

# ELEMENTARY EDUCATION, BSE

Elementary Education graduates receive a bachelor's degree, teacher certification in grades K-9, and an outstanding preparation to enter one of the most important careers ever: teaching young children! Our program prides itself on preparing successful educators in a socially just and equitable manner, and job placement is exceptionally high.

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

Our graduates become teacher leaders committed to teaching all children effectively and advancing justice through classroom practices, personal interactions, and community engagement. We teach research-based practices that assist teachers throughout their careers in education.

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

UW-Madison's Elementary Education program trains teachers to recognize, appreciate, and value the wide range of gifts diverse students bring to our increasingly multicultural, complex world.

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

## CERTIFICATION OPTIONS

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

- Kindergarten through Ninth Grade (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-education-bse/elementary-education-kindergarten-9th-grade-bse/>) - Students completing this core program option will be certified to teach general education at the grade levels of K-9 and will also be eligible to teach in a 4K classroom.
- English as a Second Language (ESL) K-12 (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/english-second-language-minor/>) and Kindergarten through Ninth Grade - A minor in English as a Second Language can be added to the core K-9 program. Students selecting this combination will be certified to teach K-9 and English as

a Second Language in grades K-12. Only fluency in English is needed to teach ESL.

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

## THE TEACHER PLEDGE

The School of Education at UW-Madison currently offers a very unique financial opportunity for students in the Elementary Education program 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, Elementary Education students pledge to work at a Wisconsin PreK-9 school for three to four years after graduation, depending on the location.

## MADISON COLLEGE TRANSFER AGREEMENT

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

*"My instructors play a huge role in helping me become the person that I am today. They value who I am as a person and a learner, and through their influences and passion for teaching students of color, I have been inspired to do the same."*

- Mai Ya Her, UW-Madison Elementary

Education

## HOW TO GET IN

### HOW TO GET IN

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

On-campus students starting at UW-Madison in other majors can move to Pre-Elementary Education by completing a Pre-Professional Declaration

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

## ELIGIBILITY TO DECLARE ELEMENTARY EDUCATION

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

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

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

### Current Eligibility Requirements:

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

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

## TRANSFER STUDENTS AND STUDENTS WITH A PREVIOUS DEGREE

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

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

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

Second degree candidates in the School of Education are changing their academic direction and wish to complete a degree that is unrelated to their first. A large number of credits are usually required to complete the new degree requirements and a second degree is awarded upon its completion; more information is available here (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>). Almost all students returning to pursue Elementary Education will be candidates for a second degree.

Admission as an Education Special Student indicates that the student has an interest in pursuing teacher certification in Elementary Education and studied this subject area extensively during their initial degree. This is rarely the case, however. A student enrolls in Elementary Education as a Special Student to complete the requirements that were not taken during the first degree; these are assessed on a case by case basis. Another degree is not awarded for this "certification only" coursework.

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

## BACKGROUND CHECKS

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

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

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

## REQUIREMENTS

### UNIVERSITY GENERAL EDUCATION REQUIREMENTS

All undergraduate students at the University of Wisconsin–Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition

to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (<https://guide.wisc.edu/undergraduate/#requirementsforundergraduatetext>) section of the Guide.

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

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

## SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies (<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, science, and cultural and historical studies. Some elective coursework is also needed to reach the required number of credits.

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

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

### Humanities, 9 credits

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

- Literature
- Fine Arts
- Humanities Electives

### Social Studies (Social Science)

All students must complete a minimum of 9 credits. Teacher certification programs and Kinesiology have unique requirements in this category.

### Science

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

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

### Cultural and Historical Studies

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

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

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

## PROGRAM STRUCTURE

Students of Elementary Education:

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

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

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

## PROGRAM OPTIONS - SELECT ONE

View as listView as grid

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

## ELECTIVE COURSEWORK

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

## GPA AND OTHER GRADUATION REQUIREMENTS—REQUIRED FOR ALL PROGRAM OPTIONS

### GRADUATION REQUIREMENTS

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

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

## DEGREE AUDIT REPORTING SYSTEM (DARS)

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

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major, or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification

such as Pre-Elementary (PRE) or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the Office of the Registrar’s website (<https://registrar.wisc.edu/dars/>).

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

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

## ADDITIONAL CERTIFICATION REQUIREMENTS AND APPLYING FOR A LICENSE

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

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

Detailed information about certification requirements and applying for a license is available under Certification/Licensure. (<https://guide.wisc.edu/undergraduate/education/curriculum-instruction/elementary-bse/#certificationlicensurestext>)

## UNIVERSITY DEGREE REQUIREMENTS

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

**Residency** Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. “In residence” means on the UW–Madison campus with an undergraduate degree classification. “In residence” credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.

**Quality of Work** Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation.

## LEARNING OUTCOMES

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1. Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
2. Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families.
3. Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes.
4. Collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.
5. Choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short and long-term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.
6. Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

- 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

To schedule an appointment: 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 [studentservices@education.wisc.edu](mailto:studentservices@education.wisc.edu), by calling 608-262-1651, or in person.

