

School of Education, Professional and Continuing Education (EPC)

Dean - Marcie Wycoff-Horn
School Academic Services Director/Certification Officer - Ashley Cree
Assessment Coordinator - Katie Hosley-Frieden
Minority Adviser/Recruiter - Bethany Brent
145 Graff Main Hall; 608.785.8134

Field Experience Coordinator & Communication Specialist - Lindsey Butts

Field Experience Coordinator & Partnership Specialist - Cindy Duley
Professional Development & Outreach Coordinator - Rick Stewart
1209 Centennial Hall; 608.785.8126

Continuing Education and Extension
Director - Penny Tiedt
Assistant Director - Lynn Weiland
Senior Outreach Specialist - Annette Valeo
Outreach Program Manager - Melissa Webster
205 Morris Hall; 608.785.6500

www.uwlax.edu/soe (<https://www.uwlax.edu/soe>)

The School of Education, Professional and Continuing Education (EPC, sometimes referred to as the School of Education or SOE) at the University of Wisconsin-La Crosse represents a collection of teacher education programs housed in a variety of departments and colleges across campus. Approximately 700 students are enrolled in teacher education programs at UW-La Crosse (UWL). Students enrolled in teacher education programs benefit from the numerous PK-12 school partnerships, which aim to promote best practices in teaching and learning.

Majors and minors

Mission, vision, and conceptual framework

WI licensure ranges

Admission to teacher education programs

- *Department of Educational Studies (DES) programs* (p. 3)
- *Physical Education Teacher Education (PETE) Program* (p. 4)
- *School Health Education (SHE) Program* (p. 4)
- *Secondary Teacher Education Preparation (STEP) Program* (p. 4)

School of Education program requirements for teacher candidates

- *General education and statutory requirements* (p. 5)
- *Retention policy* (p. 6)
- *Teacher candidate progress review (TCP)R* (p. 6)
- *Benchmark assessments (testing) requirements* (p. 7)
- *Disclosing criminal offenses and criminal background check* (p. 7)
- *Student teaching and internships* (p. 8)

- *Comprehensive assessment system and the edTPA* (p. 8)

License to teach application

Majors and minors

The following teacher education majors and minors are available:

B.S. = Bachelor of Science m = minor

Early Childhood-Middle Childhood (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-middle-childhood>) (B.S.) - *major housed in the Department of Educational Studies*

Middle Childhood-Early Adolescence (<http://catalog.uwlax.edu/undergraduate/educationalstudies/middle-childhood-through-early-adolescence>) (B.S.) - *major housed in the Department of Educational Studies. Minors housed in the individual content department.*

- **Minors certifiable in the MC-EA developmental range:** (m)
 - Earth Science Education minor (<http://catalog.uwlax.edu/undergraduate/geography/earthscienceeducationminor>)
 - English Education minor (<http://catalog.uwlax.edu/undergraduate/english/education-minor>)
 - Teaching English to Speakers of Other Languages (TESOL) minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor>)
 - French Education minor (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-french-middle-education>)
 - General Science Education minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/general-science-minor>)
 - German Studies Education minor (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-german-middle-education>)
 - History Education minor (<http://catalog.uwlax.edu/undergraduate/history/history-education-minor>)
 - Mathematics Education minor (<http://catalog.uwlax.edu/undergraduate/mathematics/mathematics-minor-middle-childhood-early-adolescence>)
 - School Health Education minor (<http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducation-mca-minor>)
 - Social Studies Education minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/social-studies-minor>)
 - Spanish Education minor (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-spanish-middle-education>)
 - Special Education minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/special-education-program>)

Early Childhood-Adolescence (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-adolescence>) - *majors shared between the Department of Educational Studies and the individual content department*

- **Majors for certification in EC-A developmental range:** (B.S.)
 - Art Education (<http://catalog.uwlax.edu/undergraduate/art/art-education-bs>)
 - French Education (<http://catalog.uwlax.edu/undergraduate/modernlanguages/french-education>)
 - German Studies Education (<http://catalog.uwlax.edu/undergraduate/modernlanguages/german-education>)

- Music Education - Choral Emphasis (<http://catalog.uwlax.edu/undergraduate/music/choral-education-emphasis-bs>)
- Music Education - Instrumental Emphasis (<http://catalog.uwlax.edu/undergraduate/music/instrumental-education-emphasis-bs>)
- Music Education - General (<http://catalog.uwlax.edu/undergraduate/music/general-education-emphasis-bs>)
- Spanish Education (<http://catalog.uwlax.edu/undergraduate/modernlanguages/spanish-education>)

Early Childhood-Adolescence - majors and minors housed entirely in the individual content department

