

# SPECIAL EDUCATION, BSE

The Bachelor of Science in Special Education is a degree for students who want to work with children and youth, particularly those with disabilities. Graduates of the program have almost 100% job placement, with opportunities in Wisconsin and nationwide.

Students pursuing Special Education can choose from three certification options, all completed in a four-semester sequence that includes coursework, field experiences, and starts each fall.

## CERTIFICATION OPTIONS

### **SPECIAL EDUCATION CROSS-CATEGORICAL K-12 ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-SPECIAL-EDUCATION-CROSS-CATEGORICAL-K-12-BSE/](https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-special-education-cross-categorical-k-12-bse/))**

This program prepares educators to serve as resources and advocates for individuals with disabilities and their families. Graduates are equipped to lead, collaborate, and work creatively within and outside of schools to create inclusive educational experiences that improve the quality of life for individuals with disabilities and their families. Coursework and field experiences focus on elementary, middle, and high school settings, supporting students with a wide range of abilities, including those with severe disabilities.

### **EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-EARLY-CHILDHOOD-SPECIAL-EDUCATION-BIRTH-GRADE-3-BSE/](https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-early-childhood-special-education-birth-grade-3-bse/))**

This certification prepares educators to support young children who have, or are at greater risk of developing, disabilities. The program emphasizes early intervention and collaboration with families, schools, and community organizations. Graduates can work in settings like Early Head Start, Head Start, and childcare centers, in addition to classrooms through grade 3.

### **EARLY CHILDHOOD SPECIAL EDUCATION AND SPECIAL EDUCATION CROSS-CATEGORICAL K-12 (INCLUDING 4K) ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-EARLY-CHILDHOOD-SPECIAL-EDUCATION-SPECIAL-EDUCATION-DUAL-CERTIFICATION-BIRTH-GRADE-12-BSE/](https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-early-childhood-special-education-special-education-dual-certification-birth-grade-12-bse/))**

This combined certification prepares educators to support students with disabilities from birth through grade 12. Students will be certified in both Early Childhood Special Education and Special Education Cross-Categorical K-12.

## THE TEACHER PLEDGE

The School of Education at UW–Madison offers a unique financial opportunity for students in the Special Education program called The Teacher Pledge (<https://tec.education.wisc.edu/teacher-pledge/>). The School pledges to pay the equivalent of in-state tuition and fees for all teacher education students. In return, students pledge to work at a Wisconsin PreK-12 school for three to four years after graduation.

## MADISON COLLEGE TRANSFER AGREEMENT

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

## HOW TO GET IN

### HOW TO GET IN SPECIAL EDUCATION DECLARATION OVERVIEW

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

On-campus students starting at UW–Madison in other majors can move to Pre-Special Education by completing a Pre-Professional Declaration (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>). A GPA of 2.5, based on all UW–Madison coursework or the last 60 credits (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>), is required to transfer into Pre-Special Education. It is not necessary to be a Pre-Special Education student before declaring the major.

Note: Students cannot complete the Certificate in Disability Rights and Services in conjunction with this program.

## ELIGIBILITY TO DECLARE SPECIAL EDUCATION

Special Education currently accepts declarations once a year, usually from December 1 – February 1. This period may be extended if additional spaces are available after the initial deadline. The on-campus declaration form is located on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page, along with information about the declaration period, deadline, and current eligibility requirements. Students should consult this site prior to submitting a declaration as this information may be modified from one declaration year to the next.

Off-campus students wishing to transfer directly into Special Education should complete the on-campus declaration and must also be admitted to UW-Madison. See Transfer Students and Students with a Previous Degree, below.

### Current Eligibility Requirements

- Complete at least 40 transferable college-level credits by the end of the fall semester of the declaration year.
- Successfully complete RP & SE 300 Individuals with Disabilities by the end of the summer of the declaration year.
- Earn a minimum 2.5 grade point average (GPA) on a 4.0 scale on all transferable college-level coursework attempted.<sup>1</sup>
- Submit all program declaration form(s), transcripts, and other related declaration materials by the deadline specified on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page.

<sup>1</sup>Last 60 Credits Rule - Two grade point averages may be calculated to determine a candidate's eligibility to declare. A GPA may be calculated using (1) UW-Madison and all other all transferable college level coursework attempted and (2) the last 60 credits attempted. The higher GPA of these two calculations will be used for determining eligibility. Once declared, students must earn a semester GPA of 2.75 each semester after declaration. More information on this rule is available here (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

## TRANSFER STUDENTS AND STUDENTS WITH A PREVIOUS DEGREE

Transfer students and students who already hold a Bachelor's degree must be admitted to UW-Madison to enroll in a School of Education program. Admission to the campus has its own application, admission process, and application deadlines; see Office of Admissions and Recruitment (<http://www.admissions.wisc.edu>) for campus application information.

Students wishing to enter directly into Special Education should complete both the on-campus declaration and the UW-Madison application. All eligibility requirements must be met. Transfers who do not meet the declaration eligibility criteria will be admitted to UW-Madison with the Pre-Special Education designation.

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

Second degree candidates in the School of Education are changing their academic direction and wish to complete a degree that is unrelated to their first. A large number of credits are usually required to complete the new degree requirements and a second degree is awarded upon its completion; more information is available here (<https://guide.wisc.edu/>

[undergraduate/education/#policiesandregulationstext](#)). Most applicants to Special Education will be second degree candidates.

In rare cases a student may be admitted as an Education Special Student. Admission with this designation indicates that they have an interest in pursuing teacher certification in Special Education and have already studied this subject area extensively during their initial degree. A student enrolls as an Education Special Student to complete the requirements that were not taken during the first degree; these are assessed on a case by case basis. Another degree is not awarded for this "certification only" coursework.

All off-campus students are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their declaration. Consultations are available in person, virtually, or via telephone; email [studentservices@education.wisc.edu](mailto:studentservices@education.wisc.edu) or call 608-262-1651 to schedule an appointment.

## BACKGROUND CHECKS

Pursuant to State of Wisconsin law PI 34.018(2), the School of Education is required to administer a background check on all students entering teacher education programs. This check is intended to determine if the applicant has engaged in any behavior that endangers the health, welfare, safety, or education of PK-12 pupils. Local school districts frequently conduct background checks on teacher education students prior to the start of their in-classroom field work, and the Department of Public Instruction (DPI) will also conduct a background check on each applicant for a Wisconsin educator license.

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

An individual who has been deemed ineligible to participate in field or clinical experiences based on the results of their background check may not be able to complete the requirements for their degree or certification. Students with questions about these processes should contact the Teacher Education Center, [tec@education.wisc.edu](mailto:tec@education.wisc.edu).

## REQUIREMENTS

### UNIVERSITY REQUIREMENTS

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

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

### CORE GENERAL EDUCATION (CORE GENED) REQUIREMENTS

Civics & Perspectives 3 credits of Civics & Perspectives coursework.

