

## Certifications and Minors – An Overview

Educator certifications and teacher certification minors hold an unusual place among our academic programs in the School of Education. While not part of the formal program array—which includes degrees, majors, major options, and certificates—once they are completed by students, educator certifications and teacher certification minors are printed on student transcripts. Because they are officially transcribed credentials, the Provost’s Office has requested that certifications and minors (1) appear on their own individual pages in the campus catalog (called “the Guide”) and (2) have a clear and formal governance process for their creation, revision, and deletion.

Two documents have been developed to respond to the Provost Office request. One document explains the roles and purposes of *educator certifications*; their relationships to programs in the academic program array (e.g., degrees and majors), Wisconsin Department of Public Instruction standards and regulations, and statutory mandates; and the governance processes for creating, revising, and terminating them. The other document addresses *teacher certification minors*, their roles and purposes, departmental affiliations, and governance processes for development, modification, and termination.

These documents will be reviewed and approved by the School’s Academic Planning Council and then transmitted to the Provost’s Office. With the formal approval of these documents we will have committed to using the indicated governance processes for these credentials going forward. We appreciate your careful review of these documents, as well as any consultation we colleagues who might be affected by these processes. Thank you.

## **Guidelines for Educator Certifications offered by the School of Education**

### **DEFINITION**

Educator certifications reflect a relationship between the Department of Public Instruction (DPI) and schools of education across the state. Certification for licensure is the University's assurance that a student seeking licensure from the Department of Public Instruction has the competencies required to serve as an educator or educational administrator in Wisconsin. Each educator certification area reflects both what DPI identifies as important through the establishment of standards and competencies and what the program/faculty deems important and necessary to be a successful educator in the position. Certification reflects a student's completion of a program or set of courses and experiences that were developed by the certifying institution and approved by the Department of Public Instruction. Once certified by a department, a student is eligible to apply for the relevant license in the State of Wisconsin. Students seeking certification(s) may be at the undergraduate, graduate, or special student level, depending on the certification of interest and the individual's academic background and prior experiences. Students may be completing their first certification program as undergraduates, while returning school professionals may be seeking additional licenses. Many School of Education programs are designed to enable students to seek multiple certifications simultaneously.

Educator certification programs provide a sequence of classes and other experiences that lead to recommendation for licensure in a particular subject area or administrative field. Some certifications are associated with an academic degree or major, while others reflect a subset of the requirements for a degree (See Appendix A for chart of current certifications). Many certification programs are structured as an automatic result of completion of a degree or major program and are a typical path for students to achieve an educator certification. However, in some cases, students enroll to seek certification in an area without being enrolled in a specific major or degree program. Certifications may require as little as two courses and a field experience, to as much as a graduate or undergraduate degree. Certification competencies are commonly achieved through UW-Madison coursework. In some cases, students may meet or partially meet competencies through prior coursework or work experience. The educator certification department is responsible for keeping records from students, outlining how they meet competencies and the department is required to be able to produce documentation for DPI upon request. Student certification records will be maintained according to campus student records disposition guidelines.

A TCH code is assigned in the University of Wisconsin-Madison student information system to indicate completion of the requirements for a certification. TCH codes are a mechanism by which the University tracks and monitors certification programs. There is currently no process for tracking declaration of intent to seek certification; guidelines will be updated if such a process is created.

### **RESOURCE CONSIDERATIONS**

Faculty must plan for resources for new certification areas to support instruction, student services, compliance with state and federal regulations, and other demands. Departments must support the collection and storing of records that inform how students meet competencies not completed through UW-Madison coursework for a particular certification. Faculty must explain in new proposals how the certification relates to other education certification offerings.

### **APPROVAL OVERVIEW**

Certification offerings require approval by the program faculty and department sponsoring the certification program. New programs and program revisions are developed with the oversight of the

Director of Teacher Education. Subsequently, the School of Education curriculum committee and Academic Planning Council consider the proposal for approval. After approval by these committees, the Director of Teacher Education is responsible for submitting documentation to the Wisconsin Department of Public Instruction for consultant review and approval. After DPI approval, the proposal is forwarded to the UW-Madison Provost for review by the University Academic Planning Council. All certification proposals must be accompanied by statements of support or concurrence from departments or academic units that provide courses and from schools/colleges/divisions that may have overlapping interests with the certification program.

### CERTIFICATION REVIEWS

Faculty must ensure that certification requirements conform to Wisconsin Department of Public Instruction content guidelines and licensing requirements. DPI reviews programs annually for meeting licensing requirements with a more robust review every five years.