- **Majors for certification in EC-A developmental range:** (B.S.)
 - Physical Education Teacher Education (PETE) (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajorphysicaleducation>) - housed in the Department of Health Education and Health Promotion
 - School Health Education (SHE) (<http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationbs>) - housed in the Department of Exercise and Sports Science
- **Minors certifiable in the EC-A developmental range:** (m)
 - Adapted Physical Education minor (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/adaptedphysicaleducationteachingminor>) - for ESS: Physical Education Emphasis Majors only. Housed in the Department of Exercise and Sport Science
 - School Health Education minor (<http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationminor>) - housed in the Department of Health Education and Health Promotion

Secondary Teacher Education Preparation (STEP) Program (p. 4) for certification in the Early Adolescence-Adolescence range - majors and minors housed in the individual content department

- **Majors for certification in EA-A developmental range:** (B.S.)
 - Biology Education (<http://catalog.uwlax.edu/undergraduate/biology/education>)
 - Chemistry Education (<http://catalog.uwlax.edu/undergraduate/chemistry/education>)
 - Computer Science Education (<http://catalog.uwlax.edu/undergraduate/computerscience/computerscienceeducation>)
 - English Education (<http://catalog.uwlax.edu/undergraduate/english/english-education>)
 - General Science Education - Broad Field (<http://catalog.uwlax.edu/undergraduate/physics/general-science-education>) (second major only)
 - Geography Education (<http://catalog.uwlax.edu/undergraduate/geography/education>)
 - History Education (<http://catalog.uwlax.edu/undergraduate/history/history-education>)
 - Mathematics Education (<http://catalog.uwlax.edu/undergraduate/mathematics/mathematics-education-early-adolescence>)
 - Physics Education (<http://catalog.uwlax.edu/undergraduate/physics/education>)
 - Political Science Education (<http://catalog.uwlax.edu/undergraduate/politicalscience/major-early-adolescence>)
 - Social Studies - Broad Field (<http://catalog.uwlax.edu/undergraduate/history/social-studies-education-broad-field-major>)

- Sociology Education (<http://catalog.uwlax.edu/undergraduate/sociology/major-education>)
- **Minors certifiable in the EA-A developmental range:** (m)
 - Biology Education minor (<http://catalog.uwlax.edu/undergraduate/biology/education>)
 - Chemistry Education minor (<http://catalog.uwlax.edu/undergraduate/chemistry/education>)
 - Computer Science Education minor (<http://catalog.uwlax.edu/undergraduate/computerscience/computerscienceeducation>)
 - Economics Education minor (<http://catalog.uwlax.edu/undergraduate/economicscla/economics-education-minor>)
 - English Education minor (<http://catalog.uwlax.edu/undergraduate/english/english-education>)
 - French Education minor (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-french-early-education>)
 - Geography Education minor (<http://catalog.uwlax.edu/undergraduate/geography/education>)
 - German Studies Education minor (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-german-early-education>)
 - History Education minor (<http://catalog.uwlax.edu/undergraduate/history/history-education>)
 - Mathematics Education minor (<http://catalog.uwlax.edu/undergraduate/mathematics/mathematics-education-early-adolescence>)
 - Physics Education minor (<http://catalog.uwlax.edu/undergraduate/physics/education>)
 - Political Science Education minor (<http://catalog.uwlax.edu/undergraduate/politicalscience/major-early-adolescence>)
 - Psychology Education minor (<http://catalog.uwlax.edu/undergraduate/psychology/minor-education>)
 - Sociology Education minor (<http://catalog.uwlax.edu/undergraduate/sociology/major-education>)
 - Spanish Education minor (<http://catalog.uwlax.edu/undergraduate/modernlanguages/minor-spanish-early-education>)
 - Special Education minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/special-education-program>)
 - Teaching English to Speakers of Other Languages (TESOL) Education minor (<http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor>)

Mission, values, and conceptual framework

Mission

The mission of the School of Education, Professional and Continuing Education is to develop within its graduates a commitment to the teaching profession, a profound respect for the dignity of all learners, and the professional competencies that enable them to be effective teachers and responsible citizens in a diverse and dynamic world.

Values

Lead: We are engaging and leading many disciplines of teacher education. We are focused on teaching and learning with best practice and dynamic strategies in mind that result in high student achievement.

Educate: We strive for the highest quality professional teacher education programs, and we believe in continuous improvement with 21st century teaching and learning in mind.

Collaborate: We believe teacher quality matters and through partnerships with our regional school districts and outstanding veteran educators our teacher candidates are afforded high quality experiences.

Innovate: We are dedicated to supporting the use of technology to support teaching and learning, so that our teacher candidates are prepared for the 21st century learning environment.

Conceptual framework

Vision: The School of Education, Professional and Continuing Education strives to become a leader in the preparation of globally responsive teachers through a university-wide commitment to teacher education.

Definition: The globally responsive teacher believes that all learners can learn at high levels and persists in helping all learners achieve success. The teacher appreciates and values human diversity, shows respect for learners' varied talents and perspectives, and commits to the pursuit of excellence for all learners. Globally responsive teaching includes infusion of a strong academic curriculum linked to world events, geography, world cultures, and diverse perspectives. Globally responsive teachers act to make the world a healthy and more sustainable and just environment.