Communication & Literacy	6 credits of Communication & Literacy coursework. This requirement may be partially satisfied by a qualifying placement test score. More information: <a href="https://go.wisc.edu/qualifyingenglishplacement">https://go.wisc.edu/qualifyingenglishplacement</a> ( <a href="https://go.wisc.edu/qualifyingenglishplacement/">https://go.wisc.edu/qualifyingenglishplacement/</a> )
Humanities & Arts	6 credits of Humanities & Arts coursework.
Mathematics & Quantitative Reasoning	6 credits of Mathematics & Quantitative Reasoning coursework. This requirement may be partially satisfied by a qualifying placement test score. More information: <a href="https://go.wisc.edu/qualifyingmathplacement">https://go.wisc.edu/qualifyingmathplacement</a> ( <a href="https://go.wisc.edu/qualifyingmathplacement/">https://go.wisc.edu/qualifyingmathplacement/</a> )
Natural Science & Wellness	Complete both: <ul style="list-style-type: none"> <li>6 credits of Natural Science &amp; Wellness or Natural Science &amp; Wellness + Laboratory coursework.</li> <li>one course must be in Natural Science &amp; Wellness + Laboratory coursework.</li> </ul>
Social & Behavioral Science	3 credits of Social & Behavioral Science coursework.
Total Credits	30 credits.

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

## UNIVERSITY DEGREE AND QUALITY OF WORK REQUIREMENTS

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

Total Degree	120 degree credits.
Residency	Complete 30 credits in residence. A course is considered "in residence" if it is taken when in undergraduate degree-seeking status and: <ul style="list-style-type: none"> <li>is offered by UW-Madison and completed on the UW-Madison campus or at an approved off-site location, or</li> <li>is offered by UW-Madison in an online or distance format, or is completed during participation in a UW-Madison study abroad/study away program.</li> </ul>
Quality of Work	Achieve at least the minimum grade point average specified by the school, college, and/or academic program.
Math	Demonstrate minimal mathematics competence by: <ul style="list-style-type: none"> <li>placing above MATH#160;96, or</li> <li>successfully completing MATH#160;96, or</li> <li>successfully completing a more advanced mathematics course such as MATH#160;112, MATH#160;113, MATH#160;114, MATH#160;141, MATH#160;211, or MATH#160;221.</li> </ul>
English Language	If required to take the UW-Madison English as a Second Language Assessment Test (MSN-ESLAT), demonstrate minimal English language competence by: <ul style="list-style-type: none"> <li>earning credit for ESL#160;118, or</li> <li>achieving a qualifying MSN-ESLAT placement test score.</li> </ul>

Language	Complete one: <ul style="list-style-type: none"> <li>2 high school units of a single language other than English, or</li> <li>one course with the second semester Language designation.</li> </ul>
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Major Declaration Declare and complete the requirements for at least one major.

## SCHOOL OF EDUCATION DEGREE REQUIREMENTS

### COMMUNICATION: BREADTH AND DEPTH

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

Communication A	Complete either: <ul style="list-style-type: none"> <li>one course with the Communication A designation, or</li> <li>satisfaction of Communication A based on UW Placement Test.</li> </ul>
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Communication B	One course with the Communication B designation.
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### QUANTITATIVE REASONING: BREADTH AND DEPTH

Quantitative Reasoning A courses provide students with foundational skills in mathematics, computer science, statistics or formal logic that are needed for dealing with quantitative information. In Quantitative Reasoning B courses, students use quantitative tools in the context of other disciplines or course material.

Quantitative Reasoning A	Complete either: <ul style="list-style-type: none"> <li>one course with the Quantitative Reasoning A designation, or</li> <li>satisfaction of Quantitative Reasoning A based on UW Placement Test.</li> </ul>
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Quantitative Reasoning B	One course with the Quantitative Reasoning B designation.
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## LIBERAL STUDIES REQUIREMENTS

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

The School of Education's Liberal Studies requirements can be used to satisfy the campus-wide Core General Education requirements. Communication A and B, and Quantitative Reasoning A and B coursework can also be used towards Core General Education and other

requirements. Academic advisors can suggest courses that will count in multiple places.

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

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

## Humanities

Complete a minimum of 9 credits from these categories.

Literature	Complete a course with the Literature designation, minimum of 2 credits
Fine Arts	Complete a minimum of 2 credits from the list of courses below.
Humanities	Courses to total 9 Humanities credits. Select from: <ul style="list-style-type: none"> <li>• Courses with the Humanities or Literature designation.</li> <li>• Fine Arts courses from the list below.</li> <li>• Courses with the Language courses designation.</li> <li>• ENGL&amp;#160;201</li> <li>• ENGL&amp;#160;207</li> <li>• COM&amp;#160;ARTS&amp;#160;181</li> </ul>

### Fine Arts Courses

Code	Title	Credits
AFRICAN/ AFROAMER 220	HipHop, Youth Culture, and Politics in Senegal	3
AFRICAN/ AFROAMER 233	Global HipHop and Social Justice	3
AFROAMER 154	Hip-Hop and Contemporary American Society	3
AFROAMER 156	Black Music and American Cultural History	3
AFROAMER 225	Introduction to African American Dramatic Literature	3
AFROAMER/ ART HIST 241	Introduction to African Art and Architecture	3
AFROAMER/ ART HIST 242	Introduction to Afro-American Art	3
AFROAMER/ GEN&WS 267	Artistic/Cultural Images of Black Women	3
AFROAMER/ DANCE/MUSIC 318	Cultural Cross Currents: West African Dance/Music in the Americas	3
AFROAMER 338	The Black Arts Movement	3
AFROAMER/ GEN&WS 367	Art and Visual Culture: Women of the African Diaspora and Africa	3
AFROAMER/ AFRICAN 413	Contemporary African and Caribbean Drama	3-4
AMER IND 325	American Indians in Film	3
Any ART course ( <a href="https://guide.wisc.edu/courses/art/">https://guide.wisc.edu/courses/art/</a> )		

Any ART HIST course ([https://guide.wisc.edu/courses/art\\_hist/](https://guide.wisc.edu/courses/art_hist/))

