

SCHOOL OF EDUCATION

The School of Education at UW–Madison is consistently ranked as one of the finest schools of education in the United States, and among the best in the world. The school embraces fields of study that define the human experience: **education** to challenge minds, **health** to improve lives, and the **arts** to enhance creative spirits, and also conducts world-class research to drive conversation forward. The school prepares students in a variety of disciplines and for a range of professional roles, including artist, teacher, and therapist.

Approximately 1,500 undergraduates are enrolled each year in the School of Education. While many students are pursuing teacher certification, a significant number are completing programs in the performing and visual arts, human movement, and human services.

The School of Education offers a broad array of undergraduate programs that reflect the wide range of disciplines housed in the school. Although undergraduate majors are not offered in all departments, all ten departments do offer courses to undergraduate students. The school's departments include: Art (<http://guide.wisc.edu/undergraduate/education/art/>), Counseling Psychology (<http://counselingpsych.education.wisc.edu/>), Curriculum and Instruction (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/>), Dance (<http://guide.wisc.edu/undergraduate/education/dance/>), Educational Leadership and Policy Analysis (<http://elpa.education.wisc.edu/>), Educational Policy Studies (<http://guide.wisc.edu/undergraduate/education/educational-policy-studies/>), Educational Psychology (<http://guide.wisc.edu/undergraduate/education/educational-psychology/>), (<https://edpsych.education.wisc.edu/>) Kinesiology (<http://guide.wisc.edu/undergraduate/education/kinesiology/>), Rehabilitation Psychology and Special Education (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/>), and Theatre and Drama (<http://guide.wisc.edu/undergraduate/education/theatre-drama/>).

Students enter the School of Education in different ways. Some students, including those interested in teacher education and kinesiology, begin their academic careers with a "pre-professional" designation. Application to the professional component of the undergraduate program is made as requisite requirements are completed. Students admitted to the university as art, education studies, health promotion and health equity, or theatre and drama majors enter directly into their professional program. Dance majors are admitted based on an audition.

School of Education faculty seek committed, creative, and reflective students who are sensitive to differing perspectives. For this reason, most of the school's programs use criteria beyond grade point average in the admissions process. Students are encouraged to challenge themselves and their initial career choices through volunteer experiences, service learning courses, internships or paid work experiences, and study abroad.

Students find that the School of Education is their academic and administrative home—a source of advising, guidance, support, and community. Small class sizes in many pre-professional and professional courses allow students to develop a strong sense of community and to get ample individual attention from professors, instructors, and teaching assistants. Teaching staff are extremely willing to get to know their students and work with them to meet their goals. School of Education courses also provide students the chance to get to know their

classmates well. The School of Education works to offer a caring, secure, and supportive environment that encourages taking risks, expanding personal boundaries, and developing into a professional.

DEGREES/MAJORS/CERTIFICATES

All students pursuing their undergraduate degree in the School of Education **must** fulfill the following requirements:

- University-wide General Education Requirements (<http://guide.wisc.edu/undergraduate/#requirementsforundergraduatestudytext>)
- School of Education Liberal Studies Requirements (p. 10)
- Major/Degree Program Requirements (see below)
- Art Education, B.S. (<http://guide.wisc.edu/undergraduate/education/art/art-education-bs/>)
- Art Studio, Certificate (<http://guide.wisc.edu/undergraduate/education/art/art-studio-certificate/>)
- Art, B.S. (<http://guide.wisc.edu/undergraduate/education/art/art-bs/>)
- Art, BFA (<http://guide.wisc.edu/undergraduate/education/art/art-bfa/>)
- Arts and Teaching, Certificate (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/arts-teaching-certificate/>)
- Athletic Healthcare, Certificate (<http://guide.wisc.edu/undergraduate/education/kinesiology/athletic-healthcare-certificate/>)
- Athletic Training, B.S. (<http://guide.wisc.edu/undergraduate/education/kinesiology/athletic-training-bs/>)
- Chinese, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/chinese-bse/>)
- Communication Sciences and Disorders, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/communication-sciences-disorders-bse/>)
- Dance Studies, Certificate (<http://guide.wisc.edu/undergraduate/education/dance/dance-studies-certificate/>)
- Dance, B.S. (<http://guide.wisc.edu/undergraduate/education/dance/dance-bs/>)
- Dance, BFA (<http://guide.wisc.edu/undergraduate/education/dance/dance-bfa/>)
- Dance, Certificate (<http://guide.wisc.edu/undergraduate/education/dance/dance-certificate/>)
- Disability Rights and Services, Certificate (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/disability-rights-services-certificate/>)
- Education and Educational Services, Certificate (<http://guide.wisc.edu/undergraduate/education/educational-psychology/education-educational-services-certificate/>)
- Education Studies, B.S. (<http://guide.wisc.edu/undergraduate/education/educational-policy-studies/education-studies-bs/>)
- Educational Policy Studies, Certificate (<http://guide.wisc.edu/undergraduate/education/educational-policy-studies/educational-policy-studies-certificate/>)
- Elementary Education, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/>)
- French, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/french-bse/>)
- Game Design, Certificate (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/game-design-certificate/>)

- German, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/german-bse/>)
- Graphic Design, Certificate (<http://guide.wisc.edu/undergraduate/education/art/graphic-design-certificate/>)
- Health Promotion and Health Equity, B.S. (<http://guide.wisc.edu/undergraduate/education/kinesiology/health-promo-health-equity-bs/>)
- Individual Major, BSE (<http://guide.wisc.edu/undergraduate/education/school-wide/individual-major-bse/>)
- Introductory Studies in Dance/Movement Therapy, Certificate (<http://guide.wisc.edu/undergraduate/education/dance/introductory-studies-dance-movement-therapy-certificate/>)
- Italian, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/italian-bse/>)
- Japanese, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/japanese-bse/>)
- Kinesiology, B.S. (<http://guide.wisc.edu/undergraduate/education/kinesiology/kinesiology-bs/>)
- Latin, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/latin-bse/>)
- Physical Education, B.S. (<http://guide.wisc.edu/undergraduate/education/kinesiology/physical-education-bs/>)
- Pilates, Certificate (<http://guide.wisc.edu/undergraduate/education/dance/pilates-certificate/>)
- Portuguese, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/portuguese-bse/>)
- Promoting Activity for Diverse Abilities, Certificate (<http://guide.wisc.edu/undergraduate/education/kinesiology/promoting-activity-diverse-abilities-certificate/>)
- Rehabilitation Psychology, B.S. (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/rehabilitation-psychology-bse/>)
- Spanish, BSE (<http://guide.wisc.edu/undergraduate/education/curriculum-instruction/spanish-bse/>)
- Special Education, BSE (<http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/>)
- Theatre and Drama, B.S. (<http://guide.wisc.edu/undergraduate/education/theatre-drama/theatre-drama-bs/>)
- Theatre, Certificate (<http://guide.wisc.edu/undergraduate/education/theatre-drama/theatre-certificate/>)

Note: Students at UW–Madison become certified to teach middle and high school **English, Mathematics, Science and Social Studies** subjects only through graduate-level coursework, not as undergraduates. Information about the master's degree program is available at [uwteach.org](http://www.uwteach.org) (<http://www.uwteach.org/>) and on the Curriculum and Instruction (<http://ci.education.wisc.edu/>) website. Science certification areas include Biology, Chemistry, Earth and Space Science, Environmental Studies, Physics, and Broad Field Science. UW–Madison offers certification in the Social Studies areas of Economics, Geography, History, Political Science, Psychology, Sociology and Broad Field Social Studies.

The **World Language Education Program** (currently Chinese, French, German, Italian, Japanese, Latin, Portuguese and Spanish) will be suspended in the fall of 2020. A new, graduate-level program in World Language Education is under development and will provide teacher certification in these languages.

POLICIES AND REGULATIONS

ACADEMIC CONCERNS AND STATUS ACADEMIC ACTIONS AND EXCEPTIONS

Academic actions and exceptions are used to record a student's progress through the university and to document various administrative and academic situations. Actions can be grouped into two broad categories:

- those that permit exceptions to program requirements and school/university policies *and*
- those that affect a student's standing in the university —e.g., probation or transferring from one program to another.

As the undergraduate dean's office, the School of Education Student Services office is responsible for reviewing, approving, documenting, and sometimes initiating academic actions and exceptions. To be posted to a student's record, exceptions must go through several steps. Exceptions may be initiated either by program faculty/staff or by Student Services staff, who often consult about a specific exception. Once an exception has been approved, it is processed either as an official "Dean's action" or as a DARS exception. Students can find a record of dean's actions on their printed unofficial transcript (also called the student record) or on their DARS report. A DARS exception will be reflected in the individual student's DARS report.

Exceptions to faculty approved program requirements generally include course substitutions and rarely involve course or program requirement waivers. Exceptions to campus or School policies include permission for adding or dropping a course beyond the deadlines, waiving senior or major residency requirements, extending the deadline for meeting a deficiency or finishing an Incomplete, and permitting students to repeat a course for credit. A request for an exception requires careful consideration from all parties involved. Students should be prepared to explain the reasoning behind a request and offer supporting documentation.

Substantial consultation time with faculty, staff, and/or deans may be required, so students should not expect to receive an immediate answer to a request during the initial appointment.

ACADEMIC STANDING: DEAN'S LIST, ACADEMIC PROBATION, ETC.

To remain in good academic standing in the School of Education, students must earn both a semester grade point average (GPA) and a cumulative grade point average of at least 2.5. While the 2.5 grade point average may not be sufficient to permit students to be considered for admission to their program of choice, it is the minimum required to remain in the School of Education. This may be substantially higher than minimum grade point average requirements in other schools/colleges on campus.

Dean's List

Students have at least a 2.5 cumulative GPA and 3.5 or higher for the semester. Students must have received no incompletes in graded courses, no unreported grades, or end-of-semester academic

actions for the semester. Credit/no credit and pass/fail courses are not considered in meeting the requirements for the Dean's List.

Probation

A student's grade point average for a particular semester falls below 2.5, while the cumulative campus GPA remains at or above 2.5. Students must earn a minimum 2.5 grade point average on the next semester's coursework to be removed from probation status.

Strict Probation

Strict Probation occurs when either (1) a student's cumulative GPA falls below a 2.5 OR (2) a student already on probation earns less than a 2.5 grade point average for the subsequent semester. To be in good standing, students on strict probation must earn both a 2.5 GPA on the next semester's coursework and also have a cumulative GPA of 2.5 by the end of the next semester. Students on Strict Probation status have an enrollment hold placed on their record for the subsequent semester. These students are not permitted to enroll until they have met with an advisor in the School of Education Student Services office.

Continued Strict Probation

A student already on strict probation obtained a 2.5 GPA or above on the next semester's coursework, but the cumulative GPA is still below 2.5. Once both grade point averages are at or above 2.5, the student will be in good academic standing. Students on Continued Strict Probation status have an enrollment hold placed on their record for the subsequent semester. These students are not permitted to enroll until they have met with a Student Services advisor.

May Not Continue in the School of Education

Students on strict probation or continued strict probation who earn less than a 2.5 GPA on the next semester's work will receive notice that they may not continue in the School of Education. Students on May Not Continue status who do not seek or are not granted permission to continue may be withdrawn from the university and dropped from courses ("disenrolled"). Students are expected to contact the School of Education Student Services office immediately to discuss options, including transfer to another school or college on campus, transfer to another university, or withdrawal from UW–Madison.

CONTINUATION REQUIREMENT: DEPARTMENT OF KINESIOLOGY

All students admitted to undergraduate programs in the Department of Kinesiology, including Physical Education, must maintain a cumulative grade point average (GPA) of at least 2.75, based on all UW–Madison campus coursework. A student whose GPA falls below 2.75 will be placed on probation for the following semester. If the GPA remains below a 2.75 at the end of the probationary semester, the student will receive a discontinuation letter indicating that they must transfer out of the Department of Kinesiology. A hold will be placed on the student's registration for the second semester following the probationary semester, until the transfer is complete. Students in this situation must transfer to another School of Education program, another UW–Madison school/college, to another institution altogether, or must withdraw from the university.

If a student wishes to appeal being discontinued in the department, it must be done in writing to the Chair of the Undergraduate Studies Committee within 30 days of the date of the notification letter. The

Undergraduate Studies Committee may request that the student appear in person at an Undergraduate Studies Committee meeting to present the case.

If a negative decision is reached by the Undergraduate Studies Committee, a student may choose to appeal in writing to the Department of Kinesiology Student Affairs Committee within 30 days of the date of the notification.

If a negative decision is reached by the Department's Student Affairs Committee, a student may choose to appeal in writing to the Chair of the Department of Kinesiology within 30 days of the date of the notification.

If a negative decision is reached by the Chair of the Department of Kinesiology, a student may choose to follow the School of Education Grievance Policy.

In the event of a positive decision at any level, the student will be allowed to continue for one semester in order to raise the GPA to 2.75 or higher. A 2.5 cumulative GPA is required to graduate from the Department of Kinesiology.

GRIEVANCE POLICY IN THE SCHOOL OF EDUCATION

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.
2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.
3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
4. If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department

in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (<https://compliance.wisc.edu/>), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

PART-TIME ENROLLMENT STATUS

Students who choose part-time enrollment status or who anticipate falling below full-time enrollment status due to dropping a course should consult with an advisor in the School of Education Student Services office. Part-time enrollment may have important implications for any number of issues, including health insurance coverage or financial aid. It is especially important that athletes and international students consult with Student Services advisors and other advisors if considering part-time enrollment. Students who drop below 12 credits need not leave university housing.

RE-ENTRY TO CAMPUS AFTER AN ABSENCE

Students wishing to reenter UW–Madison after an absence of a semester or more must file a reentry application form. This form is available from the UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu>). If an applicant is not in good academic standing, the reentry application will be referred to the associate dean.

Students admitted to the professional part of a program may leave UW–Madison for a maximum of two consecutive semesters (excluding summer sessions) and be eligible to reenter directly into the program. Students in this situation are not guaranteed immediate placement in a practicum or student teaching placement upon reentry, and graduation may be delayed because of prior commitments to continuing students. Students who leave the program for more than two consecutive semesters (excluding summer sessions) may be considered for readmission only on

an individual basis. Lack of space in a program may preclude readmission directly into a program for any future semester. Given the individual circumstances, a student may be required to reapply to the program altogether.

The general policy above may be modified by any particular program so that the conditions of reentry match the structure of the professional program. Some programs require that students obtain prior approval to interrupt the program sequence. All students intending to be absent should leave with a firm understanding of the conditions guiding their reentry into their professional program. Consult with the appropriate faculty advisor and with the School of Education Student Services office.

RESIDENCY (MAJOR & SENIOR) REQUIREMENTS

Major Residency

Students must complete at UW–Madison at least 15 credits in upper-level courses in the major. Some programs, e.g., Art, require more credits to meet major residency requirements. Upper-level courses are generally defined as those numbered 300 and above, but this varies by program area. Retroactive credits and credits granted by examination do not count toward the residency requirement.

Senior Residency

Seniors in the School of Education must complete the last 30 credits in residence. Special permission to take a portion of senior work either at another institution or by correspondence (via UW–Extension) must be obtained in advance from the School of Education Student Services office. Coursework taken as part of a UW–Madison sponsored study abroad program does not count against senior residency. Students should discuss senior residency issues with their Student Services advisor. Retroactive credits and credits granted by examination do not count toward the residency requirement.

EXCESS CUMULATIVE CREDITS AND SATISFACTORY PROGRESS

Excess Cumulative Credits

Wisconsin resident undergraduates who have accumulated more than 165 completed credits will be assessed a 100% tuition surcharge on credits over 165, as required by the University of Wisconsin–Madison. This policy was effective beginning Spring 2021. See Excess Cumulative Credits (<https://kb.wisc.edu/apir/110093/>) on Academic Planning and Institutional Research's KnowledgeBase page for more information about this policy and the criteria used in counting cumulative, completed credits. Note: Students who have already been awarded a Bachelor's degree from any accredited institution are exempt from the tuition surcharge. Special students are also exempt.

