td>
<td>Ethnic Studies</td>
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Sophomore

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<tr>
<td>Quantitative Reasoning A</td>
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<td>LATIN 204</td>
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<td>LATIN 203</td>
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<td>Liberal Studies course work</td>
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Junior

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<tbody>
<tr>
<td>LATIN 301</td>
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<td>LATIN 302</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Studies, Major or General Elective course work</td>
<td>9</td>
<td>CLASSICS 322</td>
<td>3</td>
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<td></td>
<td></td>
<td>CLASSICS 370</td>
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Senior

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<th>Credits</th>
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<tbody>
<tr>
<td>CURRIC 342</td>
<td>3</td>
<td>CURRIC 442 or 443</td>
<td>6</td>
</tr>
<tr>
<td>CURRIC 243</td>
<td>3</td>
<td>ED PSYCH 331</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC/RP &amp; SE 506</td>
<td>3</td>
<td>500-level Latin Reading course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED POL 300 or 412</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>ED PSYCH 301</td>
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Fifth Year

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<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CURRIC 343</td>
<td>3</td>
<td>CURRIC 443</td>
<td>9</td>
</tr>
<tr>
<td>CURRIC 443 or 442</td>
<td>3</td>
<td>CURRIC 564</td>
<td>3</td>
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<tr>
<td>CURRIC 305 (also meets Communication B)</td>
<td>500-level Latin Reading course</td>
<td>3</td>
<td></td>
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</table>

Total Credits 129

ADVISING AND CAREERS

LATIN EDUCATION ADVISING

Consult with advising staff at Education Academic Services (EAS), Room 139 Education Building, 1000 Bascom Mall, 608-262-1651, for general questions regarding certification to teach Latin. Students may want to consult the undergraduate advisor (https://calendar.wisc.edu/scheduling-assistant/public/profiles/YjfFETg.html) in the Department of
Classical and Ancient Near Eastern Studies regarding course sequencing and other aspects of this field of study.

**GENERAL SCHOOL OF EDUCATION ADVISING**

All undergraduate students in the School of Education are served by three offices devoted to academic and/or career advising. Each student in the School of Education is assigned at least one advisor and is encouraged to meet with the advisor on a regular basis. Students will also be assigned a faculty or staff advisor when admitted to the professional component of their degree program. Departmental advisors provide more in-depth knowledge of the major and of courses offered by the department.

**UNDERGRADUATE ADVISING AND ACADEMIC DEAN’S OFFICE—EDUCATION ACADEMIC SERVICES (EAS)**

139 Education Building, 1000 Bascom Mall; 608-262-1651

www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising (http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising)

Education Academic Services (EAS) is the undergraduate dean’s office for students in the School of Education. Staff members interpret school regulations, policies, and program requirements; take exceptions around requirements and deadlines; advise current and prospective students; monitor students having academic difficulties; coordinate field placements; facilitate the program admissions process; and maintain the official files of students in the school.

Students should meet with an advisor during their first semester on campus (if not before) and are encouraged to meet with an advisor at least once a semester. This is particularly important during the freshman and sophomore years. Appointments may be arranged by calling or visiting the office.

EAS advisors answer questions and provide guidance to current and prospective students. They consult with and refer students to faculty members and departmental advisors. Once a student is admitted to a professional program within the School of Education, he or she will also be assigned a faculty or staff advisor. Advising then becomes a partnership, with EAS and OURR advisors continuing to help students with course selection, degree progress monitoring, academic difficulties, and interpretation of policies and procedures.

Program advisors help students select and plan a program of study in the major, negotiate issues within the department, and, in the case of certification programs, follow the students’ progress through their professional courses. These divisions are flexible, and students are encouraged to consult with all advisors who can help with a situation or answer a question.

**OURR: OFFICE OF UNDERGRADUATE RECRUITMENT AND RETENTION (STUDENT DIVERSITY PROGRAMS)**

105 Education Building, 1000 Bascom Mall, 608-262-8427 or 608-262-1651

www.education.wisc.edu/sdp (http://www.education.wisc.edu/sdp)

The UW–Madison School of Education is committed to promoting equity and increasing diversity in its programs. OURR staff work collaboratively with Education Academic Services and campus and community partners to support underrepresented students interested in majors in the School of Education.

OURR staff perform outreach, recruitment, and advising on behalf of the School. OURR staff also support current students with their personal and professional growth, their transition from high school to college, financial aid, and career exploration.

OURR works to build a network of students and graduates who may strengthen, transform, and lead their communities through education, service, and other contributions. Students are invited to visit OURR staff at 105 Education Building—stop in, or call one of the numbers listed above to set up an appointment.

**SCHOOL OF EDUCATION CAREER CENTER**

L107 Education Building, 1000 Bascom Mall, 608-262-1755

http://careercenter.education.wisc.edu/

- Exploring career options linked to School of Education majors
- Seeking a major that fits you and helps you reach your career goals
- Researching graduate schools and preparing application materials
- Beginning your job search and not sure where to start
- Want assistance with your résumé, cover letter, or interviewing skills
- Want to connect with potential employers

The Career Center provides resources and individual consultations to assist you in reaching your career goals. A plethora of resources can be found on the Career Center website (http://careercenter.education.wisc.edu).