COM ARTS 350	Introduction to Film	3
COM ARTS 357	History of the Animated Film	3
Any DANCE course ( <a href="https://guide.wisc.edu/courses/dance/">https://guide.wisc.edu/courses/dance/</a> )		
DS 120	Design: Fundamentals I	3
ENGL 207	Introduction to Creative Writing: Fiction and Poetry Workshop	3
ENGL 307	Creative Writing: Fiction and Poetry Workshop	3
ENGL 407	Creative Writing: Nonfiction Workshop	3
ENGL 408	Creative Writing: Fiction Workshop	3
ENGL 409	Creative Writing: Poetry Workshop	3
ENGL 410	Creative Writing: Playwriting Workshop	3
ENGL 411	Creative Writing: Special Topics Workshop	3
ENVIR ST/HIST SCI/ HISTORY 125	Green Screen: Environmental Perspectives through Film	3
FOLKLORE/ MUSIC 103	Introduction to Music Cultures of the World	3
GERMAN 253	Introduction to German Cinema	3
GERMAN 267	Yiddish Song and the Jewish Experience	3-4
ILS 203	Western Culture: Literature and the Arts I	3
ILS 204	Western Culture: Literature and the Arts II	3-4
LITTRANS 207	Slavic Science Fiction through Literature and Film	3
LITTRANS 231	Manga	3
LITTRANS 232	Anime	3
LITTRANS 233	Russian Life and Culture Through Literature and Art (to 1917)	3-4
LITTRANS 234	Soviet Life and Culture Through Literature and Art (from 1917)	3-4
LITTRANS/ FOLKLORE 327	Vampires	3
LITTRANS/ THEATRE 335	In Translation: The Drama of Henrik Ibsen	3-4
Any MUSIC course ( <a href="https://guide.wisc.edu/courses/music/">https://guide.wisc.edu/courses/music/</a> )		
Any MUS PERF course ( <a href="https://guide.wisc.edu/courses/mus_perf/">https://guide.wisc.edu/courses/mus_perf/</a> )		
Any THEATRE course ( <a href="https://guide.wisc.edu/courses/theatre/">https://guide.wisc.edu/courses/theatre/</a> )		

## Social Studies

Social Studies Complete 9 credits with the Social Science designation.

The following programs have specific requirements:

- Kinesiology: PSYCH&#160;202
- Art Education, Elementary Education, Elementary Education and Special Education, Physical Education, Special Education: POLI&#160;SCI&#160;104 or 205

## Science

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

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

### Laboratory Courses

Code	Title	Credits
ANTHRO 105	Principles of Biological Anthropology	3
ATM OCN 101	Weather and Climate	4
BOTANY 100	Survey of Botany	3
BOTANY/PL PATH 123	Plants, Parasites, and People	3
FOOD SCI/ MICROBIO 324	Food Microbiology Laboratory	2
GEOSCI 100	Introductory Geology: How the Earth Works	3
PHYSICS 109	Physics in the Arts	3
PLANTSCI 110	Introduction to Plant Science and Technology	4

## Cultural and Historical Studies

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

Ethnic Studies	Complete 3 credits with the Ethnic Studies Designation.
United States or European History	Complete 3 credits from the list of courses below.
Global Perspectives	Complete 3 credits from the list of courses below.

## United States or European History Courses

Code	Title	Credits
AFROAMER 154	Hip-Hop and Contemporary American Society	3
AFROAMER 156	Black Music and American Cultural History	3
AFROAMER 231	Introduction to African American History	3
AFROAMER 272	Race and American Politics from the New Deal to the New Right	3
AFROAMER/ AFRICAN/HISTORY/ POLI SCI 297	African and African-American Linkages: An Introduction	4
AFROAMER 302	Undergraduate Studies in Afro-American History	3
AFROAMER/ HISTORY 321	African American History Since 1900	3-4
AFROAMER/ HISTORY 322	African American History to 1900	3
AFROAMER/ GEN&WS 323	Gender, Race and Class: Women in U.S. History	3
AFROAMER/ GEN&WS 324	Black Women in America: Reconstruction to the Present	3
AFROAMER/ GEN&WS 326	Race and Gender in Post-World War II U.S. Society	3
AFROAMER/ HISTORY 347	The Caribbean and its Diasporas	3-4
AFROAMER/ HISTORY 393	Slavery, Civil War, and Reconstruction, 1848-1877	3-4
AFROAMER/ HIST SCI/ MED HIST 523	Race, American Medicine and Public Health	3
AFROAMER/ ED POL 567	History of African American Education	3
AFROAMER 621	Slavery and Capitalism in the United States	3
AFROAMER 623	Women and Slavery in the United States	3
AFROAMER/ GEN&WS 624	African American Women's Activism (19th & 20th Centuries)	3
AFROAMER/ GEN&WS 625	Gender, Race and the Civil Rights Movement	3
AFROAMER 626	Slavery and Emancipation in the United States	3
AFROAMER/ HISTORY 628	History of the Civil Rights Movement in the United States	3
AFROAMER 631	Colloquium in African American History	3
AFROAMER 671	Selected Topics in African American History	3
AMER IND 100	Introduction to American Indian Studies	3
AMER IND 185	Indigenous Athletes and Sports	3
AMER IND/ HISTORY 190	Introduction to American Indian History	3-4
AMER IND 230	Indigenous Resistance and Activism	3
AMER IND 250	Indians of Wisconsin	3

AMER IND/ ANTHRO 314	Indians of North America	3	CLASSICS/ HISTORY/ POLI SCI 362	Athenian Democracy	3
AMER IND/ HISTORY 380	Sovereignty and the Schoolhouse	3	CLASSICS/ HISTORY/ RELIG ST 517	Religions of the Ancient Mediterranean	3
AMER IND/ SOC WORK 636	Social Work in American Indian Communities: The Indian Child Welfare Act	3	CURRIC/ED POL/ HISTORY/ JEWISH 515	Holocaust: History, Memory and Education	3
ART HIST 357	History of Wisconsin Architecture, 1800-present	3	ECON/ HISTORY 466	The American Economy Since 1865	3-4
ASIAN AM/ AFROAMER/ AMER IND/ CHICLA 102	Introduction to Comparative US Ethnic, American Indian, and Indigenous Studies	3	ED POL/ HISTORY 107	The History of the University in the West	3
ASIAN AM/ HISTORY 160	Asian American History: Movement and Dislocation	3-4	ED POL/ HISTORY 143	History of Race and Inequality in Urban America	3
ASIAN AM/ HISTORY 161	Asian American History: Settlement and National Belonging	3-4	ED POL/ HISTORY 412	History of American Education	3
ASIAN AM 170	Hmong American Experiences in the United States	3	ED POL/ HISTORY 478	Comparative History of Childhood and Adolescence	3
ASIAN AM/SOC 220	Ethnic Movements in the United States	3-4	ED POL/ HISTORY 612	History of Student Activism from the Popular Front to Black Lives Matter	3
ASIAN AM/ASIAN/ HISTORY 246	Southeast Asian Refugees of the "Cold" War	4	ENGL/HISTORY/ RELIG ST 360	Early Medieval England	3
ASIAN AM 253	Critical Refugee Studies	3	ENVIR ST/HIST SCI/ HISTORY 125	Green Screen: Environmental Perspectives through Film	3
ASIAN AM 441	Hmong American Social Movements in the 20th and 21st Centuries	3	ENVIR ST/GNS 210	Cultures of Sustainability: Central, Eastern, and Northern Europe	3
C&E SOC/HISTORY/ POLI SCI/SOC 259	Forward? The Wisconsin Idea, Past and Present	1-3	ENVIR ST/ HISTORY 328	Environmental History of Europe	3
CHICLA/ HISTORY 151	The North American West to 1850	3-4	ENVIR ST/GEOG/ HISTORY 460	American Environmental History	4
CHICLA/ HISTORY 152	The United States West Since 1850	3-4	ENVIR ST/HISTORY/ LEGAL ST 430	Law and Environment: Historical and Contemporary Perspectives	3
CHICLA/ HISTORY 153	Latina/Latino/Latinx History	3-4	FOLKLORE/ GNS 200	Folklore of Central, Eastern and Northern Europe	3
CHICLA 201	Introduction to Chicanx/e and Latinx/e Studies	3	FOLKLORE 442	Immigration and Indigeneity in the Upper Midwest	3
CHICLA/GEN&WS/ HISTORY 245	Chicana and Latina History	3	GEN&WS/ HISTORY 353	Women and Gender in the U.S. to 1870	3-4
CHICLA/ HISTORY/LACIS/ POLI SCI 268	The U.S. & Latin America from the Colonial Era to the Present: A Critical Survey	3	GEN&WS/ HISTORY 354	Women and Gender in the U.S. Since 1870	3-4
CHICLA 301	Chicana/o and Latina/o History	3	GEN&WS/ HISTORY 392	Women and Gender in Modern Europe	3-4
CHICLA 315	Racial Formation and Whiteness	3	GEN&WS/ HIST SCI 537	Childbirth in the United States	3
CHICLA/ GEN&WS 332	Latinas: Self Identity and Social Change	3	GEOG/HISTORY/ POLI SCI/ SLAVIC 253	Russia: An Interdisciplinary Survey	4
CHICLA/ SPANISH 364	Survey of Latinx/e Popular Culture	3	GEOG/HISTORY/ POLI SCI/ SLAVIC 254	Eastern Europe: An Interdisciplinary Survey	4
CHICLA/HISTORY/ POLI SCI 422	Latino History and Politics	3	HIST SCI/HISTORY/ MED HIST 132	Bees, Trees, Germs, and Genes: A History of Biology	3
CHICLA/ HISTORY 435	Colony, Nation, and Minority: The Puerto Ricans' World	3	HIST SCI 150	The Digital Age	3
CLASSICS/ HISTORY 110	The Ancient Mediterranean	4	HIST SCI 201	The Origins of Scientific Thought	3
CLASSICS 206	Classical Influences on Western Art and Science	3	HIST SCI 218	History of Twentieth Century American Medicine	3