Satisfactory Progress: Second Degree Candidates and Education Special (non-degree-seeking) Students

The School of Education is enriched by admitting students with a previous degree to our programs. We welcome these students and encourage them to apply to the School. At the same time, admission as a second-degree or Education Special (designated EDS or EDSCS) student is a privilege granted by the School of Education. Second-degree and Education Special students are expected to make the same timely progress toward program completion as are initial-degree students.

To ensure satisfactory progress, second-degree and Education Special students who are identified to have met any one of the criteria below will be required to confer with her/his program coordinator and the undergraduate academic dean for purposes of developing a formal plan for program completion:

- Student has earned over 200 total credits.
- Student enrolled for two consecutive semesters without completing requirements for the professional program to which the student was initially admitted.
- Student withdrew from classes for two consecutive semesters.
- Student failed to enroll in a required course when it was available, particularly those that are intermittently offered.
- Student engages in other course selection patterns that result in his/her failing to make progress toward completion of initial program.

Students who do not meet the terms of the plan for program completion may be restricted to enrollment in specific courses or departments, prevented from enrolling entirely, or withdrawn from classes by the academic undergraduate dean after consultation with program faculty. Students may appeal the terms of the plan or any of the dean's actions above under the provisions of the School of Education Grievance Policy.

WITHDRAWING FROM UW–MADISON

Formal withdrawal procedures must be observed by individuals who wish to leave the university before completing the semester in progress. Students who leave the university without formally withdrawing may receive failing grades in all courses.

COURSES AND COURSE ENROLLMENT ATTENDANCE POLICIES

Faculty and instructors may require students to attend scheduled meetings of a class and/or to participate in other course-related activities, including distance activities. Students are responsible for materials presented in such meetings or activities. Because courses are designed and conducted in diverse ways, faculty and instructors are expected to inform students in writing at the beginning of each course if there are specific expectations for attendance/participation, including whether any component of the grade is based on such attendance/participation.

AUDITING A COURSE

A student may audit a course only if the instructor consents and if no laboratory or performance skills are required. (The second restriction usually prevents students from auditing Dance or Art courses.) Auditors do not participate in classroom discussions or take examinations, but are expected to attend with reasonable regularity and do some assigned work.

Audited courses carry no degree credits, are not graded, do not count in determining full-time/part-time load for enrollment certification in an academic term, and do not meet degree requirements for School of Education students. Students interested in auditing a course should confer with their Student Services advisor. The deadline to change a course from credit to audit is the end of the fourth week of classes; no exceptions to this deadline are permitted.

CONCURRENT ENROLLMENT AT TWO INSTITUTIONS

School of Education students may occasionally choose to take courses at another institution—e.g., Madison College or Independent Learning through UW–Extension—while being a fully enrolled student on the UW–Madison campus. This is generally permitted, but does require a specific dean's action. Full-time or part-time student status is usually determined by the credits taken at UW–Madison only; thus, students who take only nine credits on campus and three credits at another institution may not be considered full-time students.

CREDIT OVERLOAD PERMISSION

Students may carry a maximum of 18 credits per semester without the special permission of an academic dean. School of Education undergraduates wishing to take over 18 credits should complete the Credit Overload Request Form (https://uwmadison.co1.qualtrics.com/jfe/form/SV_a5bKn4mlGaeCnpb/). Students must be in excellent academic standing to be considered for a credit overload, usually a 3.0 cumulative GPA on the UW–Madison campus.

Please note that additional fees are assessed for credit overloads on a per credit basis.

During summer sessions, students may, as a rule, carry one credit per week of instruction unless special permission is given. The maximum credit load for Education students for the entire summer session is 12. Session-specific limits follow the rule of 1 credit per week of instruction, except 9 credits are allowed in the Eight-Week General Session. Students must obtain permission from an academic dean to carry an overload in any of the summer sessions; start this process by completing the Credit Overload Request Form (https://uwmadison.co1.qualtrics.com/jfe/form/SV_a5bKn4mlGaeCnpb/).

DIRECTED/INDEPENDENT STUDY

Directed Study, also called Independent Study, offers the student an opportunity to work with a School of Education faculty member on an individual topic of interest. Most School of Education departments make directed study courses available to students on the basis of the student's preparation and motivation and a faculty member's willingness to accept the student in such an endeavor. Directed Study courses are generally numbered 199, 299, 399, and 699.

This study option is intended primarily for advanced students who have a depth of knowledge in a field, the self-discipline necessary for independent work, and strong motivation to pursue a special project. Some program areas limit the number of Directed Study credits that can be applied to major or minor requirements.

Directed Study is taken as a supplement to, but not as a replacement for, available course offerings. In this way, it may be used to expand areas of particularly strong interest. Extra responsibility is required from the faculty member involved, and no member of the faculty is obligated to accept a proposal for a directed study project. Students should have a well-defined outline of the topic to be studied before discussing the project with a faculty member.

Both the student and instructor must follow UW–Madison's Policy on Directed/Independent Study for Undergraduates (<https://>

kb.wisc.edu/page.php?id=36263). Important components of this document include, but are not limited to:

- The student's responsibility to develop a written study plan, in collaboration and agreement with the instructor, consistent with the responsibilities of the instructor. The study plan will include expectations for learning and student work, the time and place for regular meetings, the number of credits to be earned, and any other issues related to the learning experience.
- Guidelines for assigning the appropriate number of credits to the Directed Study.
- Responsibilities of the Directed Study instructor.
- The approval process for enrolling in a Directed Study after the course add deadline (usually the end of the second week of class in fall and spring semesters).

INDEPENDENT LEARNING COURSE ENROLLMENT

Students occasionally elect to take an Independent Learning (<https://il.wisconsin.edu/course-catalog/>) course through the University of Wisconsin–Extension. Many of the courses offered through Independent Learning (IL) can count toward specific degree requirements and students have an entire year to complete the coursework. Individuals interested in enrolling in an Independent Learning course should note the following important issues:

Course Equivalencies

Independent Learning courses are not automatically transferable as equivalent UW–Madison campus courses—even when the Independent Learning course carries the same number and title. Use Transferology (<https://www.transferology.com/state/wisconsin.htm>) to ensure that the Independent Learning course is equivalent to the campus required course. Faculty and dean's offices may have some discretion in permitting courses to count for requirements even when they are not coded as exactly equivalent; students should see their Student Services advisor.

Concurrent Enrollment

UW–Extension is an entirely separate institution from UW–Madison. Thus, UW–Madison students must have permission from their academic dean to be enrolled concurrently in another higher education institution. Permission for concurrent enrollment is granted routinely for School of Education students through the School of Education Student Services office. Students should go to the registrar's office website for the permission form (https://registrar.wisc.edu/documents/independent_learning_form.pdf). The completed form indicates permission for concurrent enrollment and, in some circumstances, provides for a waiver of the tuition for the Independent Learning course (see additional information below). Students should take this form to the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall, and meet with an advisor. Send it to Independent Learning after it has been approved at the School of Education Student Services office.

Tuition Waiver

The tuition for an Independent Learning course may be waived with the academic dean's permission, although the student is still responsible for other course enrollment fees. Students are eligible for a tuition waiver if they register for an Independent Learning course during the semester they are concurrently enrolled at UW–Madison. In some cases, students may be allowed to register for Independent Learning classes once they have enrolled in

courses for the subsequent semester, linking their Independent Learning registration with the credits for the succeeding semester. Students interested in receiving a tuition waiver must be enrolled full time (at least 12 credits) at UW–Madison, and have no more than 18 credits after adding the Independent Learning course. Students should see their Student Services advisor for additional information on these policies. As indicated above, download and complete the form (https://registrar.wisc.edu/documents/independent_learning_form.pdf) and submit to the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall. This stamped form must then be sent to Independent Learning, with a copy remaining at Student Services.

Posting Independent Learning Courses to the UW–Madison Transcript

Independent Learning courses are posted to the campus transcript after staff at the Office of Admissions and Recruitment (<http://admissions.wisc.edu>) receive the original transcript. A official transcript for an Independent Learning course must be submitted to this office.

Timing for Course Completion and Degree Posting

Independent Learning courses require a substantial time commitment. Students should not plan to begin an Independent Learning course only a few weeks before it must be completed! Perhaps even more important, students completing an Independent Learning course to meet degree requirements during their last semester on campus should be aware that the Independent Learning course must be completed prior to the University's official graduation date for that semester. The completion date listed on the UW–Extension transcript must be on or before the UW–Madison degree completion date or the student's degree will be awarded after the subsequent semester. For example, if a student's UW–Extension transcript indicates a course completion date of May 25, but the UW–Madison degree completion date is May 23, the student's degree will be posted for the subsequent August graduation date, not for the May graduation day. This could create serious problems for teacher education students hoping to secure a position. For this reason, students completing final degree requirements via Independent Learning should consult carefully with Student Services and Independent Learning staff regarding the timing of their course completion and degree posting.

LATE COURSE ADDS OR DROPS

Course enrollment regulations must be followed when adding and dropping courses. Students are responsible for knowing and complying with the published deadlines; see the registrar's website (<http://www.registrar.wisc.edu>) for deadlines. Students are expected to check their academic records routinely to minimize the need for late drops based on enrollment errors.

Late Course Add

Students must obtain instructor, departmental, and dean's approval to add a course after the course add deadline. See the registrar's website (<http://www.registrar.wisc.edu>) for instructions.

Late Course Drop

After the drop deadline, courses may be dropped only with the permission of the School of Education Student Services office. Such permission is not granted routinely, but only in unusual circumstances. Students seeking a late drop will be required to complete a formal request form and may be asked to supply a written justification, medical or other documentation, and/or

proof of having consulted with the course instructor. Requests for backdated drops due to ignorance of campus drop deadlines or to remove a "DR" from the student's record will not be honored. Students seeking a late drop must schedule a meeting with a Student Services advisor.

The student will meet with the advisor to discuss the drop request. The advisor will collect information about the circumstances around the request. If appropriate, the advisor will warn about the drop's possible consequences for financial aid, insurance coverage, student status (for international students), etc. The decision around the late drop may or may not be made during this meeting. Advisors may confer with instructors as needed to verify students' reports and obtain additional information. Advisors may also require students to contact the instructor and may also consult with one another and with the associate dean about specific cases. Students will be informed via email or telephone about the disposition of their request.

REPEATING COURSES

Most courses on the UW–Madison campus may be taken only once for purposes of credit. Some courses may be repeated a limited number of times for credit. Other courses may be repeated an unlimited number of times for credit. When courses are taken more than once, all grades and their associated grade points are included in the cumulative campus grade point average.

Some School of Education professional programs may permit students to retake courses for admission eligibility purposes only. Students should consult Student Services staff with questions regarding repeated courses.

DEGREES, "DOUBLE MAJORS," AND GRADUATION

ADDITIONAL MAJOR OR "DOUBLE MAJOR"

School of Education students may be permitted to complete an additional major with their School of Education degree program. Students must be admitted to the professional part of their degree program to be eligible to add an additional major; pre-professional students cannot add another major.

Education students wishing to complete an additional major in the College of Letters & Science must complete these steps:

1. Contact the department that houses the major of interest. Meet with the undergraduate major advisor there, if appropriate. Complete the Major Declaration form and obtain departmental approval (usually a signature or stamp).
2. Take the form to the School of Education Student Services office, 139 Education Building, 1000 Bascom Mall, and ask for a dean's action to permit the additional major. Student Services staff will take the action and send the form to the registrar's office. Note: Students in the School of Education should not take the form to the L&S Student Academic Affairs office—even if this is the advice of departmental staff. Requests for an additional major will be rejected by the registrar's office for lack of the appropriate dean's approval.

Students will be granted a degree at the end of the fall, spring, or summer semesters in which all School of Education degree requirements are complete. Graduation will **not** be postponed if students have an unfinished additional major or certificate program that is not required for the degree.

Exceptions to the requirements of an additional major or certificate program must be approved by the department and school/college dean's office in which the major or certificate program is located.

CREDITS-TO-DEGREE

School of Education programs require a minimum of 120 credits in all programs for graduation, although programs may require more. To earn 120 credits in four years (eight semesters), students must average 15 credits per semester. The number of credits carried each semester may depend upon a student's preparation, motivation, course selection, employment, and extracurricular activities.

DEGREE AUDIT REPORTING SYSTEM (DARS)

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

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

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

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

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

DUAL DEGREES

Students may be permitted to complete two degrees simultaneously. For example, students may complete two degree programs in the School of Education or may choose a degree program in the College of Agricultural and Life Sciences along with their School of Education degree. Not all schools/colleges permit dual degrees—e.g., this is not permitted by the College of Letters & Science or by the College of Engineering. Students should confer with an academic dean regarding the ability and feasibility of completing two degrees programs simultaneously. Students wishing to earn two undergraduate degrees must follow these academic policies:

- If the two degrees to be earned are within the School of Education, at least 30 additional credits and all course and grade point average requirements for the second degree

must be completed for the second degree. When the first degree requires 120 credits, a minimum of 150 credits for most majors will be required. The two degree programs must differ sufficiently to permit the total credits to be accumulated. Courses may count toward the fulfillment of both degree programs. Permission to complete two degrees simultaneously requires the academic dean's approval. This approval, and the formal academic action permitting the dual degree work, should be sought as early as possible to ensure that it is feasible to complete both degrees.

- If the two degrees to be earned are from two different schools/colleges (one degree in Education and one degree in another school or college on this campus), the following academic policies shall be followed:
- Permission to complete two degrees simultaneously requires academic dean's approval from both schools/colleges. Students should see their current dean's office for the required paperwork.
- Admission into the other school/college shall be based on the admission criteria for that particular school/college and, when necessary, particular program.
- The two degree programs must differ sufficiently so that the combined total requirements for the two degrees are at least 150 credits.
- The student's program must be reviewed and approved in both colleges before the start of a student's senior year in residence.
- The degree from each college will be awarded simultaneously.
- Exceptions to degree requirements must be taken by staff from the school/college linked to the particular degree.

GRADES AND GRADING

Grading System

See Enrollment and Records (<http://guide.wisc.edu/undergraduate/#enrollmentandrecordstext>) for detailed information on the campus grading system, including the list of possible grades and their impact on a student's grade point average.

Credit/No Credit Courses

Courses designated as being offered on a Credit/No Credit basis are indicated on the transcript as either CR, meaning the student earned the credits for which the course was offered, or N, meaning that the student did not earn any credit even though enrolled for the course. Students may not take such courses on any other basis.

"F" Grade Policies

If the course is repeated, the original F will remain on the transcript and will be included in computing the GPA. If a grade of F, N (no credit), or U (unsatisfactory) is received in student teaching or in courses within required practica, the course may be repeated only if the faculty adviser, the supervisor of the practicum or student teaching, and the appropriate associate dean gives approval. A third attempt to register in a course under these conditions is not allowed.

Incompletes

A grade of "Incomplete" may be reported for a student who has carried a subject with passing grades until near the end of the semester and then, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination, or to complete some limited amount of term work. An Incomplete is not given to a student who stays away from a final examination except as indicated above. In the absence of substantiated cause, the grade shall be F. Even with such proof, if the student's work has convinced the instructor that s/he cannot pass the course, the grade shall be F.

Any Incomplete taken by School of Education students must be completed by the end of the student's next semester of residence (specifically, by the last day of classes), excluding Summer Sessions. If the work is not completed by this deadline, the Incomplete will lapse into a Failure unless the time limit has been extended in writing by the dean's office. (Note that this differs for College of Letters & Science students: Incompletes must be completed by the end of the fourth week of classes of the student's next semester of residence at UW–Madison, excluding Summer Sessions.)

Pass/Fail Grading

All undergraduate students are eligible to take a course on a pass/fail basis if they request the option prior to the deadline and are in good academic standing at the time of the request. Good academic standing for this purpose means that students have a minimum 2.5 cumulative grade-point average based on UW–Madison coursework. Undergraduates may carry one course on a pass/fail basis per term. (Each year's summer sessions collectively count as a single term.)