The School of Education Dean's Office also has a Director of Teacher Education who oversees educator licensing programs to assist in monitoring and reviewing certification requirements. The Director of Teacher Education reviews the Educator Certification Chart annually to ensure all programs are continuing to be offered and meet DPI standards. The Director of Teacher Education reviews the list of certification offerings for alignment with DPI licensure requirements, frequency of use and curricular coherence, and initiates changes as needed on an annual basis. The updated list of certification offerings is reported to the SoE Programs Committee annually and, subsequently, the Provost's office. In addition, certification programs participate in program reviews conducted by the associated degree/major program every 10 years. Programs not associated with a degree program are assigned a review schedule in consultation with the Director of Teacher Education.

### PROGRAM CHANGES

Program changes may be initiated by the DPI. The DPI could request a renaming/re-categorizing of existing programs which may not impact the certification program curricular offerings, but could impact the resulting TCH code which directly relates to the DPI license name. In some instances, DPI changes are made with limited advanced notice but are expected to take effect within a short period of time. University TCH code language must be kept up to date with changes in DPI licensing language as this is a necessary communication tool between the University and DPI in requesting educator certification for program completers.

The DPI may also change the competency, course, field experience, or assessment requirements for certification for licensure. In such an event, the related department and School of Education Dean's office will work together to modify the associated certification. Programs may also voluntarily update curricula to meet changes to DPI standards, to respond to program reviews, or to strengthen program offerings. These curricular changes are similar to other program changes for majors or certificates. Faculty will work to update courses to meet DPI requirements for licensure and will submit all program changes to the department that houses the certification and School of Education curriculum committee for approval. Changes are reported to the provost's office to ensure the Guide is updated for student reference.

Changes to educator certification programs that are aligned with academic degrees (see chart) follow the same path as for changes to degree/majors, named options, certificates and other transcribed programs. Changes to requirements need to be approved by the department that houses the certification, the SoE Programs Committee, SoE APC, and reported to the Provost's Office/APIR.

## GUIDELINES FOR NEW EDUCATOR CERTIFICATIONS

Certifications are associated with State of Wisconsin licensure options administered by the Wisconsin Department of Public Instruction. A request for a new certification must relate directly to a licensing option offered by DPI. Faculty wishing to initiate a new certification option not currently offered by UW-Madison must identify coursework that meets the licensure requirements as outlined by DPI. Proposals will be approved at the sponsoring department and School of Education and then be presented to DPI for approval. These programs will then be reported to the Provost's Office for administrative purposes.

Proposals for new educator certification programs must originate from members of the faculty in consultation with the Director of Teacher Education. Proposals must describe the purpose of the certification, details of the curriculum, provisions for academic administration and advising, and how the stipulations associated with certifications will be met.

1. Certification name. Specify the sponsoring department and program faculty. This department is the academic home that is responsible for student progress, governance, staff and resources that support the certification. Include a name for the initial program coordinator for the certification. Provide a list of the key program faculty and staff.
2. Timeline for Implementation. Transcribed programs become open to enrollment or being awarded generally the Fall term after governance approval.
3. Supporting letters/memos. Append to the packet memos or letters of support or concurrence from other academic units that may have overlapping interest -- for example, units that provide courses for the certification.
4. Governance. Describe how the certification program will be governed. Identify the sponsoring department and department area (if applicable) sponsoring the certification. For example: Will it have an executive committee? How will program faculty be identified? What will be the process for the transition of the faculty program director? Who will appoint the program coordinator and to whom will the program coordinator report?
5. Curriculum. Describe the certification curriculum. Provide a description of the competencies and any proposed course sequence and other requirements. Include anticipated progression and program length. Are required courses available and offered on a regular basis? Have all departments that offer certification courses communicated that they have space in the courses and communicated with the director that they have course offerings? Indicate how it meets DPI's standards for certification for this licensure area.

The curriculum plan should account for the following stipulations:

- a) Coursework for a certification should meet all DPI requirements for this licensure area.
- b) The process should be explained for how exceptions and substitutions should be handled.
- c) The certification faculty/staff are responsible for maintaining regular contact with the dean's office, and the advising community. The certification faculty/staff prepare advising materials and communicate with students and advisors about certification requirements. This includes providing information for official University publications such as the Guide. The dean's office will maintain contact with the provost's office for all official communications.

6. Admission & Enrollment – What are the criteria to be admitted to the certification? What is the maximum enrollment? What are contingency plans for higher than expected enrollment?