HIST SCI/ AFROAMER 275	Science, Medicine, and Race: A History	3-4	HISTORY/ LEGAL ST 262	American Legal History, 1860 to the Present	3-4
HIST SCI/ HISTORY 323	The Scientific Revolution: From Copernicus to Newton	3	HISTORY 269	War, Race, and Religion in Europe and the United States, from the Scramble for Africa to Today	3-4
HIST SCI 404	A History of Disease	3-4	HISTORY 270	Eastern Europe since 1900	3-4
HIST SCI/HISTORY/ MED HIST 508	Health, Disease and Healing II	3-4	HISTORY 271	Study Abroad in History: European History	1-4
HIST SCI/ MED HIST 509	The Development of Public Health in America	3	HISTORY 272	Study Abroad in History: United States History	1-4
HIST SCI/GEN&WS/ MED HIST 531	Women and Health in American History	3	HISTORY 302	History of American Thought, 1859 to the Present	3-4
HIST SCI/GEN&WS/ MED HIST 532	The History of the (American) Body	3	HISTORY 303	A History of Greek Civilization	3-4
HISTORY 101	Amer Hist to the Civil War Era, the Origin & Growth of the U S	4	HISTORY 306	The United States Since 1945	3-4
HISTORY 102	American History, Civil War Era to the Present	4	HISTORY 307	A History of Rome	3-4
HISTORY 109	Introduction to U.S. History	3-4	HISTORY/ MEDIEVAL/ RELIG ST 309	The Crusades: Christianity and Islam	3-4
HISTORY 115	Medieval Europe 410-1500	4	HISTORY/ JEWISH 310	The Holocaust	3-4
HISTORY 119	Europe and the World, 1400-1815	4	HISTORY 329	History of American Capitalism	4
HISTORY 120	Europe and the Modern World 1815 to the Present	4	HISTORY/ INTL ST 332	East Asia & The U.S. Since 1899	3-4
HISTORY 124	Britain since 1688	3-4	HISTORY 344	The Age of the American Revolution, 1763-1789	3-4
HISTORY 136	Sport, Recreation, & Society in the United States	3-4	HISTORY 345	Military History of the United States	3-4
HISTORY 145	America and China, 1776-Today	3-4	HISTORY 348	France from Napoleon to the Great War, 1799-1914	3-4
HISTORY 154	Who is an American?	3-4	HISTORY 349	Contemporary France, 1914 to the Present	3-4
HISTORY 155	The Long Black Freedom Struggle from the Civil War to the Present	3-4	HISTORY 350	The First World War and the Shaping of Twentieth-Century Europe	3-4
HISTORY/ JEWISH 156	The American Jewish Experience: From Shtetl to Suburb	3-4	HISTORY/CHICLA/ LACIS/POLI SCI 355	Labor in the Americas: US & Mexico in Comparative & Historical Perspective	3
HISTORY 170	East Meets West: Myth, Meaning, and Modernity	3-4	HISTORY 357	The Second World War	3-4
HISTORY 201	The Historian's Craft (topic must be approved)	3-4	HISTORY 358	French Revolution and Napoleon	3-4
HISTORY/ RELIG ST 208	Western Intellectual and Religious History to 1500	3-4	HISTORY 359	History of Europe Since 1945	3-4
HISTORY/ RELIG ST 209	Western Intellectual and Religious History since 1500	3-4	HISTORY/ INTL ST 366	From Fascism to Today: Social Movements and Politics in Europe	3-4
HISTORY/ RELIG ST 212	The History of Western Christianity to 1750	4	HISTORY 401	Public History Workshop	3
HISTORY/ JEWISH 213	Jews and American Pop. Culture	3-4	HISTORY 403	Immigration and Assimilation in American History	3-4
HISTORY/ JEWISH 220	Introduction to Modern Jewish History	4	HISTORY/ RELIG ST 409	Christianity in the Atlantic World, 1500-1800	3
HISTORY 221	Explorations in American History (H)	3-4	HISTORY 410	History of Germany, 1871 to the Present	3-4
HISTORY 223	Explorations in European History (H)	3-4	HISTORY/ RELIG ST 411	The Enlightenment and Its Critics	3
HISTORY 227	Explorations in the History of Race and Ethnicity	3	HISTORY 417	History of Russia	3-4
HISTORY/ART HIST/ ENVIR ST/GEOG/ LAND ARC 239	Making the American Landscape	3-4	HISTORY 418	History of Russia	3-4
HISTORY/LACIS 243	Colonial Latin America: Invasion to Independence	3-4	HISTORY 419	History of Soviet Russia	3-4
HISTORY/ LEGAL ST 261	American Legal History to 1860	3-4	HISTORY 420	Russian Social and Intellectual History	3-4
			HISTORY 424	The Soviet Union and the World, 1917-1991	3-4