Pass/fail can be chosen only for elective courses. Required courses cannot be taken on a pass/fail basis. The School of Education may reject pass/fail requests for non-elective work, but it is the student's responsibility to be sure that the requested course is an elective. Courses taken on a pass/fail basis will not count for non-elective requirements—even if they would normally count toward such requirements.

Students may submit pass/fail requests via their Student Center link from the time that they register until midnight on the Friday at the end of the fourth week of fall and spring semesters. For modular and summer session courses, pass/fail requests must be submitted by midnight Friday of the week in which the session is one-fourth completed. Students may not cancel or add the pass/fail option after the deadline for submitting Pass/Fail Option Forms.

Instructors are not notified when a student elects the pass/fail option. (Students can see whether a course is pass/fail in their Student Center.) When a course is taken on a pass/fail basis, the instructor reports a letter grade, which is converted by the registrar to an S (satisfactory) or U (unsatisfactory). The grade of S shall be recorded by the registrar in place of instructors' grades of A, AB, B, BC, or C. The grade of U shall be recorded by the registrar in place of instructors' grades of D or F. Neither the S nor the U is used in computing the grade-point average. A student must earn at least a C to receive credit for the course.

Please note that courses completed on a pass/fail basis do not apply toward Liberal Studies, major, minor, or professional education requirements for graduation. Students planning graduate study should not take courses on a pass/fail basis if these are pre-professional requirements for admission to graduate and/or professional programs. Individuals who are undecided about a major should avoid taking a course on a pass/fail basis that might later become a required course needed to complete a major. Students may wish to consult with an advisor before taking a course on a pass/fail basis.

Six-Weeks (Midterm) Grades

Only first-year students receive midterm, or "six-weeks" grades. Midterm grades for first-year students are prepared at the end of the sixth week of classes and are made available to students in their Student Center in My UW on Monday of the eighth week. An email is sent out to all students with six-week grades informing them of their availability in the Student Center.

The midterm grade report provides students with important feedback about course enrollment and performance before the course drop deadline. Students should check their six-week grade report to make sure all courses are listed and grades indicated. An "NW" means that "No Work" has been turned in; students who have been attending the course should contact the instructor immediately. In the case of a course registration problem, students should see their Student Services advisor immediately.

Grades from Transfer Courses

Grades from transfer courses are not posted to the UW–Madison transcript; however, the School of Education uses all attempted transferable coursework to determine program admission eligibility and selection grade point average. Students should be aware that grades earned at another institution will be included in admission calculations. (Courses for which an "F" is earned do not transfer to UW–Madison.) Student should see their School of Education advisor if they have additional questions about this policy.

PROGRAM ADMISSIONS

LAST 60 CREDIT RULE

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

1. all transferable college level coursework attempted, *and*
2. 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.)

The use of the last 60 credits does not supersede other eligibility requirements. For example, when a minimum GPA on prerequisite courses is required, or a minimum major GPA is required to be eligible for admission, all required courses will be used in calculating this GPA. This will include courses taken prior to the last

60 credits. A cumulative GPA, however, will still be calculated based on the last 60 college credits attempted.

Currently, retention and graduation GPAs are based on all credits attempted at UW–Madison as an undergraduate student. If each semester's GPA after admission to the program meets the required GPA for retention, the student will be allowed to continue and complete the program.

This policy does not apply to certification programs in Music Education, as the degree is granted from the College of Letters and Science, not the School of Education.

Contact the School of Education Student Services office for additional information regarding the interpretation of this policy.

STUDENTS WITH A PREVIOUS DEGREE

A prospective student who already holds an undergraduate degree is admitted to the School of Education as either an Education Special student or a Second Degree student, depending on the academic area of interest and the individual's previous coursework. The term "Special Student" indicates that the student has an interest in pursuing certification in a subject area studied during the initial degree; the student does not receive a second degree for this "certification only" coursework. Second undergraduate degree students are seeking a second degree from the School of Education in an area that is different from the major coursework of the first degree. This degree 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.

Special Students

Applicants must file an undergraduate application with the Office of Admissions and Recruitment (<http://admissions.wisc.edu>). Education Special students not yet admitted to a professional program are given an EDS classification, are not eligible for financial aid, and enroll last with the other special students on campus. Candidates seeking Special student status in open enrollment programs must obtain written permission for admission from the relevant program coordinator and must submit a professional program application to the School of Education Student Services office. Candidates seeking admission to a limited enrollment program must meet all admission eligibility requirements for the program and must compete with other eligible candidates for program admission. Applicants admitted to a certification professional program become Education Certification Special students (EDCS classification) to distinguish them from Special students not so admitted. Students with an EDCS classification may be eligible for financial aid. Continuing EDCS students may register with undergraduates having junior status.

Second Degree Candidates

Students who wish to earn a second baccalaureate degree in the School of Education must file an undergraduate application with the Office of Admissions and Recruitment (<http://admissions.wisc.edu>) and must file a professional program application with the School of Education Student Services office. Second degree students not yet admitted to a professional program are given a pre-professional classification. Second degree candidates must:

- be seeking a new major that is substantially different from their previous degree work;
- complete at least 15 upper-level credits in the new major;
- complete at least 30 credits beyond their previous coursework.

The determination of whether a student should be admitted as a second degree candidate or Education Special student is made by the faculty advisor in consultation with Student Services staff after analyzing the student’s remaining requirements. The faculty advisor will determine the specific remaining requirements for students admitted to a program. In addition to completing the requirements specific to the program(s) of interest, returning students must also complete any relevant campus-wide requirements, complete the requirements specific to individual program areas such as the Environmental Education requirement, and satisfy any high school deficiencies identified at the time of admission to UW–Madison. Students are strongly encouraged to discuss their academic plans with their faculty advisor and must make satisfactory progress toward program completion - see Satisfactory Progress/Excess credits for details.

Students seeing a second degree in Kinesiology–Exercise & Movement Science must complete PSYCH 202 Introduction to Psychology as part of the professional program if an equivalent course was not completed during the initial baccalaureate degree.

about its content. For example, a breadth designation indicates what kind of course it is—a Science course, a Literature course, etc. Level designations describe how advanced the content of a course is in relation to other courses in the department—Elementary, Intermediate, Advanced, or Intermediate/Advanced level. Course listings in Course Search and Enroll (<https://registrar.wisc.edu/course-search-enroll/>) provide breadth and level designations. Click on the course number to obtain this information. Students can also search for courses meeting specific breadth or level designations using Course Search and Enroll (<https://registrar.wisc.edu/course-search-enroll/>).

UW–Madison breadth designations

- Biological Science
- Humanities
- Literature
- Natural Science
- Physical Science
- Social Science
- Social or Natural Science
- Humanities or Natural Science
- Biological or Social Science
- Humanities or Social Science

HUMANITIES

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

Literature (minimum of 2 credits)

Any course designated as *Literature*.

Fine Arts (minimum of 2 credits)

The courses listed below are approved for the Fine Arts requirement. Additional courses can be considered; students may consult with an advisor in the School of Education Student Services Office.

Code	Title	Credits
African Languages and Literature		
AFRICAN/ AFROAMER 220	HipHop, Youth Culture, and Politics in Senegal	3
AFRICAN/ AFROAMER 233	Global HipHop and Social Justice	3
Afro-American Studies		
AFROAMER 154	Hip-Hop and Contemporary American Society	3
AFROAMER 156	Black Music and American Cultural History	3
AFROAMER/ AFRICAN 220	HipHop, Youth Culture, and Politics in Senegal	3
AFROAMER 225	Introduction to African American Dramatic Literature	3
AFROAMER/ AFRICAN 233	Global HipHop and Social Justice	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

REQUIREMENTS

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

HOW STUDENTS MEET REQUIREMENTS

The School of Education’s Liberal Studies Requirements automatically satisfy most of the University’s General Education Requirements, 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.

Beginning at Student Orientation and Registration (SOAR), School of Education academic advisors help each student determine how they can meet General Education Requirements while pursuing a specific degree program, or through exploration of a variety of interests. The General Education and Liberal Studies requirements provide an opportunity to do some academic exploration. 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.

Students with a previous undergraduate degree are not required to complete the Liberal Studies coursework.

LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies coursework. Most Liberal Studies courses are offered by academic departments in the College of Letters & Science. Each course is assigned a number of descriptors that provide information

AFROAMER/DANCE/ MUSIC 318	Cultural Cross Currents: West African Dance/Music in the Americas	3	GERMAN/ JEWISH 267	Yiddish Song and the Jewish Experience	3-4
Integrated Liberal Studies					
AFROAMER 338	The Black Arts Movement	3	ILS 203	Western Culture: Literature and the Arts I	3
AFROAMER/ GEN&WS 367	Art and Visual Culture: Women of the African Diaspora and Africa	3	ILS 204	Western Culture: Literature and the Arts II	3-4
AFROAMER/ AFRICAN 413	Contemporary African and Caribbean Drama	3-4	Jewish Studies		
AFROAMER 456	Soul Music and the African American Freedom Movement	3	JEWISH/ GERMAN 267	Yiddish Song and the Jewish Experience	3-4
American Indian Studies					
AMER IND 325	American Indians in Film	3	Literature in Translation		
Art					
Any course from the Department of Art (http://guide.wisc.edu/courses/art/)					
Art Education					
ART ED/CURRIC 322	Information Design for Visual Learning (Art Education)	3	LITTRANS 207	Slavic Science Fiction through Literature and Film	3
Art History					
Any course from the Department of Art History (http://guide.wisc.edu/courses/art_hist/)					
Communication Arts					
COM ARTS 350	Introduction to Film	3	LITTRANS 231	Manga	3
COM ARTS 357	History of the Animated Film	3	LITTRANS 232	Anime	3
Dance					
Any course from the Department of Dance (http://guide.wisc.edu/courses/dance/)					
Design Studies					
DS 120	Design: Fundamentals I	3	LITTRANS 233	Russian Life and Culture Through Literature and Art (to 1917)	3-4
English					
ENGL 207	Introduction to Creative Writing: Fiction and Poetry Workshop	3	LITTRANS 234	Soviet Life and Culture Through Literature and Art (from 1917)	3-4
ENGL 307	Creative Writing: Fiction and Poetry Workshop	3	LITTRANS 272	French Pop Culture	3
ENGL 407	Creative Writing: Nonfiction Workshop	3	LITTRANS 329	The Vampire in Literature and Film	3
ENGL 408	Creative Writing: Fiction Workshop	3	LITTRANS/ THEATRE 335	In Translation: The Drama of Henrik Ibsen	3-4
ENGL 409	Creative Writing: Poetry Workshop	3	LITTRANS/ THEATRE 336	In Translation: The Drama of August Strindberg	3-4
ENGL 410	Creative Writing: Playwriting Workshop	3	Music		
ENGL 411	Creative Writing: Special Topics Workshop	3	Any course from the Department of Music (http://guide.wisc.edu/courses/music/)		
Environmental Studies					
ENVIR ST/HIST SCI/ HISTORY 125	Green Screen: Environmental Perspectives through Film	3	Music Performance		
Any course from the Department of Music Performance (http://guide.wisc.edu/courses/mus_perf/)					
Folklore					
FOLKLORE/ MUSIC 103	Introduction to Music Cultures of the World	3	Theatre		
FOLKLORE/DANCE/ THEATRE 321	Javanese Performance	2	Any course from the Department of Theatre and Drama (http://guide.wisc.edu/courses/theatre/)		
Gender and Women's Studies					
GEN&WS/ AFROAMER 267	Artistic/Cultural Images of Black Women	3	Humanities Elective(s)		
May include courses designated as <i>Humanities, Literature, Humanities or Natural Science, Humanities or Social Science</i> , elementary and intermediate level foreign language, or additional fine arts. May also count COM ARTS 105 Public Speaking, COM ARTS 181 Elements of Speech-Honors Course, and any English (http://guide.wisc.edu/courses/engl/) department intermediate or advanced level creative writing or composition course toward this requirement (ESL classes and elementary level composition courses are excluded).					
German					
SOCIAL STUDIES (SOCIAL SCIENCE)					
All students must complete a minimum of 9 credits. Select from courses with a breadth designation of <i>Social Science, Social or Natural Science, Biological or Social Science</i> , or as <i>Humanities or Social Science</i> .					
Teacher education, and kinesiology students have unique requirements in this category; see below:					
Teacher Education requirement					
Teacher education students must complete a Local, State, and National Government requirement by enrolling in one of the following courses as part of the 9 credits:					

- POLI SCI 104 Introduction to American Politics and Government or
- POLI SCI 205 Introduction to State Government

Kinesiology—Exercise and Movement Science

Kinesiology—Exercise and Movement Science students must complete PSYCH 202 Introduction to Psychology as part of the 9 credits.

SCIENCE

All students must complete a minimum of 9 credits, including one course designated as a Biological Science course and one designated as a Physical Science course. All students must complete one science course with a laboratory. The lab course can also count toward the Biological or Physical Science requirement if it has the requisite breadth designation.

Biological Science

Any course with a breadth designation of *Biological Science*, or as *Biological* or *Social Science*.

Physical Science

Any course with a breadth designation of *Physical Science*.

Science Elective(s)

Other courses with a breadth designation of *Biological Science*, *Physical Science*, *Natural Science*, *Social or Natural Science*, *Humanities or Natural Science*, or as *Biological* or *Social Science*.

Laboratory requirement

Most sciences with lab sections are identified as such in Course Search and Enroll (<https://registrar.wisc.edu/course-search-enroll/>). An AP Biology score of 4 or 5 will also fulfill the Laboratory requirement.

In addition to courses with lab sections, the following courses include some lab experience and will meet the lab requirements for students in the School of Education:

Code	Title	Credits
Course options within the College of Letters & Science		
ANTHRO 105	Principles of Biological Anthropology	3
ATM OCN 101	Weather and Climate	4
BOTANY 100	Survey of Botany	3
GEOSCI 100	Introductory Geology: How the Earth Works	3
PHYSICS 109	Physics in the Arts	3
Suggested courses options outside the College of Letters & Science		
AGRONOMY 100	Principles and Practices in Crop Production	4
BOTANY/PL PATH 123	Plants, Parasites, and People	3
FOOD SCI/MICROBIO 324	Food Microbiology Laboratory	2
HORT 120	Survey of Horticulture	3
PL PATH/BOTANY 123	Plants, Parasites, and People	3

CULTURAL AND HISTORICAL STUDIES

All students must complete three requirements 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. A single course cannot satisfy more than one of the three Cultural and Historical Studies requirements listed below.

Ethnic Studies (minimum 3 credit course)

The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. Courses that meet this requirement have a specific ethnic studies designation that can be utilized in a course search.

United States or European History (minimum 3 credits)

The courses listed below count toward this requirement. Additional courses can be considered; students may consult with an advisor in the School of Education Student Services office.