## Appendix A. Educator Certification Chart, July 2017

Academic Programs with embedded certification or certification options. These programs require admission to the program to be able to complete the requirements.

<b>Degree/Major/Certificate</b>	<b>Certification</b>
BS-Education, major: Elementary Education	<ul style="list-style-type: none"> <li>• Regular (Elementary) Education, Early Childhood or Middle Childhood-Early Adolescence</li> <li>• Social Studies, Middle Childhood-Early Adolescence</li> <li>• Science, Middle Childhood-Early Adolescence</li> <li>• Math, Middle Childhood-Early Adolescence</li> <li>• English/Language Arts, Middle Childhood-Early Adolescence</li> <li>• English-as-a-Second-Language, Early Childhood or Middle Childhood-Early Adolescence</li> </ul>
BS-Education, major in Chinese, French, German, Italian, Japanese, Latin, Portuguese, or Spanish	<ul style="list-style-type: none"> <li>• Chinese, Early Childhood-Adolescence</li> <li>• French, Early Childhood-Adolescence</li> <li>• German, Early Childhood-Adolescence</li> <li>• Italian, Early Childhood-Adolescence</li> <li>• Japanese, Early Childhood-Adolescence</li> <li>• Latin, Early Childhood-Adolescence</li> <li>• Portuguese, Early Childhood-Adolescence</li> <li>• Spanish, Early Childhood-Adolescence</li> </ul>
BS-Education, major: Special Education	<ul style="list-style-type: none"> <li>• Special Education, Middle Childhood-Early Adolescence</li> <li>• Special Education, Middle Childhood-Early Adolescence, Early Adolescence-Adolescence</li> </ul>
BS-Physical Education, major: Physical Education	<ul style="list-style-type: none"> <li>• Physical Education, Early Childhood-Adolescence</li> <li>• Adaptive Physical Education, Early Childhood-Adolescence</li> <li>• Health Education, Early Childhood-Adolescence</li> </ul>
BS-Art Education, major: Art Education	<ul style="list-style-type: none"> <li>• Art Education, Early Childhood-Adolescence</li> </ul>
BS-Music, major: Music Education	<ul style="list-style-type: none"> <li>• Choral Music, Early Childhood-Adolescence</li> <li>• General Music, Early Childhood-Adolescence</li> <li>• Instrumental Music, Early Childhood-Adolescence</li> </ul>
MS-Special Education, major: Special Education	<ul style="list-style-type: none"> <li>• Cross-categorical Special Education, Middle Childhood-Early Adolescence, Early Adolescence-Adolescence</li> <li>• Intellectual Disabilities, Middle Childhood-Early Adolescence, Early Adolescence-Adolescence</li> </ul>

In other cases educator certification requirements are a subset of a larger degree/major program. Degrees may or may not be awarded as part of the certification, but some may be required for certification.

<b>Degree/Major</b>	<b>Certification</b>
MS-Curriculum and Instruction, major: Curriculum and Instruction; sub-plans: Secondary Education areas	<ul style="list-style-type: none"> <li>• English, Early Adolescence-Adolescence</li> <li>• Mathematics, Early Adolescence-Adolescence</li> <li>• Science, Early Adolescence-Adolescence</li> <li>• Social Studies, Early Adolescence-Adolescence</li> <li>• Biology, Early Adolescence-Adolescence</li> <li>• Chemistry, Early Adolescence-Adolescence</li> <li>• Earth and Space Science, Early Adolescence-Adolescence</li> <li>• Economics, Early Adolescence-Adolescence</li> <li>• Environmental Studies, Early Adolescence-Adolescence</li> <li>• Geography, Early Adolescence-Adolescence</li> <li>• History, Early Adolescence-Adolescence</li> <li>• Physics, Early Adolescence-Adolescence</li> <li>• Political Science, Early Adolescence-Adolescence</li> <li>• Psychology, Early Adolescence-Adolescence</li> <li>• Sociology, Early Adolescence-Adolescence</li> <li>• English-as-a-Second-Language, Early Adolescence-Adolescence</li> </ul>
MS-Communication Sciences and Disorders, major: Communication Sciences and Disorders	<ul style="list-style-type: none"> <li>• Speech Language Pathology, Early Childhood-Adolescence</li> </ul>
MS-Curriculum and Instruction, major: Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Reading Specialist, Early Childhood-Adolescence</li> </ul>
PhD-Educational Psychology, major: Educational Psychology	<ul style="list-style-type: none"> <li>• School Psychologist, Early Childhood-Adolescence</li> </ul>
MS-Educational Leadership and Policy Analysis, major: Educational Leadership and Policy Analysis	<ul style="list-style-type: none"> <li>• Principal, Early Childhood-Adolescence</li> </ul>
Education Specialist Graduate Certificate	<ul style="list-style-type: none"> <li>• Superintendent-District Administrator, Early Childhood-Adolescence</li> </ul>
MS-Social Work	<ul style="list-style-type: none"> <li>• School Social Worker, Early Childhood-Adolescence</li> </ul>
BS-Nursing	<ul style="list-style-type: none"> <li>• School Nurse, Early Childhood-Adolescence</li> </ul>
MS-Library and Information Services	<ul style="list-style-type: none"> <li>• Instructional Library Media Specialist, offered at current level of license</li> </ul>
MS-Educational Leadership and Policy Analysis	<ul style="list-style-type: none"> <li>• Director of Instruction</li> </ul>
MS-Educational Leadership and Policy Analysis	<ul style="list-style-type: none"> <li>• Director of Special Education and Pupil Services</li> </ul>