Explore career possibilities for specific majors in Career Exploration - Resources. This section of the website provides tools for clarifying your personal criteria for success, identifying specific career options linked to majors, identifying steps for career/major selection, and includes strategies for making the most of your academic and student experience.

- Confirm your decisions. Gain hands-on experience in the career field you are pursuing. Assess the perceptions of your career and major options for accuracy and develop professional and soft skills. The Career Exploration – Gain Experience and Evaluate website section provides strategies for gaining real-world experience.
- Prepare to gain entry into the next phase of your career. Learn about graduate school requirements and the application process. Develop your promotional materials for employers and graduate schools, and obtain feedback and suggestions for enhancing them. Visit the website sections Applying to Graduate School, Creating Application Materials, and Career and Job Link Resources for details.
- Implement your plans for your future. Investigate strategies for Conducting a Job Search. Attend Fairs & Events planned especially for you. Apply for graduate school acceptance or for job opportunities. Practice and polish your Interviewing skills. Negotiate job and graduate school offers.


Targeted career-related events and workshops (https://careercenter.education.wisc.edu/events) are conducted each semester.
The Career Center also coordinates teacher recruitment fairs each fall and spring semester and collaborates with career centers across campus to provide campus-wide career fairs at the beginning of each semester.

**PEOPLE**

Information about faculty, staff, and other contributors to the program can be found on the Curriculum and Instruction (http://ci.education.wisc.edu) and Classical and Ancient Near Eastern Studies (http://canes.wisc.edu) departmental websites.

**CERTIFICATION/LICENSURE**

**ADDITIONAL CERTIFICATION REQUIREMENTS**

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

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

Students pursuing certification should be aware of the following requirements. See the school's website (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure) for additional information/requirements.

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

**Disclosure Statement and Criminal Background Investigation**

**Disclosure Statement**

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

**Criminal Background Investigation (CBI)**

The Department of Public Instruction (DPI) is required by law to conduct a background check on each applicant for a Wisconsin educator license. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK–12 pupils. Local school districts also will conduct criminal background checks routinely on teacher education students prior to the start of in-classroom field work.

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

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

**Environmental Education**

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

Select one Environmental Studies (http://guide.wisc.edu/courses/envir_st) course or from the following list. If appropriate, this course may also be applied toward the liberal studies requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ATM OCN/</td>
<td>Earth’s Water: Natural Science and Human Use</td>
<td>3</td>
</tr>
<tr>
<td>SOIL SCI 132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOTANY 100</td>
<td>Survey of Botany</td>
<td>3</td>
</tr>
<tr>
<td>BOTANY/BIOLOGY/ZOOLOGY 152</td>
<td>Introductory Biology</td>
<td>5</td>
</tr>
<tr>
<td>BOTANY 240</td>
<td>Plants and Humans</td>
<td>3</td>
</tr>
<tr>
<td>BOTANY/ENVIR ST/ZOOLOGY 260</td>
<td>Introductory Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ECON/A A E/ENVIR ST 343</td>
<td>Environmental Economics</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 120</td>
<td>Introduction to the Earth System</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 127</td>
<td>Physical Systems of the Environment</td>
<td>5</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 139</td>
<td>Global Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 309</td>
<td>People, Land and Food: Comparative Study of Agriculture Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG/ENVIR ST 339</td>
<td>Environmental Conservation</td>
<td>4</td>
</tr>
<tr>
<td>LAND ARC/ENVIR ST 361</td>
<td>Wetlands Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MED HIST/ENVIR ST/HIST SCI 513</td>
<td>Environment and Health in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>PHYSICS 115</td>
<td>Energy</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/ENVIR ST 502</td>
<td>Air Pollution and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC 140</td>
<td>Introduction to Community and Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/F&amp;W ECOL 248</td>
<td>Environment, Natural Resources, and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOIL SCI 301</td>
<td>General Soil Science</td>
<td>4</td>
</tr>
</tbody>
</table>
Student Testing and Assessment
Students in teacher education programs are required to complete a significant performance assessment prior to certification and eventual licensure. Additional tests may be required, although this varies by certification area. Detailed information related to these requirements, along with fee and registration information can be found on the School of Education website under Academic Tests for Prospective Teachers (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/student-testing-and-assessment). A brief description of these tests and assessments is provided below.

Teacher Performance Assessment (edTPA)
The edTPA is a subject area-specific, performance-based assessment for pre-service teacher candidates, which is centered on student learning. Evidence of candidate teaching proficiency in the areas of planning, engagement and instruction, and assessment is drawn from a subject-specific learning segment, 3–5 lessons from a unit of instruction. Assessment artifacts include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. These artifacts will be taken together and scored by trained evaluators using the standardized set of edTPA rubrics. After August 31, 2015, initial license candidates (i.e., students completing certification programs) must complete the edTPA as part of their student teaching and after August 31, 2016, initial license candidates will be required to pass the edTPA before they can be recommended for licensure.