Code	Title	Credits
Afro-American Studies		
AFROAMER 154	Hip-Hop and Contemporary American Society	3
AFROAMER 156	Black Music and American Cultural History	3
AFROAMER 231	Introduction to Afro-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	Afro-American History Since 1900	3-4
AFROAMER/HISTORY 322	Afro-American History to 1900	3-4
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
AFROAMER/HISTORY 393	Slavery, Civil War, and Reconstruction, 1848-1877	3-4
AFROAMER 456	Soul Music and the African American Freedom Movement	3
AFROAMER/HIST SCI/MED HIST 523	Race, American Medicine and Public Health	3
AFROAMER/ED POL 567	History of African American Education	3
AFROAMER/HISTORY 628	History of the Civil Rights Movement in the United States	3

AFROAMER 631	Colloquium in Afro-American History	3
AFROAMER 671	Selected Topics in Afro-American History	3
American Indian Studies		
AMER IND 100	Introduction to American Indian Studies	3
AMER IND 250	Indians of Wisconsin	3
AMER IND/ ANTHRO 314	Indians of North America	3
AMER IND 320	Native Peoples of the Southwest	3
AMER IND/ HISTORY 490	American Indian History	3-4
AMER IND/ SOC WORK 636	Social Work in American Indian Communities: The Indian Child Welfare Act	3
AMER IND/ SOC WORK 658	American Indian Affairs	2-3
Art History		
ART HIST 357	History of Wisconsin Architecture, 1800-present	3
Asian American Studies		
ASIAN AM/ AFROAMER/ AMER IND/CHICLA/ FOLKLORE 102	Introduction to Comparative US Ethnic and American Indian Studies	3
ASIAN AM/ HISTORY 160	Asian American History: Movement and Dislocation	3-4
ASIAN AM/ HISTORY 161	Asian American History: Settlement and National Belonging	3-4
ASIAN AM 170	Hmong American Experiences in the United States	3
ASIAN AM/SOC 220	Ethnic Movements in the United States	3-4
ASIAN AM/ASIAN/ HISTORY 246	Southeast Asian Refugees of the "Cold" War	4
ASIAN AM 441	Hmong American Social Movements in the 20th and 21st Centuries	3
Chicana/o and Latina/o Studies		
CHICLA/AFROAMER/ AMER IND/ ASIAN AM/ FOLKLORE 102	Introduction to Comparative US Ethnic and American Indian Studies	3
CHICLA/ HISTORY 151	The North American West to 1850	3-4
CHICLA/ HISTORY 152	The U.S. West Since 1850	3-4
CHICLA/ HISTORY 153	Latina/Latino/Latinx History	3-4
CHICLA 201	Introduction to Chicana/o and Latina/o Studies	3
CHICLA/GEN&WS/ HISTORY 245	Chicana and Latina History	3
CHICLA 301	Chicana/o and Latina/o History	3
CHICLA 315	Racial Formation and Whiteness	3

CHICLA/ GEN&WS 332	Latinas: Self Identity and Social Change	3
CHICLA/ SPANISH 364	Survey of Latino and Latina Popular Culture	3
CHICLA/HISTORY/ POLI SCI 422	Latino History and Politics	3
CHICLA/ HISTORY 435	Colony, Nation, and Minority: The Puerto Ricans' World	3
Classics		
CLASSICS 206	Classical Influences on Western Art and Science	3
Community & Environmental Sociology		
C&E SOC/HISTORY/ POLI SCI/SOC 259	Forward? The Wisconsin Idea, Past and Present	1-3
Dance		
DANCE 115	Hip-Hop Dance Technique and Theory 1	1-2
East Asian Area Studies		
E A STDS/HISTORY/ INTL ST 332	East Asia & The U.S. Since 1899	3-4
Educational Policy Studies		
ED POL/ HISTORY 107	The History of the University in the West	3
ED POL/ HISTORY 412	History of American Education	3
ED POL/ AFROAMER 567	History of African American Education	3
ED POL/ HISTORY 612	History of Student Activism from the Popular Front to Black Lives Matter	3
Environmental Studies		
ENVIR ST/GNS 210	Cultures of Sustainability: Central, Eastern, and Northern Europe	3
ENVIR ST/HISTORY/ LEGAL ST 430	Law and Environment: Historical and Contemporary Perspectives	3
Folklore		
FOLKLORE/GNS 200	Folklore of Central, Eastern and Northern Europe	3
Gender and Women's Studies		
GEN&WS/ HIST SCI 537	Childbirth in the United States	3
History—United States History		
HISTORY 101	Amer Hist to the Civil War Era, the Origin & Growth of the U S	4
HISTORY 102	American History, Civil War Era to the Present	4
HISTORY/ ED POL 107	The History of the University in the West	3
HISTORY 109	Introduction to U.S. History	3-4
HISTORY 136	Sport, Recreation, & Society in the United States	3-4
HISTORY 145	America and China, 1776-Today	3-4
HISTORY 150	American Histories: The Nineteenth Century	4
HISTORY/ CHICLA 151	The North American West to 1850	3-4

HISTORY/ CHICLA 152	The U.S. West Since 1850	3-4	HISTORY/ AFROAMER 393	Slavery, Civil War, and Reconstruction, 1848-1877	3-4
HISTORY/ CHICLA 153	Latina/Latino/Latinx History	3-4	HISTORY/HIST SCI/ MED HIST 394	Science in America	3
HISTORY/ ASIAN AM 160	Asian American History: Movement and Dislocation	3-4	HISTORY 403	Immigration and Assimilation in American History	3-4
HISTORY/ ASIAN AM 161	Asian American History: Settlement and National Belonging	3-4	HISTORY 408	American Labor History: 1900- Present	3-4
HISTORY 201	The Historian's Craft ^(topic must be approved)	3-4	HISTORY/ ED POL 412	History of American Education	3
HISTORY/ JEWISH 213	Jews and American Pop. Culture	3-4	HISTORY/CHICLA/ POLI SCI 422	Latino History and Politics	3
HISTORY/ JEWISH 219	The American Jewish Experience: From Shtetl to Suburb	4	HISTORY 427	The American Military Experience to 1902	3-4
HISTORY 221	Explorations in American History (H)	3-4	HISTORY 428	The American Military Experience Since 1899	3-4
HISTORY 227	Explorations in the History of Race and Ethnicity	3	HISTORY/ENVIR ST/ LEGAL ST 430	Law and Environment: Historical and Contemporary Perspectives	3
HISTORY/CHICLA/ GEN&WS 245	Chicana and Latina History	3	HISTORY 434	American Foreign Relations, 1901 to the Present	3-4
HISTORY/ASIAN/ ASIAN AM 246	Southeast Asian Refugees of the "Cold" War	4	HISTORY/ CHICLA 435	Colony, Nation, and Minority: The Puerto Ricans' World	3
HISTORY/C&E SOC/ POLI SCI/SOC 259	Forward? The Wisconsin Idea, Past and Present	1-3	HISTORY/ LEGAL ST 459	Rule of Law: Philosophical and Historical Models	3-4
HISTORY/ LEGAL ST 261	American Legal History to 1860	3	HISTORY/ENVIR ST/ GEOG 460	American Environmental History	4
HISTORY/ LEGAL ST 262	American Legal History, 1860 to the Present	3	HISTORY/ECON 466	The American Economy Since 1865	3-4
HISTORY 269	War, Race, and Religion in Europe and the United States, from the Scramble for Africa to Today	3-4	HISTORY/ENVIR ST/ GEOG 469	The Making of the American Landscape	4
HISTORY 272	History Study Abroad: United States History	1-4	HISTORY/ AMER IND 490	American Indian History	3-4
HISTORY/AFRICAN/ AFROAMER/ POLI SCI 297	African and African-American Linkages: An Introduction	4	HISTORY 504		3
HISTORY 302	History of American Thought, 1859 to the Present	3-4	HISTORY/ JOURN 560	History of U.S. Media	4
HISTORY 305	United States 1914-1945	3-4	HISTORY/L I S 569	History of American Librarianship	3
HISTORY 306	The United States Since 1945	3-4	HISTORY 607	The American Impact Abroad: The Historical Dimension	3
HISTORY/ AFROAMER 321	Afro-American History Since 1900	3-4	HISTORY/ ED POL 612	History of Student Activism from the Popular Front to Black Lives Matter	3
HISTORY/ AFROAMER 322	Afro-American History to 1900	3-4	HISTORY/ AFROAMER 628	History of the Civil Rights Movement in the United States	3
HISTORY 329	History of American Capitalism	4	History—European History		
HISTORY/E A STDS/ INTL ST 332	East Asia & The U.S. Since 1899	3-4	HISTORY/ CLASSICS 110	The Ancient Mediterranean	4
HISTORY 344	The Age of the American Revolution, 1763-1789	3-4	HISTORY 111	Culture & Society in the Ancient Mediterranean	3-4
HISTORY/ GEN&WS 353	Women and Gender in the U.S. to 1870	3-4	HISTORY/ MEDIEVAL/ RELIG ST 112	The World of Late Antiquity (200-900 C.E.)	4
HISTORY/ GEN&WS 354	Women and Gender in the U.S. Since 1870	3-4	HISTORY 115	Medieval Europe 410-1500	4
HISTORY/CHICLA/ LACIS/POLI SCI 355	Labor in the Americas: US & Mexico in Comparative & Historical Perspective	3	HISTORY 119	Europe and the World, 1400-1815	4
			HISTORY 120	Europe and the Modern World 1815 to the Present	4
			HISTORY 123	English History: England to 1688	3-4
			HISTORY 124	British History: 1688 to the Present	4

HISTORY 201	The Historian's Craft ^(topic must be approved)	3-4	HISTORY/ RELIG ST 411	The Enlightenment and Its Critics	3
HISTORY/ RELIG ST 208	Western Intellectual and Religious History to 1500	3-4	HISTORY 417	History of Russia	3-4
HISTORY/ RELIG ST 209	Western Intellectual and Religious History since 1500	3-4	HISTORY 418	History of Russia	3-4
HISTORY/ RELIG ST 212	The History of Western Christianity to 1750	4	HISTORY 419	History of Soviet Russia	3-4
HISTORY/ JEWISH 220	Introduction to Modern Jewish History	4	HISTORY 420	Russian Social and Intellectual History	3-4
HISTORY 223	Explorations in European History (H)	3-4	HISTORY 424	The Soviet Union and the World, 1917-1991	3-4
HISTORY 224	Explorations in European History (S)	3	HISTORY 425	History of Poland and the Baltic Area	3-4
HISTORY/ GEOG/POLI SCI/ SLAVIC 253	Russia: An Interdisciplinary Survey	4	HISTORY/ LEGAL ST 426	The History of Punishment	3-4
HISTORY/ GEOG/POLI SCI/ SLAVIC 254	Eastern Europe: An Interdisciplinary Survey	4	HISTORY/ SCAND ST 431	History of Scandinavia to 1815	3
HISTORY 270	Eastern Europe since 1900	3-4	HISTORY/ SCAND ST 432	History of Scandinavia Since 1815	3
HISTORY 271	History Study Abroad: European History	1-4	HISTORY 474	European Social History, 1830-1914	3-4
HISTORY 303	A History of Greek Civilization	3-4	HISTORY 475	European Social History, 1914-Present	3-4
HISTORY 307	A History of Rome	3-4	HISTORY/ LEGAL ST 476	Medieval Law and Society	3
HISTORY/ MEDIEVAL/ RELIG ST 309	The Crusades: Christianity and Islam	3-4	HISTORY/ ED POL 478	Comparative History of Childhood and Adolescence	3
HISTORY 320	Early Modern France, 1500-1715	3-4	HISTORY/ LEGAL ST 502	Law and Colonialism	3
HISTORY/ HIST SCI 323	The Scientific Revolution: From Copernicus to Newton	3	HISTORY/HIST SCI/ MED HIST 507	Health, Disease and Healing I	3-4
HISTORY/ HIST SCI 324	Science in the Enlightenment	3	HISTORY/HIST SCI/ MED HIST 508	Health, Disease and Healing II	3-4
HISTORY/ ENVIR ST 328	Environmental History of Europe	3	HISTORY 514	European Cultural History Since 1870	3-4
HISTORY 333	The Renaissance	3-4	HISTORY/CURRIC/ JEWISH 515	Holocaust: History, Memory and Education	3
HISTORY 348	France from Napoleon to the Great War, 1799-1914	3-4	HISTORY/CLASSICS/ RELIG ST 517	Religions of the Ancient Mediterranean	3
HISTORY 349	Contemporary France, 1914 to the Present	3-4	HISTORY/ JEWISH 518	Anti-Semitism in European Culture, 1700-1945	3
HISTORY 350	The First World War and the Shaping of Twentieth-Century Europe	3-4	HISTORY/CLASSICS/ HIST SCI/MED HIST/ S&A PHM 561	Greek and Roman Medicine and Pharmacy	3
HISTORY 351	Seventeenth-Century Europe	3-4	HISTORY/ SCAND ST 577	Contemporary Scandinavia: Politics and History	3-4
HISTORY 357	The Second World War	3-4	History of Science		
HISTORY 358	French Revolution and Napoleon	3-4	HIST SCI 150	The Digital Age	3
HISTORY 359	History of Europe Since 1945	3-4	HIST SCI/ HISTORY 171	History of Medicine in Film	3-4
HISTORY 361	The Emergence of Mod Britain: England 1485-1660	3-4	HIST SCI 201	The Origins of Scientific Thought	3
HISTORY/ INTL ST 366	From Fascism to Today: Social Movements and Politics in Europe	3-4	HIST SCI/ MED HIST 218	History of Twentieth Century American Medicine	3
HISTORY 367	Society and Ideas in Shakespeare's England	3-4	HIST SCI/ AFROAMER/ MED HIST 275	Science, Medicine, and Race: A History	3
HISTORY/ GEN&WS 392	Women and Gender in Modern Europe	3-4	HIST SCI 404	A History of Disease	3-4
HISTORY 410	History of Germany, 1871 to the Present	3-4	HIST SCI/ MED HIST 509	The Development of Public Health in America	3

HIST SCI/ AFROAMER/ MED HIST 523	Race, American Medicine and Public Health	3
HIST SCI/GEN&WS/ MED HIST 531	Women and Health in American History	3
HIST SCI/GEN&WS/ MED HIST 532	The History of the (American) Body	3
HIST SCI/ GEN&WS 537	Childbirth in the United States	3
International Studies		
INTL ST/E A STDS/ HISTORY 332	East Asia & The U.S. Since 1899	3-4
Legal Studies		
LEGAL ST/ENVIR ST/ HISTORY 430	Law and Environment: Historical and Contemporary Perspectives	3
Medical History and Bioethics		
MED HIST/ HIST SCI 218	History of Twentieth Century American Medicine	3
Music		
MUSIC 202	Delta Blues	3
MUSIC 203	American Ethnicities and Popular Song	3
MUSIC 317	Musical Women in Europe and America: Creativity, Performance, and Identity	3
Political Science		
POLI SCI/C&E SOC/ HISTORY/SOC 259	Forward? The Wisconsin Idea, Past and Present	1-3
POLI SCI/CHICLA/ HISTORY 422	Latino History and Politics	3
Scandinavian Studies		
SCAND ST 348	The Second World War in Nordic Culture	3
Sociology		
SOC/C&E SOC/ HISTORY/ POLI SCI 259	Forward? The Wisconsin Idea, Past and Present	1-3

Global Perspectives (minimum 3 credits)

Global perspectives courses include courses whose primary emphasis is on:

- cultures whose origins lie outside of the western tradition, or
- analyzing and interpreting cultural differences through the study of language, gender, race, ethnicity, religion, or class, or
- cultural pluralism within specific geographical areas.

The courses listed below count toward this requirement. Additional courses can be considered; students may consult with an advisor in the School of Education Student Services Office.