HISTORY/CHICLA/ POLI SCI 422	Latino History and Politics	3	AFRICAN/ HISTORY 106	Introduction to African History	3-4
HISTORY/ LEGAL ST 426	The History of Punishment	3-4	AFRICAN/ HISTORY 129	Africa on the Global Stage	3-4
HISTORY 427	The American Military Experience to 1902	3-4	AFRICAN 201	Introduction to African Literature	3
HISTORY 428	The American Military Experience Since 1899	3-4	AFRICAN 202	Introductory Topics in African Cultural Studies	3
HISTORY/ SCAND ST 431	History of Scandinavia to 1815	3	AFRICAN 203	Introductory Topics in African Literature	3
HISTORY/ SCAND ST 432	History of Scandinavia Since 1815	3	AFRICAN 204	Introductory Topics in African Languages	3
HISTORY 434	American Foreign Relations, 1901 to the Present	3-4	AFRICAN/ FOLKLORE 210	The African Storyteller	3
HISTORY/ SCAND ST 577	Contemporary Scandinavia: Politics and History	3-4	AFRICAN 212	Introduction to African Popular Culture	3
HISTORY/ LEGAL ST 459	Rule of Law: Philosophical and Historical Models	3-4	AFRICAN/ FRENCH 216	Modern and Contemporary Francophone Topics	3
HISTORY/ LEGAL ST 476	Medieval Law and Society	3	AFRICAN/ AFROAMER 220	HipHop, Youth Culture, and Politics in Senegal	3
HISTORY/ LEGAL ST 510	Legal Pluralism	3	AFRICAN 230	Introduction to Yoruba Life and Culture	3
HISTORY 500	Reading Seminar in History	3	AFRICAN/ AFROAMER 233	Global HipHop and Social Justice	3
HISTORY/JEWISH/ SOC 518	Antisemitism in European Culture	3	AFRICAN 231	Introduction to Arabic Literary Culture	3
HISTORY/ JOURN 560	History of U.S. Media	4	AFRICAN/ AFROAMER/ ANTHRO/GEOG/ HISTORY/POLI SCI/ SOC 277	Africa: An Introductory Survey	4
HISTORY 607	The American Impact Abroad: The Historical Dimension	3	AFRICAN/ AFROAMER/ HISTORY/ POLI SCI 297	African and African-American Linkages: An Introduction	4
ILS 201	Western Culture: Science, Technology, Philosophy I	3	AFRICAN 300	African Literature in Translation	3
ILS 202	Western Culture: Science, Technology, Philosophy II	3	AFRICAN/ INTL ST 302	Arabic Literature and Cinema	3
MUSIC 202	Delta Blues	3	AFRICAN/ASIAN/ RELIG ST 370	Islam: Religion and Culture	3-4
MUSIC 203	American Ethnicities and Popular Song	3	AFRICAN 403	Theories of African Cultural Studies	3
MUSIC 317	Musical Women in Europe and America: Creativity, Performance, and Identity	3	AFRICAN/ RELIG ST 408	Everyday Religion in Africa	3
SCAND ST 348	The Second World War in Nordic Culture	3	AFRICAN/ RELIG ST 414	Islam in Africa and the Diaspora	3
<b>Global Perspectives Courses</b>			AFRICAN/ COM ARTS/ L I S 444	Technology and Development in Africa and Beyond	3
<b>Code</b>	<b>Title</b>	<b>Credits</b>	AFROAMER/ ART HIST 241	Introduction to African Art and Architecture	3
A A E/ENVIR ST 244	The Environment and the Global Economy	4	AFROAMER/ ANTHRO/C&E SOC/ GEOG/HISTORY/ LACIS/POLI SCI/ SOC/SPANISH 260	Latin America: An Introduction	3-4
A A E 319	The International Agricultural Economy	3	AFROAMER/ DANCE/MUSIC 318	Cultural Cross Currents: West African Dance/Music in the Americas	3
A A E/ NUTR SCI 350	World Hunger and Malnutrition	3			
A A E/INTL ST 373	Globalization, Poverty and Development	3			
A A E/INTL ST 374	The Growth and Development of Nations in the Global Economy	3			
A A E/ECON 473	Economic Growth and Development in Southeast Asia	3			

AFROAMER/ GEN&WS 367	Art and Visual Culture: Women of the African Diaspora and Africa	3	ART HIST 510	Proseminar in Islamic Art and Architecture	3
AGROECOL 377	Global Food Production and Health	3	ASIAN 100	Gateway to Asia: Special Topics	3-4
ANTHRO 100	General Anthropology	3	ASIAN 205	Animal Ethics in Asia	3
ANTHRO 102	Archaeology and the Prehistoric World	3	ASIAN/ LITTRANS 212	Classical South Asian Literatures	3
ANTHRO 104	Cultural Anthropology and Human Diversity	3	ASIAN 252	Contemporary Indian Society	3
ANTHRO 105	Principles of Biological Anthropology	3	ASIAN 253	Japanese Popular Culture	3
ANTHRO/ FOLKLORE/ INTL ST/LINGUIS 211	Global Language Issues	3	ASIAN 254	Korean Popular Culture	3
ANTHRO 237	Cut 'n' Mix: Music, Race, and Culture in the Caribbean	3	ASIAN/ RELIG ST 274	Religion in South Asia	3
ANTHRO 265	Introduction to Culture and Health	3	ASIAN 277	Kendo: Integration of Martial Arts and Liberal Arts	2
ANTHRO 300	Cultural Anthropology: Theory and Ethnography	3	ASIAN 300	Topics in Asian Studies	3
ANTHRO/ ASIAN 305	Anthropology of South Asia	3	ASIAN 301	Social Science Topics in Asian Studies	3
ANTHRO/ AMER IND 314	Indians of North America	3	ASIAN/ RELIG ST 303	Jainism: Religion and Culture of Nonviolence	3
ANTHRO 321	The Emergence of Human Culture	3	ASIAN/ RELIG ST 306	Hinduism	3
ANTHRO 322	The Origins of Civilization	3	ASIAN/ RELIG ST 307	A Survey of Tibetan Buddhism	3
ANTHRO 330	Topics in Ethnology (topic must be approved)	3-4	ASIAN/HISTORY/ RELIG ST 308	Introduction to Buddhism	3-4
ANTHRO 333	Prehistory of Africa	3	ASIAN 310	Introduction to Comics and Graphic Novels: Theory, History, Method	3
ANTHRO 339	Archaeology of Warfare and Human Nature	3	ASIAN/SOC 334	Gender, Work, and Family in East Asia	3
ANTHRO 350	Political Anthropology	3-4	ASIAN/SOC 336	Social Change in Contemporary South Korea	3
ANTHRO 357	Introduction to the Anthropology of Japan	3-4	ASIAN 351	Survey of Classical Chinese Literature	3
ANTHRO 365	Medical Anthropology	3	ASIAN 352	Survey of Modern Chinese Literature	3
ART HIST/ASIAN 179	Passage Through India: South Asia's Global Architectural Histories	3	ASIAN 353	Lovers, Warriors and Monks: Survey of Japanese Literature	3
ART HIST 205	Global Arts	3-4	ASIAN 355	Modern Japanese Literature	3
ART HIST 305	History of Islamic Art and Architecture	3	ASIAN 361	Love and Politics: The Tale of Genji	3
ART HIST 307	From Tomb to Temple: Ancient Chinese Art and Religion in Transition	3	ASIAN 371	Topics in Chinese Literature	2-3
ART HIST 308	The Tastes of Scholars and Emperors: Chinese Art in the Later Periods	3	ASIAN 374	Korean Cinema	3
ART HIST 354	Cross-Cultural Arts Around the Atlantic Rim: 1800 to the Present	3-4	ASIAN 378	Anime	3
ART HIST/ ASIAN 379	Cities of Asia	3	ASIAN 403	Southeast Asian Literature	3
ART HIST 411	Topics in Asian Art	3-4	ASIAN/ RELIG ST 405	Gods and Goddesses of South Asia	3
ART HIST 412	Topics in African and African Diaspora Art History	3-4	ASIAN/ RELIG ST 444	Introduction to Sufism (Islamic Mysticism)	3
ART HIST 413	Art and Architecture in the Age of the Caliphs	3	ASIAN/ RELIG ST 466	Buddhist Thought	3
ART HIST/ ASIAN 428	Visual Cultures of India	3	ASIAN/ RELIG ST 505	The Perfectible Body in Religions, Medicines, and Politics	3
ART HIST 440	Art and Power in the Arab World	3	ASIAN 533	Readings in Early Modern Japanese Literature	3
			ASIAN 642	History of Chinese Literature II	3
			ATM OCN/ ENVIR ST/ GEOG 322	Polar Regions and Their Importance in the Global Environment	3