Finally, students may complete certification requirements as a stand-alone set of courses (for those with a previous degree and certification). Some of these programs may also be combined with a degree program if listed above. Examples of these options include the following:

- Adaptive Physical Education
- Health Education
- Reading Teacher
- Reading Specialist
- English-as-a-Second-Language
- Bilingual/Bicultural Education
- Director of Instruction
- Director of Special Education and Pupil Services

## **Guidelines for Education Teaching Minors**

### DEFINITION

Teaching minors are academic programs that are specifically associated with BSE degree/majors and the BS-Physical Education offered by the School of Education; they are not available to students enrolled in other degree programs at UW-Madison. These teaching minors include a designated set of courses that are focused on a specific topic and that prepare students to teach a particular content matter. Teaching minor requirements are developed in conformity with content guidelines established by the Wisconsin Department of Public Instruction (DPI) that are informed by standards set by state and national subject area educator organizations such as the National Council of Teachers of English and the National Council of Teachers of Mathematics.

Wisconsin state teacher preparation regulations permit, encourage, and sometimes require teaching minors to be earned in conjunction with a student's BSE degree for certification. For instance, all undergraduates completing the requirements that allow them to be certified to teach Elementary Education at the Middle Childhood through Early Adolescence level (approximately grades 1-8) must complete an approved BSE-linked teaching minor.

Teaching minors are earned by undergraduate teacher education students through curricular requirements. When graduate students and special students are recommended for DPI licensure in a content area with the equivalent competencies of a minor achieved through prior coursework and experiences, it is documented via a teacher certification code (TCH code) and not through a BSE-associated teaching minor.

### RESOURCE CONSIDERATIONS

Faculty must ensure the teaching minor requirements conform to Wisconsin Department of Public Instruction content guidelines and licensing requirements. Faculty must explain in the proposal the relationship between teaching minors and existing campus majors, and especially the potential demands on course enrollments that minors entail; any courses that are required for the completion of a teaching minor that are not offered within the department housing the minor require documented permission from the offering department. Resources to support instruction, student services, monitoring for compliance with State regulations, regular program review, and other demands must be identified. Finally, teaching minor requirements will be considered and reviewed in light of their impact on time-to-degree for undergraduates and should be structured so that students are able to complete both the BSE degree/major and the minor without extending time to degree.

### APPROVAL OVERVIEW

All teaching minors require approval by program faculty and by the department that is sponsoring the teaching minor. Currently, sponsoring departments are limited to C&I and Kinesiology. New programs and program revisions are developed with the oversight of the Director of Teacher Education. Subsequently, the School of Education Programs Committee (curriculum committee) and Academic Planning Council consider the proposal for approval. After approval by these committees, the Director of Teacher Education is responsible for submitting documentation to the Wisconsin Department of Public Instruction for consultant review and approval. After DPI approval, the proposal is forwarded to the UW-Madison Provost for review by the University Academic Planning Council. All certification proposals must be accompanied by statements of support or concurrence from departments or academic units that provide courses and from schools/colleges/divisions that may have overlapping interests with the teaching minor.

## CERTIFICATION REVIEWS

Faculty must ensure that teaching minor requirements conform to Wisconsin Department of Public Instruction content guidelines and licensing requirements. DPI reviews programs annually for meeting licensing requirements with a more robust review every five years.