Code	Title	Credits
African Cultural Studies		
AFRICAN/ HISTORY 129	Africa on the Global Stage	3-4
AFRICAN 201	Introduction to African Literature	3

AFRICAN 202	Introductory Topics in African Cultural Studies	3
AFRICAN 203	Introductory Topics in African Literature	3
AFRICAN 204	Introductory Topics in African Languages	3
AFRICAN/ FOLKLORE 210	The African Storyteller	3
AFRICAN 211	The African Autobiography	3
AFRICAN 212	Introduction to African Popular Culture	3
AFRICAN/ FRENCH 216	Modern and Contemporary Francophone Topics	3
AFRICAN/ AFROAMER 220	HipHop, Youth Culture, and Politics in Senegal	3
AFRICAN 230	Introduction to Yoruba Life and Culture	3
AFRICAN 231	Introduction to Arabic Literary Culture	3
AFRICAN 232	Introduction to Swahili Cultures	3
AFRICAN/ AFROAMER 233	Global HipHop and Social Justice	3
AFRICAN/ FOLKLORE 270	The Hero and Trickster in African Oral Traditions	3
AFRICAN/ AFROAMER/ ANTHRO/GEOG/ HISTORY/POLI SCI/ SOC 277	Africa: An Introductory Survey	4
AFRICAN/ AFROAMER/ HISTORY/ POLI SCI 297	African and African-American Linkages: An Introduction	4
AFRICAN 300	African Literature in Translation	3
AFRICAN/ INTL ST 302	Arabic Literature and Cinema	3
AFRICAN/ASIAN/ RELIG ST 370	Islam: Religion and Culture	4
AFRICAN 403	Theories of African Cultural Studies	3
Afro-American Studies		
AFROAMER/ AFRICAN 220	HipHop, Youth Culture, and Politics in Senegal	3
AFROAMER/ AFRICAN 233	Global HipHop and Social Justice	3
AFROAMER/ ART HIST 241	Introduction to African Art and Architecture	3
AFROAMER/ ANTHRO/C&E SOC/ GEOG/HISTORY/ LACIS/POLI SCI/ SOC/SPANISH 260	Latin America: An Introduction	3-4
AFROAMER/ AFRICAN/ANTHRO/ GEOG/HISTORY/ POLI SCI/SOC 277	Africa: An Introductory Survey	4

AFROAMER/ AFRICAN/HISTORY/ POLI SCI 297	African and African-American Linkages: An Introduction	4	ANTHRO 330	Topics in Ethnology (topic must be approved)	3-4
AFROAMER/ GEN&WS 367	Art and Visual Culture: Women of the African Diaspora and Africa	3	ANTHRO 333	Prehistory of Africa	3
Agricultural and Applied Economics			ANTHRO 339	Archaeology of Warfare and Human Nature	3
A A E/ENVIR ST 244	The Environment and the Global Economy	4	ANTHRO 350	Political Anthropology	3-4
A A E 319	The International Agricultural Economy	3	ANTHRO 357	Introduction to the Anthropology of Japan	3-4
A A E/AGRONOMY/ INTER-AG/ NUTR SCI 350	World Hunger and Malnutrition	3	ANTHRO 358	Anthropology of China	3
A A E/INTL ST 373	Globalization, Poverty and Development	3	ANTHRO 365	Medical Anthropology	3
A A E/INTL ST 374	The Growth and Development of Nations in the Global Economy	3	Art History		
A A E/ECON 473	Economic Growth and Development in Southeast Asia	3	ART HIST 203	Survey of Asian Art	3-4
Agronomy			ART HIST 205	Global Arts	4
AGRONOMY/ ENTOM/ NUTR SCI 203	Introduction to Global Health	3	ART HIST/ AFROAMER 241	Introduction to African Art and Architecture	3
AGRONOMY/ A A E/INTER-AG/ NUTR SCI 350	World Hunger and Malnutrition	3	ART HIST 305	History of Islamic Art and Architecture	3
AGRONOMY 377	Global Food Production and Health	3	ART HIST 307	From Tomb to Temple: Ancient Chinese Art and Religion in Transition	3
Anthropology			ART HIST 308	The Tastes of Scholars and Emperors: Chinese Art in the Later Periods	3
ANTHRO 100	General Anthropology	3	ART HIST 354	Cross-Cultural Arts Around the Atlantic Rim: 1800 to the Present	3-4
ANTHRO 102	Archaeology and the Prehistoric World	3	ART HIST 372	Arts of Japan	3-4
ANTHRO 104	Cultural Anthropology and Human Diversity	3	ART HIST 375	Later Japanese Painting and Woodblock Prints	3-4
ANTHRO 105	Principles of Biological Anthropology	3	ART HIST/ ASIAN 379	Cities of Asia	3
ANTHRO/ FOLKLORE/INTL ST/ LINGUIS 211	Global Language Issues	4	ART HIST 411	Topics in Asian Art	3-4
ANTHRO 237	Cut 'n' Mix: Music, Race, and Culture in the Caribbean	3	ART HIST 412	Topics in African and African Diaspora Art History	3-4
ANTHRO/ AFROAMER/ C&E SOC/GEOG/ HISTORY/LACIS/ POLI SCI/SOC/ SPANISH 260	Latin America: An Introduction	3-4	ART HIST 413	Art and Architecture in the Age of the Caliphs	3
ANTHRO/AFRICAN/ AFROAMER/GEOG/ HISTORY/POLI SCI/ SOC 277	Africa: An Introductory Survey	4	ART HIST/ ASIAN 428	Visual Cultures of India	3
ANTHRO 300	Cultural Anthropology: Theory and Ethnography	3	ART HIST 440	Art and Power in the Arab World	3
ANTHRO/ AMER IND 314	Indians of North America	3	ART HIST 475	Japanese Ceramics and Allied Arts	3
ANTHRO 321	The Emergence of Human Culture	3	ART HIST/ RELIG ST 478	Art and Religious Practice in Medieval Japan	3
ANTHRO 322	The Origins of Civilization	3	ART HIST 479	Art and History in Africa	3-4
			ART HIST 510	Proseminar in Islamic Art and Architecture	3
			Asian Languages and Cultures		
			ASIAN 100	Gateway to Asia: Special Topics	3-4
			ASIAN 252	Contemporary Indian Society	4
			ASIAN 253	Japanese Popular Culture	3
			ASIAN/HISTORY/ RELIG ST 267	Asian Religions in Global Perspective	3-4
			ASIAN/ RELIG ST 274	Religion in South Asia	3
			ASIAN 277	Kendo: Integration of Martial Arts and Liberal Arts	2
			ASIAN 300	Topics in Asian Studies	3

ASIAN/ RELIG ST 306	Hinduism	3
ASIAN/ RELIG ST 307	A Survey of Tibetan Buddhism	3
ASIAN/HISTORY/ RELIG ST 308	Introduction to Buddhism	3-4
ASIAN 310	Introduction to Comics and Graphic Novels: Theory, History, Method	3
ASIAN 311	Modern Indian Literatures	3
ASIAN/ RELIG ST 350	Introduction to Taoism	3-4
ASIAN 351	Survey of Classical Chinese Literature	3
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
ASIAN 361	Love and Politics: The Tale of Genji	3
ASIAN/ RELIG ST 362	Introduction to Confucianism	3
ASIAN 371	Topics in Chinese Literature	2-3
ASIAN 378	Anime	3
ASIAN/ ART HIST 379	Cities of Asia	3
ASIAN 403	Southeast Asian Literature	3
ASIAN/ RELIG ST 466	Buddhist Thought	3
ASIAN/ RELIG ST 505	The Perfectible Body in Religions, Medicines, and Politics	3
ASIAN 533	Readings in Early Modern Japanese Literature	3
ASIAN 642	History of Chinese Literature II	3
Classics		
CLASSICS 321	The Egyptians: History, Society, and Literature	3
Community & Environmental Sociology		
C&E SOC/SOC 140	Introduction to Community and Environmental Sociology	4
C&E SOC/ AFROAMER/ ANTHRO/GEOG/ HISTORY/LACIS/ POLI SCI/SOC/ SPANISH 260	Latin America: An Introduction	3-4
Dance		
DANCE 118	African Dance	1
DANCE 165	World Dance Cultures: Traditional to Contemporary	3
DANCE/ THEATRE 218	African Dance Performance	2
DANCE/AFROAMER/ MUSIC 318	Cultural Cross Currents: West African Dance/Music in the Americas	3
DANCE/FOLKLORE/ THEATRE 321	Javanese Performance	2

East Asian Area Studies

E A STDS/ASIAN/ HISTORY 103	Introduction to East Asian History: China	3-4
E A STDS/ASIAN/ HISTORY 104	Introduction to East Asian History: Japan	3-4
E A STDS/ ASIAN/HISTORY/ POLI SCI 255	Introduction to East Asian Civilizations	3-4
E A STDS 270	(topic must be approved)	1-3
E A STDS/ASIAN/ ASIAN AM/ HISTORY 276	Chinese Migrations since 1500	3-4
E A STDS/ ASIAN 301	Social Studies Topics in East Asian Studies (topic must be approved)	1-3
E A STDS/ASIAN/ HISTORY 337	Social and Intellectual History of China, 589 AD-1919	3-4
E A STDS/ASIAN/ HISTORY 341	History of Modern China, 1800-1949	3-4
E A STDS/ASIAN/ HISTORY 342	History of the Peoples Republic of China, 1949 to the Present	3-4
E A STDS/ASIAN/ HISTORY 363	China and World War II in Asia	3-4
E A STDS/ASIAN/ HISTORY 454	Samurai: History and Image	3-4
E A STDS/ASIAN/ HISTORY 456	Pearl Harbor & Hiroshima: Japan, the US & The Crisis in Asia	3-4

Environmental Studies

ENVIR ST/GEOG 139	Global Environmental Issues	3
ENVIR ST/ ENTOM 205	Our Planet, Our Health	3
ENVIR ST/A A E 244	The Environment and the Global Economy	4
ENVIR ST/GEOG 309	People, Land and Food: Comparative Study of Agriculture Systems	3
ENVIR ST/ATM OCN/ GEOG 322	Polar Regions and Their Importance in the Global Environment	3
ENVIR ST/GEOG 339	Environmental Conservation	4
ENVIR ST/HIST SCI/ RELIG ST 356	Islam, Science & Technology, and the Environment	3-4
ENVIR ST/ PL PATH 368	Environmental Law, Toxic Substances, and Conservation	2
ENVIR ST/ HISTORY 465	Global Environmental History	3-4

Folklore

FOLKLORE 100	Introduction to Folklore	3
FOLKLORE/ MUSIC 103	Introduction to Music Cultures of the World	3
FOLKLORE/ AFRICAN 210	The African Storyteller	3
FOLKLORE/ ANTHRO/INTL ST/ LINGUIS 211	Global Language Issues	4
FOLKLORE/ AFRICAN 270	The Hero and Trickster in African Oral Traditions	3

FOLKLORE/DANCE/ THEATRE 321	Javanese Performance	2
FOLKLORE/ RELIG ST 352	Shamanism	3
Gender and Women's Studies		
GEN&WS 102	Gender, Women, and Society in Global Perspective	3
GEN&WS/ HISTORY 134	Women and Gender in World History	3-4
GEN&WS/ AFROAMER 367	Art and Visual Culture: Women of the African Diaspora and Africa	3
GEN&WS 423	The Female Body in the World: Gender and Contemporary Body Politics in Cross Cultural Perspective	3
GEN&WS 427	Global Feminisms	3
GEN&WS/ PORTUG 450	Brazillian Women Writers	3
Geography		
GEOG 101	Introduction to Human Geography	4
GEOG/ENVIR ST 139	Global Environmental Issues	3
GEOG/ASIAN/ HISTORY/POLI SCI/ SOC 244	Introduction to Southeast Asia: Vietnam to the Philippines	4
GEOG/AFROAMER/ ANTHRO/C&E SOC/ HISTORY/LACIS/ POLI SCI/SOC/ SPANISH 260	Latin America: An Introduction	3-4
GEOG/AFRICAN/ AFROAMER/ ANTHRO/HISTORY/ POLI SCI/SOC 277	Africa: An Introductory Survey	4
GEOG 307	International Migration, Health, and Human Rights	3
GEOG/ENVIR ST 309	People, Land and Food: Comparative Study of Agriculture Systems	3
GEOG/INTL ST 311	The Global Game: Soccer, Politics, and Identity	3
GEOG/ENVIR ST 339	Environmental Conservation	4
GEOG 340	World Regions in Global Context	3
GEOG 348	Latin America	4
GEOG 355	Africa, South of the Sahara	3
GEOG 358	Human Geography of Southeast Asia (German, Nordic, and Slavic)	3
German, Nordic, and Slavic		
GNS/HISTORY 265	An Introduction to Central Asia: From the Silk Route to Afghanistan	3
GNS 460	Readings in Turkish: Contemporary Turkey through Literature and Media	4
History		
HISTORY/ASIAN/ E A STDS 103	Introduction to East Asian History: China	3-4

HISTORY/ASIAN/ E A STDS 104	Introduction to East Asian History: Japan	3-4
HISTORY 105	Introduction to the History of Africa	3-4
HISTORY/ASIAN 108	Introduction to East Asian History - Korea	3-4
HISTORY 111	Culture & Society in the Ancient Mediterranean	3-4
HISTORY/ MEDIEVAL/ RELIG ST 112	The World of Late Antiquity (200-900 C.E.)	4
HISTORY/ AFRICAN 129	Africa on the Global Stage	3-4
HISTORY 130	An Introduction to World History	3-4
HISTORY/ GEN&WS 134	Women and Gender in World History	3-4
HISTORY 139	Introduction to the Modern Middle East	3-4
HISTORY 142	History of South Asia to the Present	3-4
HISTORY 144	Traveling the World: South Asians in Diaspora	4
HISTORY 145	America and China, 1776-Today	3-4
HISTORY 201	The Historian's Craft (topic must be approved)	3-4
HISTORY/ RELIG ST 205	The Making of the Islamic World: The Middle East, 500-1500	3-4
HISTORY 225	Explorations in Third World History (H)	3-4
HISTORY 228	Explorations in Transnational/ Comparative History (Social Science) (topic must be approved)	3
HISTORY 229	Explorations in Transnational/ Comparative History (Humanities) (topic must be approved)	3
HISTORY 241	Latin America from 1780 to 1940	4
HISTORY/INTL ST/ LACIS 242	Modern Latin America	4
HISTORY/ASIAN/ GEOG/POLI SCI/ SOC 244	Introduction to Southeast Asia: Vietnam to the Philippines	4
HISTORY/CHICLA/ GEN&WS 245	Chicana and Latina History	3
HISTORY/ASIAN/ ASIAN AM 246	Southeast Asian Refugees of the "Cold" War	4
HISTORY/ASIAN/ E A STDS/ POLI SCI 255	Introduction to East Asian Civilizations	3-4
HISTORY/ AFROAMER/ ANTHRO/C&E SOC/ GEOG/LACIS/ POLI SCI/SOC/ SPANISH 260	Latin America: An Introduction	3-4
HISTORY/GNS 265	An Introduction to Central Asia: From the Silk Route to Afghanistan	3
HISTORY/ASIAN/ RELIG ST 267	Asian Religions in Global Perspective	3