#### 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).

## FOUR-YEAR PLAN

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

## ADVISING AND CAREERS

### ADVISING AND CAREERS ELEMENTARY EDUCATION ADVISING

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

#### SCHOOL OF EDUCATION ADVISING

##### Academic Advising in the School of Education

Dedicated to supporting and promoting student success, academic advisors (<https://education.wisc.edu/academics/undergrad-majors/academic-advising/>) 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:

## 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.

## ELEMENTARY EDUCATION AND THE WISCONSIN EXPERIENCE

### Learning from Current Practitioners

Teacher candidates in the elementary education program have multiple field experiences in K-9 schools, culminating in a full-time student teaching experience sharing a classroom with a cooperating teacher. The connection between the teacher candidate, their field supervisor, and the cooperating classroom teacher in the Madison-area schools provides a high level of support for our students from the first day forward. Many of our graduates end up being offered teaching positions by the schools in which they did their fieldwork.

### Partnering with Community Organizations

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

- Volunteer with Girls on the Run (<https://www.girlsontherunswi.org/>), Schools of Hope (<https://schoolsofhope.org/>), Centro Hispano (<https://www.micentro.org/voluntreer/>), Madison Literacy Network (<https://www.litnetwork.org/volunteer/>), and Badger Volunteers - Tutoring and Mentoring (<https://morgridge.wisc.edu/get-connected-students/badger-volunteers-math-mentoring-and-tutoring-programs/>)
- Work at the Cooperative Children's Book Center (CCBC) (<https://ccbc.education.wisc.edu/>), MERIT Library (<https://merit.education.wisc.edu/>), Badger Precollege (<https://precollege.wisc.edu/>), and Red Caboose Childcare (<https://www.redcaboosechildcare.org/>)
- Conduct research at UW's Child Development Lab (<https://childdevelopmentlab.wisc.edu/>) and Eagle's Wing Child Care Center (<https://www.housing.wisc.edu/apartments/eagles-wing/>)
- Lead educational events and panels with schools and university faculty
- Intern at the Boys and Girls Club (<https://www.bgcdc.org/>), Lussier Community Education Center, (<https://lcecmadison.org/>) and the Goodman Community Center (<https://www.goodmancenter.org/>); explore more opportunities through the Career Center's Featured Education Internships (<https://careercenter.education.wisc.edu/gain-experience/internships/#education-internships>) or the International Internship Program (<https://internships.international.wisc.edu/>)

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

### Participation with Professional Organizations

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

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

### Guest Speakers

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

- Teachers, principals, and superintendents from area school districts to share information about school life and provide tips on the interview process
- Madison's Preschool to Prison pipeline with a focus on teaching for social justice
- PBS Wisconsin to share technology and teaching resources
- Wisconsin Education Association Council (WEAC) to introduce programs such as "Ambassadors for Equity" and "Early Career Educators"
- WIDA to introduce English Language Development Standards and to practice administering the ACCESS for ELLs assessment to K-9 students who may need academic English language support

### Seeking Out Community Experiences

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

### Field Trips

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

### Study Abroad

Teacher candidates are encouraged to explore cultures other than their own by participating in one of the School of Education's exciting study abroad programs (<https://global.education.wisc.edu/study-abroad/>). For example, the Curriculum & Instruction department offers a 3-credit, three-week course in June entitled "Diversity and Community in the Galapagos Islands" (<https://www.youtube.com/watch?v=IC4qVTi8lxw>) led by faculty in Elementary Education.

### Additional Certifications, Majors, Minors, and Certificates

Many students in the K-9 elementary education program also complete programs in other areas of interest. Certification minors in Early Childhood Education and/or English as a Second Language can be combined with the core K-9 program. Popular additional majors are in Spanish, Environmental Studies, Educational Policy Studies, Psychology, and History. Students frequently select certificates in Educational Policy

Studies, Disability Rights and Services, Chican@ and Latin@ Studies, and Environmental Studies, and minors in Social Studies, English Language Arts, Math, and Science. These options complement the skills and knowledge acquired through elementary education coursework.

### Student Clubs and Organizations

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

## CERTIFICATION/LICENSURE

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### ADDITIONAL CERTIFICATION REQUIREMENTS

Students interested in certification must, in addition to completing UW–Madison’s program requirements, also complete 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 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.
- The new Elementary Education and Special Education degree certifies students 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.
- Health licenses at the Kindergarten through Grade 12 level.

### Wisconsin State Licensing

The State of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$125. An online license application is available through the Department of Public Instruction (<http://dpi.wi.gov/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 (following the school district calendar) 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

Updated: 1 June 2025

## RESOURCES AND SCHOLARSHIPS

### RESOURCES AND SCHOLARSHIPS

Information about scholarships, academic and career advising, study abroad opportunities, student diversity services, 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.