The School of Education Dean's Office also has a Director of Teacher Education who oversees all educator licensing programs to assist in monitoring and reviewing teaching minor requirements. The Director of Teacher Education sends participating departments the Educator Certification Chart annually to ensure all programs are continuing to be offered and meet DPI standards. The Director of Teacher Education reviews a list of certification offerings for alignment with DPI licensure requirements, frequency of use and curricular coherence, and initiates changes as needed on an annual basis. The updated list of certification offerings is reported to the SoE Programs Committee annually and, subsequently, the Provost's office. In addition, teaching minor programs participate in program reviews conducted by the associated degree/major program every 10 years.

## PROGRAM CHANGES

Program changes may be the result of program review, curricular improvements, or changes to DPI requirements. Curricular changes to teaching minors are handled the same way as changes for other academic programs. Faculty develop program change proposals, in consultation with the SoE Director of Teacher Education, that are submitted to the department that owns the teaching minor and to the School Programs Committee for review and approval. Upon approval at the school-level, the revisions will be sent to DPI for approval. Curricular changes are reported to the Provost's office to ensure the Guide is updated for student reference. Any change in name or discontinuation will be approved by the School of Education and will be forwarded to the Provost for review by the University Academic Planning Council.

## GUIDELINES FOR NEW EDUCATION MINORS

Teaching minors are aligned with State licensing options administered by the Wisconsin Department of Public Instruction. For this reason, new teaching minor proposals must include UW-Madison course requirements that reflect the DPI's content guidelines and other certification requirements. Proposals will be reviewed and approved at the department and School levels, and, upon governance approval, will be forwarded to DPI staff for its approval. Once DPI approval is received, the proposal is forwarded to the Provost for review by the University Academic Planning Council.

Proposals for new minors must originate from members of the faculty/program in consultation with the Director of Teacher Education. Proposals must describe the purpose of the minor, details of the curriculum, and provisions for academic administration and advising.

1. Minor name and sponsor. Specify the name of the teaching minor, the sponsoring department in the School of Education, and the program faculty. The sponsoring department is the academic home that is responsible for student progress, governance, staff, and resources that support the minor. Include a name for the faculty director of the minor as well as a list of key faculty and staff.
2. Timeline for implementation. Teaching minors will become open for enrollment and awards generally the Fall term after governance approval.

3. Supporting letters/memos. Append memos or letters of support or concurrence from other departments or schools/colleges with overlapping interests—for example, units that provide courses for the teaching minor.
4. Governance. Describe how the teaching minor will be governed. Identify the home department and department area (if applicable). For example: Will it have an executive committee? How will program faculty be identified? What will be the process for the transition of the faculty program director? Who will appoint the faculty program director and to whom will the faculty program director report?
5. Purpose, rationale, justification. What is the purpose of the teaching minor? How does it contribute to the mission of the sponsoring units? What gap in the program array is it intended to fill? How does the minor complement students' major program of study? Indicate how it meets DPI's certification requirements for the area of study.
6. Curriculum. Describe the teaching minor curriculum, including a description of the proposed course sequence and anticipated progression and program length. Are required courses available and offered on a regular basis? Have all departments that offer courses communicated that they have space in the courses and that they are committed to on-going communication with the faculty program director about changes in course offerings?

The curriculum plan should account for the following stipulations:

- a) Coursework for a teaching minor should meet all DPI requirements.
- b) The proposal should specify if courses taken as credit/no credit or pass/fail are allowed and any limits on such course work.
- c) The course requirements for the minor must be defined discretely enough that they can be encoded in the degree audit system (DARS).
- d) Core courses to be included in the minor must be approved as a distinct course when the proposal is advanced (not as special topics courses). Such courses should be included in a proposal for a minor only if they have been approved at the school/college level. The minor may be implemented only after core courses are approved by the University Curriculum Committee.
- e) Courses that are offered as special topics courses should be used sparingly; ideally, special topics courses will only be included if *all* offerings of the given special topics course will satisfy the requirement.
- f) The process by which exceptions and substitutions should be handled.
- g) The minor curriculum should avoid having so many unique requirements that the certification impedes a student's progress to degree, and will typically include a maximum of 12-15 credits.

The teaching minor faculty/staff are responsible for maintaining regular contact with the dean's office and the advising community. The teaching minor faculty/staff prepare advising materials and communicate with students and advisors about teaching minor requirements. This includes providing information for official University publications such as the Guide. The dean's office will maintain contact with the provost's office for all official communications.

7. Admission & Enrollment – What are the criteria to be admitted to the teaching minor? What is the maximum enrollment? What are contingency plans for higher than expected enrollment?