HISTORY 273	History Study Abroad: Non-Western History	1-4	HISTORY 457	History of Southeast Asia to 1800	3-4
HISTORY/ASIAN/ ASIAN AM/ E A STDS 276	Chinese Migrations since 1500	3-4	HISTORY/ASIAN 458	History of Southeast Asia Since 1800	3-4
HISTORY/AFRICAN/ AFROAMER/ ANTHRO/GEOG/ POLI SCI/SOC 277	Africa: An Introductory Survey	4	HISTORY/ASIAN 463	Topics in South Asian History	3
HISTORY 278	Africans in the Americas, 1492-1808	3-4	HISTORY/ ENVIR ST 465	Global Environmental History	3-4
HISTORY 279	Afro-Atlantic History, 1808-Present	3-4	HISTORY 533	Multi-Racial Societies in Latin America	3-4
HISTORY/AFRICAN/ AFROAMER/ POLI SCI 297	African and African-American Linkages: An Introduction	4	HISTORY/HIST SCI/ MED HIST 564	Disease, Medicine and Public Health in the History of Latin America and the Caribbean	3
HISTORY/ASIAN/ RELIG ST 308	Introduction to Buddhism	3-4	History of Science		
HISTORY/ MEDIEVAL/ RELIG ST 309	The Crusades: Christianity and Islam	3-4	HIST SCI/ENVIR ST/ RELIG ST 356	Islam, Science & Technology, and the Environment	3-4
HISTORY/ASIAN 319	The Vietnam Wars	3-4	Inter-AG		
HISTORY/E A STDS/ INTL ST 332	East Asia & The U.S. Since 1899	3-4	INTER-AG/A A E/ AGRONOMY/ NUTR SCI 350	World Hunger and Malnutrition	3
HISTORY/ASIAN 335	The Koreas: Korean War to the 21st Century	3-4	International Business		
HISTORY 336	Chinese Economic and Business History: From Silk to iPhones	3-4	INTL BUS 200	International Business	3
HISTORY/ASIAN/ E A STDS 337	Social and Intellectual History of China, 589 AD-1919	3-4	International Studies		
HISTORY/ASIAN/ E A STDS 341	History of Modern China, 1800-1949	3-4	INTL ST 101	Introduction to International Studies	3-4
HISTORY/ASIAN/ E A STDS 342	History of the Peoples Republic of China, 1949 to the Present	3-4	INTL ST 266	Introduction to the Middle East	3
HISTORY/ AFROAMER 347	The Caribbean and its Diasporas	3	INTL ST 310	International Learning Community Seminar (specific topic must be approved)	1-3
HISTORY/ASIAN/ E A STDS 363	China and World War II in Asia	3-4	INTL ST/ED POL 335	Globalization and Education	3
HISTORY 377	History of Africa, 1500 to 1870	3-4	INTL ST/A A E 373	Globalization, Poverty and Development	3
HISTORY/ RELIG ST 379	Islam in Iran	3	INTL ST/A A E 374	The Growth and Development of Nations in the Global Economy	3
HISTORY/CHICLA/ POLI SCI 422	Latino History and Politics	3	Literature in Translation		
HISTORY/ CHICLA 435	Colony, Nation, and Minority: The Puerto Ricans' World	3	LITTRANS 211	Modern Indian Literatures in Translation	3
HISTORY/ASIAN/ RELIG ST 438	Buddhism and Society in Southeast Asian History	3-4	LITTRANS 214	Literatures of Central Asia in Translation	3
HISTORY/ RELIG ST 439	Islamic History From the Origin of Islam to the Ottoman Empire	3-4	LITTRANS 226	Introduction to Luso-Afro-Brazilian Literature	3
HISTORY 441	Revolution and Conflict in Modern Latin America	3-4	LITTRANS 231	Manga	3
HISTORY 444	History of East Africa	3-4	LITTRANS 232	Anime	3
HISTORY 445	History of Equatorial Africa	3-4	LITTRANS/ RELIG ST 257	Literatures of Muslim Societies in Translation	3
HISTORY 450	Making of Modern South Asia	3-4	LITTRANS 261	Survey of Chinese Literature in Translation	3
HISTORY/ASIAN/ E A STDS 454	Samurai: History and Image	3-4	LITTRANS 262	Survey of Chinese Literature in Translation	3
HISTORY/ASIAN/ E A STDS 456	Pearl Harbor & Hiroshima: Japan, the US & The Crisis in Asia	3-4	LITTRANS 263	Survey of Japanese Literature in Translation	3
			LITTRANS 264	Survey of Japanese Literature in Translation	3
			LITTRANS 301	Modern Indonesian Literature in Translation	3
			LITTRANS 303	Southeast Asian Literature in Translation	3
			LITTRANS 304	Southeast Asian Literature in Translation	3
			LITTRANS 368	Modern Japanese Fiction	3

LITTRANS 372	Classical Japanese Prose in Translation	3	POLI SCI 324	Political Power in Contemporary China	3-4
LITTRANS 373	Topics in Japanese Literature	3	POLI SCI/ INTL ST 325	Social Movements and Revolutions in Latin America	3-4
LITTRANS 374	Topics in Korean Literature	3	POLI SCI/ INTL ST 327	Indian Politics in Comparative Perspective	3
Medical History and Bioethics					
MED HIST/ ENVIR ST 213	Global Environmental Health: An Interdisciplinary Introduction	3	POLI SCI 329	African Politics	3-4
Medieval Studies					
MEDIEVAL/ HISTORY/ RELIG ST 112	The World of Late Antiquity (200-900 C.E.)	4	POLI SCI 346	China in World Politics	3-4
MEDIEVAL/ HISTORY/ RELIG ST 309	The Crusades: Christianity and Islam	3-4	POLI SCI 349	Global Access to Justice	3
Music					
MUSIC/ FOLKLORE 103	Introduction to Music Cultures of the World	3	POLI SCI 455	African International Relations	3-4
MUSIC 260	Global Hand Drumming Ensemble: Survey of Selected Global Hand Drumming Traditions	1	Population Health		
Nutritional Sciences					
NUTR SCI/ AGRONOMY/ ENTOM 203	Introduction to Global Health	3	POP HLTH 370	Introduction to Public Health: Local to Global Perspectives	3
NUTR SCI/A A E/ AGRONOMY/INTER- AG 350	World Hunger and Malnutrition	3	Religious Studies		
Political Science					
POLI SCI 120	Introduction to Comparative Politics	4	RELIG ST/HISTORY/ MEDIEVAL 112	The World of Late Antiquity (200-900 C.E.)	4
POLI SCI 182	Introduction to Comparative Politics (Honors)	3	RELIG ST/ HISTORY 205	The Making of the Islamic World: The Middle East, 500-1500	3-4
POLI SCI/ CHICLA 231	Politics in Multi-Cultural Societies	3-4	RELIG ST/ ASIAN 206	The Qur'an: Religious Scripture & Literature	3
POLI SCI/ASIAN/ GEOG/HISTORY/ SOC 244	Introduction to Southeast Asia: Vietnam to the Philippines	4	RELIG ST/ASIAN/ HISTORY 267	Asian Religions in Global Perspective	3
POLI SCI/ASIAN/ E A STDS/ HISTORY 255	Introduction to East Asian Civilizations	3-4	RELIG ST/ ASIAN 274	Religion in South Asia	3
POLI SCI/ AFROAMER/ ANTHRO/C&E SOC/ GEOG/HISTORY/ LACIS/SOC/ SPANISH 260	Latin America: An Introduction	3-4	RELIG ST/ ASIAN 307	A Survey of Tibetan Buddhism	3
POLI SCI/AFRICAN/ AFROAMER/ ANTHRO/GEOG/ HISTORY/SOC 277	Africa: An Introductory Survey	4	RELIG ST/ASIAN/ HISTORY 308	Introduction to Buddhism	3-4
POLI SCI/AFRICAN/ AFROAMER/ HISTORY 297	African and African-American Linkages: An Introduction	4	RELIG ST/HISTORY/ MEDIEVAL 309	The Crusades: Christianity and Islam	3-4
POLI SCI 320	Governments and Politics of the Middle East and North Africa	3-4	RELIG ST/ ASIAN 350	Introduction to Taoism	3-4
POLI SCI 321	Latin-American Politics	3-4	RELIG ST/ FOLKLORE 352	Shamanism	3
POLI SCI 322	Politics of Southeast Asia	3-4	RELIG ST/ENVIR ST/ HIST SCI 356	Islam, Science & Technology, and the Environment	3-4
			RELIG ST/ ASIAN 362	Introduction to Confucianism	3
			RELIG ST/AFRICAN/ ASIAN 370	Islam: Religion and Culture	4
			RELIG ST/ HISTORY 379	Islam in Iran	3
			RELIG ST 400	Topics in Religious Studies - Humanities <small>(topic must be approved)</small>	3-4
			RELIG ST 401	Topics in Religious Studies - Social Studies <small>(topic must be approved)</small>	3-4
			RELIG ST/ASIAN/ HISTORY 438	Buddhism and Society in Southeast Asian History	3-4
			RELIG ST/ HISTORY 439	Islamic History From the Origin of Islam to the Ottoman Empire	3-4
			RELIG ST/ ASIAN 466	Buddhist Thought	3
			Sociology		
			SOC/C&E SOC 140	Introduction to Community and Environmental Sociology	4
			SOC 170	Population Problems	3-4

SOC/C&E SOC 222	Food, Culture, and Society	3
SOC 225	Contemporary Chinese Society	3
SOC/ASIAN/ GEOG/HISTORY/ POLI SCI 244	Introduction to Southeast Asia: Vietnam to the Philippines	4
SOC/C&E SOC/ F&W ECOL 248	Environment, Natural Resources, and Society	3
SOC/AFROAMER/ ANTHRO/C&E SOC/ GEOG/HISTORY/ LACIS/POLI SCI/ SPANISH 260	Latin America: An Introduction	3-4
SOC/AFRICAN/ AFROAMER/ ANTHRO/GEOG/ HISTORY/ POLI SCI 277	Africa: An Introductory Survey	4
SOC/C&E SOC/ POP HLTH 380	Contemporary Population Problems for Honors	3
Spanish		
SPANISH 223	Introduction to Hispanic Cultures	3
SPANISH/ AFROAMER/ ANTHRO/C&E SOC/ GEOG/HISTORY/ LACIS/POLI SCI/ SOC 260	Latin America: An Introduction	3-4
Theatre		
THEATRE/DANCE/ FOLKLORE 321	Javanese Performance	2
THEATRE 351	Fundamentals of Asian Stage Discipline	3
THEATRE 526	The Theatres of China and Japan	3

LIBERAL STUDIES ELECTIVES

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

IMPORTANT NOTES REGARDING THE LIBERAL STUDIES REQUIREMENTS

- Completion of the Liberal Studies requirements is not a prerequisite to professional program application or admission.
- For the most part, courses listed in School of Education departments may not be used to satisfy the Liberal Studies requirements. School of Education departments include Art, Art Education, Counseling Psychology, Curriculum and Instruction, Dance, Educational Leadership and Policy Analysis, Educational Policy Studies, Educational Psychology, Kinesiology, Rehabilitation Psychology and Special Education, and Theatre and Drama.
 - For example, KINES 100 Exercise, Nutrition, and Health, cannot count toward the Liberal Studies requirement even though it is a Biological Science course. ED PSYCH 320 Human Development in Infancy and Childhood cannot count toward Liberal Studies even though it is a Social Science course.
 - Exceptions include some courses that are cross-listed in departments outside the School of Education

such as ED POL/HISTORY 412 History of American Education. Art and Dance department courses count toward the Humanities requirement.

- Courses that transfer to UW–Madison as departmental electives (e.g., POLI SCI X10) might meet specific Liberal Studies requirements. Students may consult with an advisor in the School of Education Student Services Office to discuss transfer electives that appear to meet specific course requirements.
- While one course may cover two requirements, students must still complete both the 40-credit total and the 9-credit minimum requirements in Humanities, Social Studies (Social Science), and Science.
 - For example, THEATRE/ENGL 120 Introduction to Theatre and Dramatic Literature, a Literature course also on the Fine Arts list, may be used to meet both the specific Fine Arts and Literature requirements of the Humanities area, but a total of 9 credits of Humanities are still required.
- Courses in other schools/colleges (excluding the School of Education) may count as Liberal Studies if they have an L&S Credit Type designation of C and/or assigned a level or breadth descriptor.
- No Liberal Studies coursework may be taken on a Pass/Fail basis.

GUIDELINES FOR SPECIFIC PROGRAM AREAS

Teacher Education programs

All teacher education students, except those in music education or art education, may apply any appropriate coursework from the major or minor toward the Liberal Studies requirements. Students in music and art education are restricted in this overlap. For students in music education, no more than 6 credits of music history and no more than 4 art and dance credits may count toward the 40 total credits. Music history courses (e.g., MUSIC 211 Survey of the History of Western Music, MUSIC 212 Survey of the History of Western Music) may not be used to meet the U.S./ European History requirement. Art education students may apply all of the aesthetics credits (usually 14) toward the Liberal Studies requirements, but not courses taken to meet the studio requirements.

Elementary education students can use a Science course or Social Studies course from the Environmental Education course list to meet both the Liberal Studies and Environmental Education requirements.

Art (BFA and BS)

In general, students may not satisfy Liberal Studies requirements with courses meeting studio or aesthetics requirements. However, Art–BFA candidates may apply 4 aesthetics elective credits toward the Humanities credits.

Kinesiology–Exercise and Movement Science and Physical Education

Kinesiology–exercise and movement science and physical education students will meet the Science requirement by completing their required science courses—e.g., chemistry and physics.

Communication Sciences and Disorders

Communication sciences and disorders students should consult both the Liberal Studies requirements and the communication

sciences and disorders program requirements, particularly the "related courses" section, when selecting Liberal Studies coursework. Courses may count in both places.

Dance (BFA & BS)

Dance and Dance–BFA students must complete ANAT&PHY 338 Human Anatomy Laboratory, which will meet both a Science requirement and the Science Laboratory requirement. In general, Liberal Studies requirements cannot be met with courses taken to meet other program requirements.

Rehabilitation Psychology

In general, rehabilitation psychology students may not satisfy Liberal Studies requirements with courses taken to meet the Related Course Requirements in Rehabilitation Psychology. Courses applied toward the other parts of the Rehab Psych requirements cannot also count toward the 40 Liberal Studies credits. However, if a course is taken to meet any of the three Cultural/Historical Studies requirements, the course *content* can be used to meet both requirements, but the *credits* will only count in the Rehabilitation Psychology or Related Course Requirements areas. Once the required credits have been met, additional course work in Psychology, Sociology, Social Work, etc. may be applied toward Liberal Studies.

Theatre and Drama

Theatre and drama students can apply major coursework toward the Liberal Studies requirements.

personal goals, course selection, and for assistance in monitoring degree requirements and progress to graduation; this is particularly important during the freshman and sophomore years.

Students are also encouraged to consider the Student Services office a first step for any number of questions and concerns. Academic advisors refer students to experts in other areas across campus, such as study abroad, counseling, or pre-health advising.

Each student is assigned a dedicated Student Services advisor to provide assistance throughout their undergraduate years, from SOAR through commencement. Advisors are assigned according to a student's last name. Once a student is admitted to a professional program within the School of Education, they will also be assigned a faculty or staff program advisor. Advising then becomes a partnership, with Student Services advisors continuing to help students with course selection, progress to degree, academic and personal concerns, and interpretation of policies and procedures. We collaborate with the School faculty and staff to best support students.

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. The divisions between program advising and Student Services advising are flexible. Students are encouraged to consult with all advisors who can help with a situation or answer a question.

STUDENT DIVERSITY SUPPORT

The UW–Madison School of Education is committed to promoting equity and increasing diversity in its programs. In keeping with this commitment, Student Services staff include advisors with extensive experience assisting underrepresented and international students.

Jerry Jordan and Sa Seng Xiong support students with their personal and professional growth, their transition from high school to college, financial aid, and career exploration. They perform outreach, recruitment, and advising on behalf of the School, and work collaboratively with the rest of Student Services and other campus and community partners to support underrepresented and international students interested in School of Education majors. Prospective transfer students will get assistance with the application process, how courses transfer to UW–Madison, and other transfer-related concerns.

Students are invited to stop in to see Jerry or Sa Seng in the Student Services office, or set up an appointment for a visit. Current students can schedule an appointment online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at soeacademicservices@education.wisc.edu, (soeacademicservices@education.wisc.edu) by calling 608-262-1651, or in person once the office has reopened.

SCHOOL OF EDUCATION CAREER CENTER

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

Need assistance with any of the following?

- 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

RESOURCES

SCHOOL OF EDUCATION STUDENT SERVICES

139 Education Building, 1000 Bascom Mall; 608-262-1651
<https://education.wisc.edu/academics/undergrad-majors/academic-advising/>

Dedicated to supporting and promoting student success, the School of Education Student Services office coordinates a number of student-related services for prospective and current School of Education students in all programs. Student Services staff offer support in academic advising, career advising, mentoring and advocacy for underrepresented and international students, requirements monitoring, interpreting academic policy, and more. Students in the School of Education are encouraged to make Student Services a vital part of their academic and employment journey.

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

ACADEMIC ADVISING

Choosing a major and navigating the completion of a degree or certificate can be an exciting process, and one that students don't need to figure out on their own! Advisors help find the right fit. Students are encouraged to meet with an advisor during their first semester on campus (if not before) and should check in at least once a semester to discuss academic and

- 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, workshops, and individual advising to assist you in achieving your career goals. A plethora of resources can be found on the Career Center website (<http://careercenter.education.wisc.edu/>).