C&E SOC/SOC 140	Introduction to Community and Environmental Sociology	4	GEN&WS 444	From Past Feminisms to Postfeminism: Feminisms for the 21st Century	3
C&E SOC/SOC 222	Food, Culture, and Society	3	GEN&WS/ PORTUG 450	Brazilian Women Writers	3
C&E SOC/ F&W ECOL/ SOC 248	Environment, Natural Resources, and Society	3	GEOG 101	Human Geography: Space, Place, Society, and Politics	4
C&E SOC/ POP HLTH 370	Introduction to Public Health	3	GEOG/ASIAN/ HISTORY/POLI SCI/ SOC 244	Introduction to Southeast Asia: Vietnam to the Philippines	4
CHICLA/ SPANISH 215	Border and Migration Studies of Latinx America	3	GEOG/INTL ST 311	The Global Game: Soccer, Politics, and Identity	3-4
CHICLA/ POLI SCI 231	Politics in Multi-Cultural Societies	3-4	GEOG 307	International Migration, Health, and Human Rights	3
CHICLA/ HISTORY/LACIS/ POLI SCI 268	The U.S. & Latin America from the Colonial Era to the Present: A Critical Survey	3	GEOG/INTL ST 315	Universal Basic Income: The Politics Behind a Global Movement	3
CHICLA/ GEN&WS 334	Feminist Social Movements Across the Americas	3	GEOG 340	World Regions in Global Context	3
CHICLA/ED POL/ LACIS 342	Education across the Americas: Empire, Capitalism, and Resistance	3	GEOG 355	Africa, South of the Sahara	3
CLASSICS 321	The Egyptians: History, Society, and Literature	3	GEOG 358	Human Geography of Southeast Asia (German, Nordic, and Slavic)	3
DANCE 118	African Dance	1	GEOG/ GEN&WS 504	Feminist Geography: Theoretical Approaches	3
DANCE 165	Introduction to the Histories of Dance	3	GEOG 507	Waste Geographies: Politics, People, and Infrastructures	3
ENTOM/ NUTR SCI 203	Introduction to Global Health	3	GNS 460	Readings in Turkish: Contemporary Turkey through Literature and Media	4
ENTOM/ ENVIR ST 205	Our Planet, Our Health	3	GNS/HISTORY 265	An Introduction to Central Asia: From the Silk Route to Afghanistan	3
ENVIR ST/ GEOG 139	Global Environmental Issues	3	HISTORY/ASIAN 103	Introduction to East Asian History: China	3-4
ENVIR ST/ HIST SCI 213	Global Environmental Health: An Interdisciplinary Introduction	3	HISTORY/ASIAN 104	Introduction to East Asian History: Japan	3-4
ENVIR ST/ GEOG 309	People, Land and Food: Comparative Study of Agriculture Systems	3	HISTORY/ASIAN 108	Introduction to East Asian History - Korea	3-4
ENVIR ST/ GEOG 339	Conservation and Climate Change - Local to International Strategies	4	HISTORY/ CLASSICS 110	The Ancient Mediterranean	4
ENVIR ST/ HISTORY 465	Global Environmental History	3-4	HISTORY 130	An Introduction to World History	3-4
FOLKLORE 100	Introduction to Folklore	3	HISTORY 133	Global Military History (5000 BCE - Present)	3-4
FOLKLORE/ MUSIC 103	Introduction to Music Cultures of the World	3	HISTORY 137	The History of War in Film	3
FOLKLORE/ RELIG ST 352	Shamanism	3	HISTORY 139	Introduction to the Modern Middle East	3-4
GEN&WS 102	Gender, Women, and Society in Global Perspective	3	HISTORY 142	History of South Asia to the Present	3-4
GEN&WS 104	Gender, Sexuality, and Global Health	3	HISTORY 145	America and China, 1776-Today	3-4
GEN&WS/ HISTORY 134	Women and Gender in World History	3-4	HISTORY/ INTL ST 146	A Global History of Now	3-4
GEN&WS 423	The Female Body in the World: Gender and Contemporary Body Politics in Cross Cultural Perspective	3	HISTORY 170	East Meets West: Myth, Meaning, and Modernity	3-4
GEN&WS/ POLI SCI 435	Politics of Gender and Women's Rights in the Middle East	3	HISTORY 179	Afro-Atlantic Histories and Peoples, 1791-Present	3-4
			HISTORY 201	The Historian's Craft (Latin American Topics)	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 229	Explorations in Transnational/ Comparative History (Humanities) (topic must be approved)	3	INTL ST 266	Introduction to the Middle East	3
HISTORY/INTL ST/ LACIS 242	Modern Latin America	3-4	INTL ST 310	International Learning Community Seminar (topic must be approved)	1-3
HISTORY/LACIS 243	Colonial Latin America: Invasion to Independence	3-4	INTL ST/ ED POL 335	Globalization and Education	3
HISTORY/CHICLA/ GEN&WS 245	Chicana and Latina History	3	JOURN 567	Mass Media and Global Communication	4
HISTORY/ASIAN/ ASIAN AM 246	Southeast Asian Refugees of the "Cold" War	4	LITTRANS 226	Introduction to Luso-Afro-Brazilian Literature	3
HISTORY/ASIAN/ POLI SCI 255	Introduction to East Asian Civilizations	3-4	LITTRANS 231	Manga	3
HISTORY 273	Study Abroad in History: Non- Western History	1-4	LITTRANS 261	Survey of Chinese Literature in Translation	3
HISTORY 278	Africans in the Americas, 1492-1808	3-4	LITTRANS 263	Survey of Japanese Literature in Translation	3
HISTORY/ MEDIEVAL/ RELIG ST 309	The Crusades: Christianity and Islam	3-4	LITTRANS 264	Survey of Japanese Literature in Translation	3
HISTORY/ASIAN 319	The Vietnam Wars	3-4	LITTRANS 373	Topics in Japanese Literature	3
HISTORY/ INTL ST 332	East Asia & The U.S. Since 1899	3-4	MUSIC 260	Global Hand Drumming Ensemble: Survey of Selected Global Hand Drumming Traditions	1
HISTORY/ ASIAN 335	The Koreas: Korean War to the 21st Century	3-4	POLI SCI 120	Introduction to Comparative Politics	4
HISTORY 336	Chinese Economic and Business History: From Silk to iPhones	3-4	POLI SCI 182	Introduction to Comparative Politics (Honors)	3
HISTORY/ ASIAN 337	Social and Intellectual History of China, 589 AD-1919	3-4	POLI SCI 320	Governments and Politics of the Middle East and North Africa	3-4
HISTORY 340	Cultural History of Korea	3-4	POLI SCI 324	Chinese Politics	3-4
HISTORY/ASIAN 341	History of Modern China, 1800-1949	3-4	POLI SCI/ INTL ST 325	Social Movements and Revolutions in Latin America	3-4
HISTORY/ ASIAN 342	History of the Peoples Republic of China, 1949 to the Present	3-4	POLI SCI 328	Politics of East and Southeast Asia	3-4
HISTORY/ AFROAMER 347	The Caribbean and its Diasporas	3-4	POLI SCI 329	African Politics	3-4
HISTORY/ ASIAN 363	China and World War II in Asia	3-4	POLI SCI 336	Democracy (and Its Uncertain Future)	4
HISTORY/ INTL ST 375	The Cold War - From World War II to End of Soviet Empire	3-4	POLI SCI 349	Global Access to Justice	3
HISTORY/ RELIG ST 409	Christianity in the Atlantic World, 1500-1800	3	POLI SCI/CHICLA/ HISTORY/LACIS 355	Labor in the Americas: US & Mexico in Comparative & Historical Perspective	3
HISTORY/CHICLA/ POLI SCI 422	Latino History and Politics	3	POLI SCI 370	Islam and Politics	3-4
HISTORY/ CHICLA 435	Colony, Nation, and Minority: The Puerto Ricans' World	3	RELIG ST/ ASIAN 206	The Qur'an: Religious Scripture & Literature	3
HISTORY 450	Making of Modern South Asia	3-4	RELIG ST 400	Topics in Religious Studies - Humanities (topic must be approved)	3-4
HISTORY/ ASIAN 454	Samurai: History and Image	3-4	RELIG ST 401	Topics in Religious Studies - Social Studies (topic must be approved)	3-4
HISTORY/ ASIAN 456	Pearl Harbor & Hiroshima: Japan, the US & The Crisis in Asia	3-4	RELIG ST 407	Buddhism and Anti-Racism	3
HISTORY/ ASIAN 458	History of Southeast Asia Since 1800	3-4	SOC 170	Population Problems	3-4
HISTORY/HIST SCI/ MED HIST 564	Disease, Medicine and Public Health in the History of Latin America and the Caribbean	3	SPANISH 223	Introduction to Hispanic Cultures	3
INTL BUS 200	International Business	3	THEATRE 526	The Theatres of China and Japan	3
INTL ST 101	Introduction to International Studies	3-4			