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

Wisconsin Foundations of Reading Test
As of January 31, 2014, individuals seeking an initial Wisconsin license to teach in kindergarten through grade 5 or in special education, an initial Wisconsin license as a reading teacher, or an initial Wisconsin license as a reading specialist, must take and pass the Wisconsin Foundations Reading Foundations Test. Undergraduate programs impacted by this requirement are Elementary Education and Special Education.

This test is for Wisconsin licensing purposes only. Students who choose not to pursue Wisconsin educator licensing need not take and pass this test. This test is in addition to all other required tests and assessments for certification and licensure.

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

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

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

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

Find detailed policies and regulations regarding student teaching in the document, Teacher Education Field Experience Policies (July, 2017) (https://www.education.wisc.edu/docs/WebDispenser/soe-documents/te-field-experience-policies-july-2017.pdf?sfvrsn=2). Students and staff are responsible for knowing and complying with the Field Experience policies. Many professional programs have their own separate handbooks and specific policies; students are also responsible for those policies and procedures.

Withdrawing From/Failing Field Experience Assignments
Withdrawing from a field experience has serious implications for the student’s progress in the program. Students who withdraw or receive an unsatisfactory grade (including a “D”) from a field experience may not repeat such experiences without approval from the program coordinator. Students withdrawing from or receiving an unsatisfactory grade in field experiences in one major or program may not enroll in another major or program without written permission from the program coordinator. Because of the consequences that
Resolution of conflicts between pupils and between pupils and school staff.
• Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
• Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

Minority Group Relations and Conflict Resolution

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

• The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
• The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
• The philosophical and psychological bases of attitude development and change.
• The psychological and social implications of discrimination, especially racism and sexism in the American society.
• Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
• Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

UW–Madison teacher education programs address these areas through course work and experiences in each professional education program. Students who successfully complete their professional program will have satisfied each of the areas of Minority Group Relations. For more detailed information about how required courses address Minority Group Relations for each program area, see the School of Education's PI 34 site (http://www.education.wisc.edu/pi34). Choose Certification Programs, select the program of interest, and click on Rules & Statutes.

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

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

All teacher certification programs include conflict resolution training in their required course work. For more detailed information about how conflict resolution is addressed in each program area, see the School of Education's PI 34 site (http://www.education.wisc.edu/pi34). Choose Certification Programs, select the program of interest, and click on Rules & Statutes.

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

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

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

Students typically complete the cooperatives requirement after being admitted to the Secondary Social Studies program and should consult with the program coordinator, Professor Alan Lockwood (lockwood@education.wisc.edu), regarding its completion.

Teacher Standards
UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules “PI 34,” mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program. The current standards of the University of Wisconsin–Madison School of Education can be found on the school’s website (http://careers.education.wisc.edu/pi34/docs/Standards.pdf).

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

Licensing Levels
The following licensing options are offered at UW–Madison.
• The Elementary Education program currently offers two licensing levels: Early Childhood and also Middle Childhood through Early Adolescence.

• The Special Education program certifies students at both the Middle Childhood through Early Adolescence level and also at the Early Adolescence through Adolescence level. The Special Education/Elementary Education dual major option certifies students only at the Middle Childhood through Early Adolescence level.

• Secondary Education programs certify students to teach their subject area at the Early Adolescence through Adolescence level, except for Mathematics and Social Studies. These program areas will certify students in grades 4-12.

• Students completing Language Education programs will be licensed at the Early Childhood through Adolescence level.

• Students in special fields such as Art, Communication Sciences and Disorders, Music, and Physical Education will be licensed at the Early Childhood through Adolescence level.

Wisconsin State Licensing
The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is $125. An online license application is available through the Department of Public Instruction (http://dpi.wi.gov/tepdl/elo). A Criminal Background Investigation (CBI) will also be conducted by DPI. Information about fingerprint submission, when necessary, is available through the Department of Public Instruction (http://dpi.wi.gov/tepdl/licensing/fingerprint/electronic-submission).

Before applying for a license, DPI requires the electronic submission of “Endorsed Candidate for Licensure” (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students, the endorsement will come from the School of Education, 139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that (1) all certification requirements are met; (2) student teaching (following the school district calendar) is completed; (3) final grades are posted and reviewed; (4) the degree is “posted” by the registrar’s office (four to five weeks after graduation); and (5) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6 to 12 weeks for license processing. See Educator Licensing (http://www.education.wisc.edu/soe/pk-12-education/pathways-to-licensure/educator-licensing) for additional information about the licensing process.

Licensing Outside of Wisconsin
To apply for a license in a state other than Wisconsin, first check out the application requirements of that state. The University of Kentucky has a website that provides links (http://2b.education.uky.edu/certification-requirements-by-state) to teacher licensing agencies in all 50 states, the District of Columbia, and Puerto Rico.

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to Education Academic Services at 139 Education Building, 1000 Bascom Mall, or by email (mlpatton@wisc.edu) to be completed. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must be completed before sending the form to EAS.