Using the headings at the top of the page, you can navigate to the specific career information that you are seeking, such as:

- Find tools for Career Exploration on the website. These tools can help you clarify your personal criteria for success, identify specific career options linked to majors, and become familiar with steps for career/major selection. You will also find strategies for making the most of your academic and student experience and can review tips for gaining hands-on experience in the career field you are pursuing.
- Prepare your promotional materials to gain entry into the next phase of your career. There are numerous links with suggestions and samples for creating application materials for internships, full-time employment, and/or graduate school. The Career Center team encourages you to meet with a career advisor to obtain feedback and suggestions for enhancing your materials.
- Visit the website to see the Job Search resources available to you. The website offers tips for managing job offers and transitioning from a student role to a professional role. In addition, there are Career & Job Link Resources to introduce you to career opportunities in specific fields and how to conduct an international job search.
- Learn about graduate school requirements and the application process. Watch the videos, *Exploring Graduate School and Applying to Graduate School* to get the basics. Identify the standardized tests that are often required for graduate school admission and learn strategies for success in graduate school.
- Explore the events and career fairs available to you. Participate in many opportunities to gain career specific insights and to meet with employer representatives. Career-related events are conducted each semester.
- Complete your profile in **Handshake!** Handshake is UW-Madison's online tool that makes it easy for you to explore career events, connect to jobs and internships, and connect with employers both on and off campus. With Handshake you can:
 - Browse and register for career fairs and events on campus
 - Explore thousands of jobs and internships from over 200,000+ employers nationwide
 - Receive personalized job recommendations based on your major, interests, and more
- For additional internship opportunities you can utilize the general job search sites of UW Student Job Center (<https://studentjobs.wisc.edu/>), Internships.com (<https://www.internships.com/>), GoinGlobal (<https://wisc.joinhandshake.com/>) through Handshake, LinkedIn (<https://www.linkedin.com/jobs/>), and Glassdoor (<https://www.glassdoor.com/>). This is a non-exhaustive list; career advisors can provide more specific opportunities and sites based on each student's search.

- Two new career development courses in the School of Education will first be offered in Spring 2022. Counseling Psychology 110 section 001 is a pre-internship course titled *Internships: Preparing for the World of Work*, that prepares SoE students for applying to and succeeding in their internship experiences. Coun Psy 110 section 002 is titled *Career Development: Stepping into Your Future*, and focuses on overall career development.
- The School of Education is developing additional internship opportunities. Questions related to finding these internships can be directed to the School of Education Career Center at career-center@education.wisc.edu.

Personalized career assistance is available through individual appointments with career advisors. Current students can schedule an appointment online with a career advisor through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at soeacademicservices@education.wisc.edu, (soeacademicservices@education.wisc.edu) by calling 608-262-1651, or in person once the office has reopened.

SCHOLARSHIPS/THE TEACHER PLEDGE/TEACH GRANTS

SCHOLARSHIPS

The generosity of alumni and friends has enabled the School of Education to distribute over \$1 million in scholarships and awards annually to deserving undergraduate students.

School of Education departmental scholarships (Art, Dance, Curriculum and Instruction, Theatre and Drama, Kinesiology, Rehabilitation Psychology and Special Education, and Educational Policy Studies) are generally awarded to students declared in their major or accepted to their program. School-wide scholarships are available to any student; however, most of these are based on financial need.

Selections of scholarship recipients are made by committees, and based on matches to particular scholarships as well as strength of application. The criteria for scholarships may include academic performance, excellence in a specific field or area, potential as a prospective teacher, leadership ability, personal attributes (such as returning adult status or home county), and financial need. All scholarship and award recipients must be in good academic standing in the School of Education.

Applying for School of Education Scholarships begins with completing the Wisconsin Scholarship Hub WiSH "General Application." Through a series of filtering questions, students are guided to appropriate departmental or school-wide applications, including All School and Teacher Education categories. Each application represents a group of scholarships for which a student might be eligible, and a student may be eligible for more than one group (and thus may need to complete several applications). Note that some applications require responses to essay questions and/or submission of letters of recommendation or other materials.

While the WiSH (<https://wisc.academicworks.com/>) General Application has an annual application cycle from August – August, the School of Education (and several department) scholarship applications open in early February and remain open until the end of March each academic year. There are a few School of Education department applications that open and close outside of the February – March window. Please be sure

to check your department's application deadlines. Scholarship decisions are generally made between March – June.

Each year the number of scholarships available continues to grow; however, not every student who applies receives funding.

THE TEACHER PLEDGE - NEW!

The UW-Madison School of Education Wisconsin Teacher Pledge is a financial aid program for UW-Madison teacher education students. The Teacher Pledge offers teacher education undergraduates and graduates up to the cost of in-state tuition, plus testing and licensing fees annually, in exchange for a commitment to teach in Wisconsin. For each year taught in a PK-12 school in Wisconsin, a portion of the Teacher Pledge loan will be forgiven – reaching 100% forgiveness after a three-to-four year teaching commitment. Please note: this program is currently funded for five years, beginning with Academic Year 2020-2021.

- For general information and some cool whiteboard videos, visit the Teacher Pledge Website (<https://tec.education.wisc.edu/teacher-pledge/>).
- Check out How to Take the Teacher Pledge (<https://tec.education.wisc.edu/teacher-pledge/how-to-take-pledge/>) – a checklist that guides students through Teacher Pledge requirements from A to Z, including how to participate.
- For answers to frequently asked questions, check out the Teacher Pledge FAQ (<https://tec.education.wisc.edu/teacher-pledge/faq/>). (<https://tec.education.wisc.edu/teacher-pledge/faq/>)

TEACH GRANTS

Students willing to teach in high-need teaching fields can receive TEACH Grants of up to \$4,000 per year for a total of \$16,000 over their undergraduate academic career, or \$8,000 over their graduate academic career. Officially-designated high need fields include Master of Science with Secondary Teaching & ESL Certification; Bilingual Education; Communication Sciences and Disorders; English as a Second Language; Mathematics; Music; Reading Specialist; Science certification areas; Special Education; World Language Education certification areas, and any other fields documented as high-need by the federal government and/or state or local education agency (LEA). Elementary Education students completing the Early Childhood/ESL, Middle Childhood-Early Adolescence/ESL or the Middle Childhood-Early Adolescence/Special Education program options are also eligible for a TEACH Grant.

Students receiving TEACH Grants must complete a service obligation of four years of teaching full-time in their high-need field in a designated low-income school. This must be accomplished within eight years after completing a teacher preparation program. Low-income schools are defined as public or private nonprofit elementary or secondary schools, or educational service agencies eligible for assistance under Title I of the Elementary and Secondary Education Act. In Wisconsin over a thousand schools are designated as low income.

TEACH Grant applicants must attain certain academic eligibility criteria. For example, candidates must have scored minimally above the 75th percentile on a nationally normed admissions test or have earned a 3.25 minimum cumulative grade point average. TEACH Grants are not need-based, so students may receive a grant without regard to financial background. Grant recipients must have completed a Free Application for Federal Student Aid (FAFSA) (<http://www.fafsa.ed.gov/>) to be eligible.

Prior to submitting an application, students are strongly encouraged to learn about the parameters of the TEACH Grant and obtain answers

to any related questions. Indicate an interest in the TEACH Grant via the FAFSA and by completing the program application (<http://www.education.wisc.edu/soe/academics/undergraduate-students/scholarships-and-grants/>). Students should make sure to review the complete application instructions (<https://education.wisc.edu/wp-content/uploads/sites/4/2021/03/TEACH-Grant-Document-February-2021.pdf>) to ensure the proper submission of all application materials.

STUDY ABROAD AND INTERNATIONAL INTERNSHIPS

The School of Education encourages all students to explore study abroad and international internship options. Students who study abroad and participate in an international internship expand their networks with people from all over the world. What does studying or interning abroad do for you? What are the benefits? The International Institute of Education (<https://www.iie.org/Learn/Blog/2017/11/2017-Nov-14-10-Great-Reasons-to-Study-Abroad/>) (2017) offers these 10 reasons that students should consider studying or interning abroad:

1. Expands your world view.
2. Enhance your career opportunities and grow your network.
3. Learn another language and improve multi-lingual and cross-cultural communications skills.
4. Experience another culture first-hand.
5. Make new friends around the world.
6. Discover new things about your own culture.
7. Learn more about yourself and gain self-awareness.
8. Strengthen communication, team-building, and adaptability skills.
9. Boost your confidence and independence.
10. Become a savvy traveler.

Many School of Education departments have created Major Advising Pages (MAPs) (<https://studyabroad.wisc.edu/academics/major-advising-pages-maps/>). MAPs are a guide to the academic requirements of a major or certificate in relation to study abroad. School of Education students, and students planning to pursue a certificate in the School are encouraged to explore different study abroad and international internship options early, even during the first or second semester on campus.

Why should School of Education students explore their options to study or intern abroad early?

- Students interested in pursuing degree programs such as teacher education or kinesiology may consider studying abroad in the first two years of their undergraduate programs. Talking with an advisor in the School of Education and the International Academic Programs office early can assist in identifying when might be the best time to study abroad.
- Scholarships! Working with the International Academic Programs, International Internship Program, Financial Aid, and the SOE Global Engagement Office early allows students to explore many [scholarship options](#). Pre-planning around the costs of studying or interning abroad helps make participating a reality.
- Many UW-Madison students are the first in their families to study or intern abroad. Exploring study and intern abroad options early allows students to get key information to share with those closest to them. Considering a study or intern abroad

opportunity can be scary. Getting as much information as possible, as early as possible, can help dispel some of the fears and uncertainties students and their families may have.

STUDY ABROAD

International Academic Programs, 301 Red Gym, 716 Langdon Street
608-265-6329
<https://studyabroad.wisc.edu/>

International Academic Programs (IAP) (<https://www.studyabroad.wisc.edu/>) is the central study abroad office at UW–Madison. IAP typically offers over 200 study abroad options in over 60 countries on 6 continents. Studying abroad complements students' on-campus academic goals, strengthens their professional potential and enriches their personal lives. Although COVID-19 has altered IAP's offerings, there are still opportunities to explore both internationally and domestically (e.g., the Washington D.C. semester program).

Students of all academic levels and majors study abroad. While many programs include language training—from the basics to full language immersion—most IAP programs have no language requirement and include courses taught in English.

All courses taken abroad through IAP count as “in-residence” credit, just like taking courses on campus at UW–Madison, so students advance towards their degrees while abroad. And study abroad isn't limited to classroom experience! Many students also complete internships, do research, fieldwork and service learning.

In addition to resources on health, safety, academic planning and other aspects, UW–Madison students receive personalized guidance on how to finance study abroad and the scholarship opportunities available through the UW–Madison and external scholarships. Program costs vary widely. Sometimes studying abroad is no more expensive than studying on campus, and other times the cost can be higher. Student financial aid is usually applied to study abroad experiences, and some countries permit students to work while participating in a study abroad program. Working out these details takes time, dedication and patience. IAP works closely with students through all of these processes.

For more information on study abroad at UW–Madison, check out IAP's website (<http://studyabroad.wisc.edu>) or call 608-265-6329. IAP's offices are on the third floor of the Red Gym.

INTERNATIONAL INTERNSHIPS

261 Bascom Hall, 500 Lincoln Drive, 608-262-2851
<https://internships.international.wisc.edu/>

As stated on their website, the International Internship Program (IIP) (<http://internships.international.wisc.edu/>) at UW–Madison identifies, cultivates and promotes high quality internships that advance the professional training of UW–Madison undergraduate students; foster global competency; and reinforce academic learning through practical application. Students can pursue international internships during the summer months, as well as during the semester, if allowed by the student's academic program. Due to COVID-19, IIP has pivoted and is offering virtual internships with organizations and companies outside of the U.S. If traveling to do an internship is not an option at the moment, make sure to review the virtual internship options they offer.

IIP advises undergraduates on all aspects of an international internship experience which include:

- Internships search strategies and considerations
- Applications
- Academic Credit
- Funding
- Visas
- International health and travel insurance

The International Internship Program (IIP) Office maintains a number of resources including an IIP Database of international internships that have been cultivated for UW-Madison students, and a number of guides to help students navigate participating in an international internship. IIP serves as a resource to students pursuing international internships prior to departure, during the internship, and upon return. Their advisors work closely with both students and program sites to ensure that students have a quality experience.

For more information on interning abroad at UW-Madison, visit IIP's website (<https://internships.international.wisc.edu/>). IIP is located in Room 259 of Bascom Hall.

UNDERGRADUATE RESEARCH

UW-Madison is a research-rich environment and students are encouraged to participate in the research activities of our world-class faculty and staff. Here are some pathways students use to get involved with research:

1) Apply to a structured program. Some students get involved in research through a specific program (<https://research.wisc.edu/information-for-undergraduate-students/>) designed to connect undergraduate students to research. This program may be a scholarship program, or simply provide funding for students to work on a guided research project. It may provide mentoring related to research methodology and/or require students to enroll in a course for credit. An example of such a program is the Undergraduate Research Scholars (<https://urs.ls.wisc.edu/>), one of the more popular options available to School of Education students.

The Undergraduate Research Scholars program (URS), 716 Langdon Street, 608-890-3696, is dedicated to enhancing the academic experience of UW–Madison students by providing first and second year undergraduates with opportunities to earn credit for participating in the research and creative work with UW–Madison faculty and staff. The program has been designed to include partnerships between students and mentors, seminars on research-relevant issues, and practice in research/artistic presentations. The many benefits of the program are found in the fluid interaction between these activities. Please refer to Undergraduate Research Scholars (<https://urs.ls.wisc.edu/>) for more information.

2) Seek out research opportunities. Many students take the initiative and seek out research opportunities on their own. The School of Education Career Center (<http://careercenter.education.wisc.edu/>) can provide help with writing an inquiry email. Here are a few ways to conduct this search:

- The Wisconsin Discovery Portal (<https://discoveryportal.org/default.aspx>) is a searchable directory of more than 3,000 researchers at UW–Madison. It provides easy access to information about research interests, publications, patents and more.
- Find a listing of labs on the Wisconsin Center for Education Research (<https://www.wcer.wisc.edu/research/>) and departmental websites. The lab descriptions often contain contact information for students interested in getting

involved in the lab's activities. The Kinesiology department (<https://kinesiology.education.wisc.edu/research/>) and the Communication Sciences and Disorders department (<https://csd.wisc.edu/research/>) are two good examples of how this information is shared. Many School of Education students participate in research through the Department of Educational Psychology.

- The Student Job Center (<https://studentjobs.wisc.edu/>) website lists some research opportunities.
- Read the online bios of professors to learn about their areas of research. Send an email inquiry.
- Ask the professor or TA in a class if they know of any opportunities to become involved with research.

3) Participate when enrolled in a course. Some courses have research opportunities built into the course itself. For example:

- Biology 152 has provided students with an option to participate in a mentored research opportunity.
- Students can serve as research participants to earn extra credit in their courses. Students enrolled in Educational Psychology courses, for example, are often provided with such an opportunity.
- Some professors will announce research opportunities through email to their students.

OFFICE OF EQUITY, DIVERSITY, AND INCLUSION

102 Education Building, 1000 Bascom Mall, 608-265-0844
<https://education.wisc.edu/about/diversity-inclusion/>

The University of Wisconsin-Madison School of Education seeks to promote equity, diversity and inclusion by reducing barriers to access, increasing the demographic diversity of our faculty, staff and students, and encouraging scholarship, teaching and service that embraces and engages the full measure of the diversity of our society. The School of Education recognizes that our desire to be an anti-racist, unbiased and inclusive academic community is ongoing and involves shared commitment, responsibility, action and accountability. We believe that diversity, equity, inclusion, and excellence, the four essential pillars of inclusive excellence, build upon our scholarship and our reputation as an excellent educational institution.