### Liberal Studies Electives

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

## PROGRAM STRUCTURE

The Special Education program has four primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Professional education* coursework includes an examination of the schools' relationship to our society and the processes by which students grow and learn.
- *Core Requirements* offer an in-depth study of Special Education, including a four-semester *professional sequence* of teaching methods coursework and field experience in schools. This sequence is designed so that students can complete the program in four years.
- *Elective* coursework is taken to reach the required minimum of 120 credits.

## SPECIAL EDUCATION OPTIONS - SELECT ONE

View as list View as grid

- **SPECIAL EDUCATION: EARLY CHILDHOOD SPECIAL EDUCATION BIRTH - GRADE 3, BSE ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-EARLY-CHILDHOOD-SPECIAL-EDUCATION-BIRTH-GRADE-3-BSE/](https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-early-childhood-special-education-birth-grade-3-bse/))**
- **SPECIAL EDUCATION: EARLY CHILDHOOD SPECIAL EDUCATION/SPECIAL EDUCATION DUAL CERTIFICATION BIRTH-GRADE 12, BSE ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-EARLY-CHILDHOOD-SPECIAL-EDUCATION-SPECIAL-EDUCATION-DUAL-CERTIFICATION-BIRTH-GRADE-12-BSE/](https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-early-childhood-special-education-special-education-dual-certification-birth-grade-12-bse/))**
- **SPECIAL EDUCATION: SPECIAL EDUCATION CROSS CATEGORICAL K-12, BSE ([HTTPS://GUIDE.WISC.EDU/UNDERGRADUATE/EDUCATION/REHABILITATION-PSYCHOLOGY-SPECIAL-EDUCATION/SPECIAL-EDUCATION-BSE/SPECIAL-EDUCATION-SPECIAL-EDUCATION-CROSS-CATEGORICAL-K-12-BSE/](https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/special-education-bse/special-education-special-education-cross-categorical-k-12-bse/))**

## ELECTIVE COURSEWORK

Complete additional coursework to reach the minimum of 120 credits.

## GPA AND OTHER GRADUATION REQUIREMENTS

### GRADUATION REQUIREMENTS

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

- 2.75 cumulative grade point average. This may be modified by the Last 60 Credits Rule (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.75 cumulative grade point average across all professional education courses (excluding practicum and student teaching).
- 2.75 cumulative grade point average in the major.
- Minimum 120 credits (degree candidates only). Most students will need more than the minimum to complete all requirements.

- Major residency: Degree candidates must complete at least 15 credits of upper-level major coursework (numbered 300–699) in residence on the UW–Madison campus.
- Senior residency: Degree candidates must complete their last 30 credits in residence on the UW–Madison campus. Student teaching and practicum are considered part of the 30 credits.

## DEGREE AUDIT (DARS)

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

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major, or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE) or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest. For example, Pre-Elementary Education (PRE) students will request Elementary Education K-9; Pre-Kinesiology (PKN) students will request the Kinesiology report. Minors have their own DARS programs and are run separately from the main degree audit.