The Office of Equity, Diversity and Inclusion (OEDI) provides and promotes programs and initiatives that establishes and supports a culture of academic and inclusive excellence in the School of Education. The OEDI promotes initiatives that recruit, retain and support the success of historically marginalized students, faculty, and staff, utilizing every person's individual and cultural assets as a competitive advantage to leadership in arts, health, and education fields. The OEDI promotes a community of scholars, practitioners, and collaborators within the School that effectively and efficiently enrich the quality of life for *all* our faculty, staff, and students, as well as local communities and communities abroad.

The OEDI is a new and developing office that houses programs that serve students from K–12 to those in graduate school. These programs include:

Precollege Excellence in Education Program (PEEP): The Precollege Excellence in Education Program (PEEP) is a three-week summer enrichment residential program designed and coordinated by the School

of Education (the School) at the University of Wisconsin–Madison (UW). Consistently ranked in the top ten schools and colleges of education in national studies, the School prepares students for teaching, the health professions, and careers in the arts. In addition to several core education programs, about half of the School's students are enrolled in fine art, dance, counseling, occupational therapy and exercise science programs. Accordingly, the purpose of the PEEP is to expose high school students to the value and benefits of attending the School of Education, the different career opportunities that await them after graduation from any departments within the School of Education and how participating in the PEEP can help them achieve both their postsecondary and career goals. The on-campus component of this program is designed to familiarize students with campus life and resources to ensure a smooth transition into a higher-education setting.

Summer Education Research Program (SERP): The Summer Education Research Program (SERP) is a ten-week residential program for undergraduate students interested in pursuing graduate degrees in the School of Education. SERP Scholars, as a part of the Summer Research Opportunities Program (SROP), conduct research projects under the supervision of School of Education faculty/research mentors, learn how to prepare themselves for graduate school, and present their final projects to faculty members, peers, and the university community. SERP Scholars also participate in workshops and seminars related to graduate school, ensuring that they are prepared for both the application process and the graduate student experience itself. As part of the SERP, participants also receive a competitive stipend for their work.

Education Graduate Research Scholars (Ed–GRS): The Education Graduate Research Scholars Program (Ed-GRS) is a graduate fellowship program and research community which provides funding to graduate students from underrepresented backgrounds, professional development experiences, and opportunities to connect with faculty/research members and peers throughout the School and university community. Ed-GRS Fellows participate in a variety of discussions and workshops that prepare them to successfully navigate the graduate school experience, including the job search process and assuming a role as a research or faculty member in higher education.

Students are encouraged to email oedi@education.wisc.edu with any questions regarding the Office or any of its programs.

TEACHER EDUCATION CENTER

L139 Education Building, 608-262-2997
<https://tec.education.wisc.edu/>

The Teacher Education Center supports all students enrolled in teacher education programs across the UW-Madison campus. The Center highlights the benefits, crucial importance and real joys of choosing teaching as a career. Our supports are designed to promote success and cultivate leadership. Specifically, we provide individual appointments and drop-in sessions to help students pass educator licensing exams, achieve and document mastery of teacher education standards, and complete all required field experiences. The Teacher Education Center also oversees the statutory requirements for our teacher education programs, including Act 31, which ensures that all preservice teachers learn about the history, culture, and tribal sovereignty of Wisconsin's American Indian communities. The Teacher Education Center is the main point of contact for school district partners, cooperating teachers, and the Wisconsin Department of Public Instruction. At the TEC, we cultivate a community of inquiry and leverage our shared resources to help prepare the excellent educators our Wisconsin PK-12 schools deserve.

MERIT (MEDIA, EDUCATION RESOURCES, AND INFORMATION TECHNOLOGY)

301 Teacher Education Building, 608-263-4750
merit.education.wisc.edu (<http://merit.education.wisc.edu>)

MERIT offers information and technology services to the School of Education and UW–Madison community partners. MERIT is designed as a collaborative and comprehensive cluster of service and support for the School of Education, the UW–Madison and beyond. Staff play an active role in the design and implementation of programs which connect the K-12 community to UW–Madison.

Some of our services include evaluation and selection of tools for delivery of content, instructional design and consulting for development of online learning, library services and collections to support practicing teachers (including equipment loans), workshops and instructional support aimed at adoption of new tools, instructional technologies and information literacy.

COOPERATIVE CHILDREN'S BOOK CENTER (CCBC)

401 Teacher Education, 608-263-3720
ccbcinfo@education.wisc.edu, ccbc.education.wisc.edu/ (<https://ccbc.education.wisc.edu/>)

The CCBC is a library of the School of Education that provides Education students, faculty, and staff with a noncirculating collection of children's and adolescent literature. The CCBC also serves other adults on campus and across the state who are interested in literature for the young, including Wisconsin teachers and school and public librarians.

This nationally unique library is the primary resource on campus and elsewhere for contemporary books published for children and young adults from preschool through high school ages. CCBC resources include extensive reference materials about literature for the young and a wide range of books for children and adolescents, including a book examination collection of new and recently published books, a comprehensive collection of recommended contemporary books, and historical literature from the 19th and early 20th centuries. The CCBC is nationally known for its services related to intellectual freedom and advocacy for diversity in children's and young adult literature. Each year the CCBC compiles and releases statistics documenting the number of children's and young adult books by and/or about people of color published in the United States.

As a library of the School of Education, the CCBC is committed to being a vital part of the teacher education experience on campus. The CCBC's noncirculating collection provides immediate access to a wide range of literature for the young. CCBC librarians are available to meet with education students to help them identify children's and adolescent literature to fulfill class assignments, as well as to use in practicum and student teaching classrooms. Librarians are also available to meet with faculty and teaching assistants to discuss children's and young adult literature as it relates to the courses they are teaching.

The CCBC website (<https://ccbc.education.wisc.edu/>) provides full-text access to many national children's and young adult literature awards and recommended lists as well as specialized bibliographies from CCBC staff. The CCBC offers special events throughout the academic year that

provide opportunities to hear from authors and illustrators, as well as to interact with others who are interested in books for children and teens.

HONORS

DEAN'S LIST

Students have at least a 2.5 cumulative GPA and 3.5 or higher for the semester. Students must have received no incompletes in graded courses, no unreported grades, or end-of-semester academic actions for the semester. Credit/no credit and pass/fail courses are not considered in meeting the requirements for the Dean's List.

GRADUATING WITH HONORS AND GRADUATING WITH DISTINCTION

Undergraduate students are invited to wear an honors stole at graduation, representing **Graduating with Honors**, if they have indicated they expect to graduate at the conclusion of the current semester, have a cumulative GPA that places them in the top 20% of students expecting to graduate in their school/college, and have earned at least 60 credits in residence at UW–Madison. Credits in progress in the current semester count toward the 60 credit requirement.

Graduating With Distinction is a separate calculation and is posted to the undergraduate student's transcript after all grades and degrees have been recorded. Students qualify for the Distinction notation if they have received their degree, have a cumulative GPA that places them in the top 20% of degree recipients in their school/college, and have earned at least 60 credits in residence at UW–Madison.

HONORS COLLABORATION WITH THE COLLEGE OF LETTERS & SCIENCE

The School of Education does not currently offer an Honors degree, with the exception of Honors in the Theatre and Drama major. However, through a collaboration between the School of Education and the College of Letters & Science (L&S), students in the School of Education may participate in the L&S Honors Program and have these achievements posted on their transcript.

Three L&S Honors options may be completed by School of Education students.

L&S Honors in the Liberal Arts (HLA). Students pursuing Honors in the Liberal Arts complete Honors courses in broadly distributed subjects from the humanities, social sciences, and natural sciences. Through Honors coursework, students select enriching academic opportunities and build connections with faculty throughout the completion of their degree.

Courses taken for Honors can also be applied toward other degree requirements. For example, of the 24 required Honors credits

- At least 6 of the credits must be in courses designated as Humanities (including Literature)
- At least 6 of the credits must be in courses designated as Social Science
- At least 6 of the credits must be in courses designated as Biological, Physical, or Natural Science

These requirements completely overlap with the School of Education liberal studies requirements.

Honors in the Major (HM). Students completing an *additional* major housed in the College of Letters and Science may choose to complete the Honors requirements of this major. Honors in the Major requirements vary by program, but typically include a cumulative gpa of at least 3.3, a minimum major gpa, Honors coursework in the major, and successful completion of a two-semester senior Honors thesis or other capstone experience.

If Honors courses overlap with School of Education requirements, they can count in both areas.

Comprehensive Honors (both HLA and HM). Comprehensive Honors, the highest level of Honors achievement, is awarded to students who are admitted to, and complete the requirements for both Honors in the Liberal Arts and Honors in the Major.

Full details of requirements, application procedures and policies are available in the Guide (<http://guide.wisc.edu/undergraduate/letters-science/#honorstext>) and the program's website (<http://www.honors.ls.wisc.edu>). Students with questions about how L&S Honors connects with School of Education programs and requirements should consult both L&S Honors and School of Education advisors to plan a course of study.

WISCIENCE

WISCIENCE

SUPPORT FOR SCIENCE UNDERGRADUATES

UW–Madison offers a wealth of opportunities in the natural sciences for undergraduate students, including several undergraduate courses and programs at WISCIENCE designed to enhance an academic course of study in STEM.

Exploring Biology (<https://wiscience.wisc.edu/Exploring-Biology/>) (INTEGSCI 100) This lecture/discussion course is designed to help first-year students understand career and academic options in the biosciences. It fulfills CALS seminar requirements and counts as a Biological Science Breadth credit. *2 credits*

BioHouse Seminar (<https://wiscience.wisc.edu/BioHouse-program/>) (INTEGSCI 110) This seminar creates a formal space for residents of UW–Madison's 10th learning community to learn about life science and the Wisconsin Idea. *1 credit*

Exploring Service in Science (<https://wiscience.wisc.edu/Exploring-Service/>) (INTEGSCI 140) Students learn about campus–community partnership and outreach in STEM. *1 credit*

Exploring Research in Science (<https://wiscience.wisc.edu/course/exploring-research-science-course/>) (INTEGSCI 150) This seminar is designed to help students learn how research processes and the skills necessary for success with academic programs or careers in research. *1 credit*

Exploring Discipline-based Leadership in Science (<https://www.wiscience.wisc.edu/discipline-based-leadership/>) (INTEGSCI 230) This course will help STEM students develop crucial skills for civic

engagement, leadership, and social justice while reflecting on personal experiences in their field. *2 credits*

Service with Youth in (<https://wiscience.wisc.edu/Engage-Children/>) **STEM Series** (INTEGSCI 240) This 2 semester series partners with the Adult Role Models in Science (ARMS) program to help students learn the process of learning, how to evaluate inform learning experiences, and how to collaborate with community partners in after-school science clubs. *2 credits per semester*

Entering Research Series (<https://wiscience.wisc.edu/Entering-Research/>) (INTEGSCI 260 and INTEGSCI 261). This two-semester series is designed to be taken while undergraduates are engaged in mentored research to help them build a meaningful and productive experience in the lab. *1 credit per course*

Special Topics (<https://wiscience.wisc.edu/secrets-science/>) (INTEGSCI 375): Our faculty offers a variety of topics allowing undergraduates to delve into a variety of STEM topics like the "Secrets of Science." *1–3 credits*

WISCIENCE also offers customized options for undergraduates with independent study and internship opportunities available.

ADVANCING HIGHER EDUCATION IN STEM

WISCIENCE promotes cross-college collaboration among university educators around issues in science education, including teaching for diversity.

Faculty Development Programming and Courses

Wisconsin Program for Scientific Teaching (WIPST)

Scientific Teaching Fellows (<https://wiscience.wisc.edu/WPST-program/>): This program provides a hands-on approach to combine theory, practice, reflection, assessment, while strengthening participant's skill in teaching, with focus on educating the undergraduate.

INTEGSCI 650 College Science Teaching

INTEGSCI 750 Instructional Materials Design for College Science Teaching

INTEGSCI 850 Mentored Practicum in College Science Teaching

INTEGSCI 675 Special Topics

INTEGSCI 660 Research Mentor Training Practicum: Offered in collaboration with the Delta Program, our mentor training is based on the Entering Mentoring curriculum and gives participants time to reflect and build the tools necessary for a successful mentor/mentee relationship.

INTEGSCI 605 Scientific Teaching for TAs: This course is designed to help the newer teaching assistant (TA) enhance their own skills in teaching and learning to be more effective in the classroom or lab.

SCIENCE OUTREACH AND COMMUNITY ENGAGEMENT

WISCIENCE initiates and supports outreach efforts to improve K–12 science education, prepare future science undergraduates, and encourage general public engagement with the natural sciences.

Outreach in Science at WISCIENCE

Adult Role Models in Sciences (<http://www.wiscience.wisc.edu/ARMS-program/>)

Science Alliance (<https://science.wisc.edu/science-alliance/>)

National Alliance for Broader Impacts (<https://broaderimpacts.net/>)

Beyond the Classroom

BioHouse (<https://wiscience.wisc.edu/BioHouse-program/>)

BioCommons (<http://www.biology.wisc.edu/>)

IMPACT Peer Leaders (<https://wiscience.wisc.edu/IMPACT-program/>)

CONTACT INFORMATION

WISCIENCE

www.wiscience.wisc.edu (<http://www.wiscience.wisc.edu>)

Wisconsin Institute for Science Education and Community Engagement

connect@wiscience.wisc.edu

608-263-0478

First Floor, 445 Henry Mall, Madison, WI 53706-1574

www.wiscience.wisc.edu/ (<http://www.wiscience.wisc.edu/>)

EDUCATOR LICENSING

CERTIFICATION PROGRAMS LEADING TO EDUCATOR LICENSING

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

TEACHER LICENSING PROGRAMS

- Art Education
- Communication Sciences and Disorders (Speech and Language Pathology)
- Elementary Education
 - Early Childhood/English as a Second Language
 - Middle Childhood through Early Adolescence/English as a Second Language
 - Middle Childhood through Early Adolescence - Dual Certification in Elementary and Cross Categorical Special Education
 - Middle Childhood through Early Adolescence with Content Minor (*Language Arts minors* available in English, English Language Arts; *Mathematics minors* available in Mathematics, Specialized Mathematics, Mathematics/Science dual minor; *Science minors* available in Biology, Chemistry, Earth Science, Specialized Science, Physics, Mathematics/Science dual minor; *Social Studies minors* available in Economics, Geography, History, Political Science, Psychology, Social Studies, Sociology)
- Health
- Library Media Specialist
- Music Education
 - General and Choral Music
 - General and Instrumental Music
- Physical Education

- Special Education
 - Cross Categorical Middle Childhood through Early Adolescence/Early Adolescence through Adolescence
 - Middle Childhood through Early Adolescence - Dual Certification in Elementary and Cross Categorical Special Education
 - Intellectual Disabilities Middle Childhood through Early Adolescence/Early Adolescence through Adolescence (graduate-level only)
- Secondary Education
 - English/English as a Second Language
 - Mathematics/English as a Second Language
 - Science/English as a Second Language - certification options in Biology, Broad Field Science, Chemistry, Earth and Space Science, Environmental Studies, Physics
 - Social Studies/English as a Second Language - certification options in Broad Field Social Studies, Economics, History, Geography, Political Science, Psychology, Sociology
- World Language Education - undergraduate program is closed to new admissions; graduate-level WLE certification program is in development.
 - Chinese
 - French
 - German
 - Italian
 - Japanese
 - Latin
 - Portuguese
 - Spanish

SUPPLEMENTARY TEACHING LICENSING PROGRAMS

- Adaptive Physical Education
- Bilingual/Bicultural Education
- English as a Second Language (available with concurrent completion of relevant Elementary or Secondary certification program; add-on option for previously certified teachers closed to new admissions.)
- Reading Teacher

ADMINISTRATOR LICENSING PROGRAMS

- Superintendent
- Principal
- Director of Instruction
- Director of Special Education and Pupil Services
- Reading Specialist

PUPIL SERVICES LICENSING PROGRAMS

- School Counselor (closed to new admissions)
- School Nurse
- School Psychologist
- School Social Worker