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

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

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

## ADDITIONAL CERTIFICATION REQUIREMENTS AND APPLYING FOR A LICENSE

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

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

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (p. 15)

## LEARNING OUTCOMES

### LEARNING OUTCOMES

1. (Professionalism) Adhere to professional ethical standards and conduct her or himself in a courteous and professional manner.
2. (Collaboration and Communication) Collaborate and effectively communicate with students their families, other educators, related service providers and members of the community to address the needs of students with disabilities.
3. (Assessment) Collect information on student backgrounds, learning characteristics and achievement that can be used to determine students’ present level of performance and guide instruction.
4. (Special Education Evaluation and Individualized Educational Planning) To the maximum possible the teacher candidate will participate in the Educational Evaluation and Individualized Educational Planning process.
5. (Instructional Planning) Plan instruction that meets the needs of students, is consistent with State and local standards and provides access to the general education curriculum.
6. (Instructional Presentations) Present lessons and units of instruction that gain and maintain student attention and are consistent with students’ interests and IEP goals.
7. (Classroom Management) Create and maintain a safe, positive and supportive learning environment that is conducive to learning and the mental health of the students.

## FOUR-YEAR PLAN

### FOUR-YEAR PLAN

Refer to the available named options for more information on the four-year plans.

## ADVISING AND CAREERS

### ADVISING AND CAREERS SPECIAL EDUCATION PROGRAM ADVISING

Students not yet admitted to Special Education meet with their assigned advisor in the School of Education Student Services office, Room 139 Education Building, 1000 Bascom Mall (see below). An additional departmental advisor will be assigned once admitted to the professional component of the degree program.

### SCHOOL OF EDUCATION ADVISING

#### Academic Advising in the School of Education

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

- Course selection
- Mentoring and advocacy for underrepresented and international students
- Understanding degree requirements and progression
- Interpreting academic policies

- Helping students recognize their strengths and suggesting ways to expand their skills
- Expanding learning through activities such as study abroad, volunteering/work/internship, and by assuming leadership roles

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

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

### Career Advising in the School of Education

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

Career and Internship Advisors are prepared to help students with:

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

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

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

For more information, visit the School of Education Career Center website (<https://careercenter.education.wisc.edu/>) or reach out at [career-center@education.wisc.edu](mailto:career-center@education.wisc.edu).

## ADDITIONAL RESOURCES

Students interested in special education may also want to consult the following resources:

- Read about the relationship between Special Education and regular education programs (<https://www.cec.sped.org/Policy-and-Advocacy/CEC-Professional-Policies/Special-Education-in-the-Schools/>).
- Watch a Video (<https://www.youtube.com/watch?v=2XsaK3pWylI>) describing the work of Special Educators.

## WISCONSIN EXPERIENCE

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

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

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

### SPECIAL EDUCATION AND THE WISCONSIN EXPERIENCE

#### Community-Based Learning

RP & SE 300 Individuals with Disabilities offers a field-based experience where students work directly or indirectly with individuals with disabilities. Each year, hundreds of students are placed in various community settings across Madison. This experience provides students with valuable, first-hand knowledge of the services and contributions made to support individuals with disabilities, encouraging learning beyond the traditional classroom. These real-world experiences allow students to better understand the community and its needs, extending their education beyond textbooks and lectures.

#### Learning from Current Practitioners

Teacher candidates gain extensive field experience in schools, culminating in a full-time student teaching assignment alongside a cooperating teacher. The strong partnership between the teacher candidate, their field supervisor, and the cooperating teacher in Madison-area schools ensures robust support from day one. Many graduates are offered teaching positions by the schools where they completed their fieldwork.

#### Guest Speakers

The Special Education major emphasizes bringing guest speakers into the classroom. These experts offer diverse perspectives on the daily experiences of individuals with disabilities. Students also hear directly from community organizations that advocate for and support people with disabilities.

Additionally, a wide range of guest speakers participate in Special Education practicum and student teaching seminars. These guests may include school district personnel, parents and family members, teachers, and individuals with disabilities.

#### Field Experiences

Students in our teacher education programs participate in multiple field experiences, including practicum and student teaching, throughout their professional sequence. These hands-on experiences provide students with

numerous opportunities to apply what they are learning in the classroom to real-world teaching in schools and communities.

### Clubs and Organizations

Special Education students have many opportunities to participate in clubs and organizations. Popular options include Special Olympics, Aspiring Educators, and Camp Kesem.

### Additional Majors and Certificates

Many students choose to pair their Special Education program with another major or certificate. Popular second majors include Educational Policy Studies, Spanish, and Psychology, but students can select from a variety of majors and certificates that align with their academic and professional goals.

### Community Employment

The Department of Rehabilitation Psychology and Special Education has strong connections with the community. Students in the department often find both paid and volunteer opportunities in school and community organizations that serve children with disabilities and their families. Examples include the Schools of Hope Tutoring Program, Madison School and Community Recreation, and Gio's Garden.

### Study Abroad

Special Education students are encouraged to explore study abroad opportunities, including popular faculty-led short-term programs hosted by the School of Education. The Department of Rehabilitation Psychology and Special Education offers a popular Disability Rights & Access in Australia (<https://studyabroad.wisc.edu/program/?programId=330353>) course which provides hands-on learning experiences in a global context. Students are encouraged to explore all available options (<https://global.education.wisc.edu/study-abroad/>) through the School of Education to enrich their academic journey and gain valuable international perspectives.

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE ADDITIONAL CERTIFICATION REQUIREMENTS

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

### APPLYING FOR A TEACHING LICENSE

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

### Licensing Levels

The following undergraduate teacher licensing options are offered at UW–Madison.

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

### Wisconsin State Licensing

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

Before applying for a license, DPI requires the electronic submission of "Endorsed Candidate for Licensure" (ECL) data by the certifying officer of the institution where the teacher preparation was completed. For UW–Madison teacher certification students the endorsement will come from the School of Education, L139 Education Building, 1000 Bascom Mall. Once this information has been submitted to DPI, students are notified by email that they may begin the application online.

Before endorsing a student, UW–Madison requires that

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

The Wisconsin Department of Public Instruction may require an additional six to eight weeks for license processing.

### Licensing Outside of Wisconsin

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

Many states have a verification form that needs to be signed by a UW–Madison certification officer. This form verifies that a state-approved licensing program has been completed. These forms should be sent to the School of Education's Mary T. Kellner Teacher Education Center at

L139 Education Building, 1000 Bascom Mall, Madison, WI 53706, or by email ([educatorlicensing@education.wisc.edu](mailto:educatorlicensing@education.wisc.edu)) to be completed. You must complete your personal information on the form before sending it to the Teacher Education Center. If the form requests information about practicum and student teaching assignments (names of schools, grade levels, dates, etc.), this information must also be completed before sending the form to the Teacher Education Center.

## **PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)**

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

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

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

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

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

Wisconsin

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

Not applicable

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## RESOURCES AND SCHOLARSHIPS

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