A globally responsive professional education program includes the following:

- Teacher candidates gain understanding of contemporary content issues from a variety of perspectives.
- Teacher candidates learn how to employ discipline specific skills in their analyses of global issues.
- Teacher candidates design integrated curricular units so their students will have a greater understanding of the world.
- Teacher candidates are encouraged and supported to engage in international study abroad programs.
- Teacher candidates develop model lessons that infuse global awareness into their curriculum.
- Teacher candidates develop enrichment of cultural, environmental, and/or civic issues.
- Teacher candidates consider content issues, both local and global, using technology and community resources to enhance learning and expand their resource networks.

Accreditation

- Higher Learning Commission (North Central Association)
- Wisconsin Department of Public Instruction since 1937

State law governing WI teacher education & licensing programs

- WI Administrative Code PI 34 (http://docs.legis.wi.gov/code/admin_code/pi/34.pdf)

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

Teacher education programs at UWL also meet InTASC Model Core Teaching Standards.

- Standard 1: Learner Development

- Standard 2: Learning Differences
- Standard 3: Learning Environment
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

School of Education, Professional and Continuing Education resources

Several resources for education students, university faculty, and area teachers are provided through the School of Education.

- **Alice Hagar Curriculum Resource Center** - Located on the upper floor of Murphy Library (<http://www.uwlax.edu/murphylibrary>), the Center contains many teacher education materials and references for all grade levels
- **Collaborative Learning Studio** - Located in 3212 Centennial Hall, this room is accessible to teacher candidates and faculty to study, practice lessons, deliver lectures using state of the art technology, and collaborate with partners external to the university.

Wisconsin Department of Public Instruction (DPI) licensure ranges

DPI educator licenses (<https://dpi.wi.gov/tepd/licensing/types/educator-general>) issued under WI Administrative Code PI 34 are based on the following developmental levels:

| DEVELOPMENTAL LEVEL | AGE RANGE | CORRESPONDING GRADES |
|---------------------|-----------|----------------------|
| EC-MC | birth-11 | PK-6 |
| MC-EA | 6-12/13 | 1-8 |
| EA-A | 10-21 | 5-12 |
| EC-A | birth-21 | PK-12 |

Admission to teacher education programs

Department of Educational Studies programs

Department of Educational Studies (<http://catalog.uwlax.edu/undergraduate/educationalstudies>)
335 Morris Hall; 608.785.8152

The Department of Educational Studies (DES) is committed to preparing teachers who can teach all students in all schools - rural, urban or suburban. The faculty in DES take seriously our commitment to excellence in teacher education and offer programs leading to licensure in early childhood-middle childhood, middle childhood-early adolescence, and early childhood-adolescence.

The Department of Educational Studies has specific criteria that must be met before being admitted to a program. The process of applying to a DES program is described on the department's webpage (<https://www.uwlax.edu/educational-studies>). Students are also required to disclose past criminal offenses (p. 7) in order to be admitted to any teacher education program.

Specific admission policies for the following programs (<http://catalog.uwlax.edu/undergraduate/educationalstudies>) can be found in the Department of Educational Studies:

- Early Childhood-Middle Childhood certification (ages birth-11) (EC-MC)
- Middle Childhood-Early Adolescence certification (ages 6-12 or 13) (MC-EA)
- Early Childhood-Adolescence certification (ages birth-21) (EC-A) for majors in **art, music, and modern languages**

Physical Education Teacher Education (PETE) Program

Department of Exercise and Sport Science (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience>)
124 Mitchell Hall; 608.785.8173

www.uwlax.edu/exercise-sport-science/undergraduate-majorsminors/physical-education-teaching/

UW-La Crosse has been a state and national leader in preparing physical education teachers for decades. Our graduates, certifiable to teach kindergarten through high school, teach in all 50 states and several foreign countries. Study is broad based with emphases on motor skills, fitness, scientific principles, teaching strategies, and program development. The UWL program balances traditional, individual, and fitness activities with non-traditional physical education activities such as backpacking, ropes courses, and rock climbing. This balance provides students with numerous experiences to enhance their professional development. Because of its exceptional quality, the UW System has identified this program as a Center of Excellence, a designation reserved for high quality undergraduate programs.

All majors in the Department of Exercise and Sport Science have admission standards and retention and advancement standards. Students are advised to become aware of the application criteria for their major and may refer to program websites for the most detailed information regarding these criteria and procedures. Meeting minimum criteria does not guarantee admission, as the department programs have competitive admission processes. Students are also required to disclose past criminal offenses (p. 7) in order to be admitted to any teacher education program.

Specific admission policies for the PETE Program (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajorphysicaleducation>) are listed in the requirements for the exercise and sport science major: physical education.

School Health Education (SHE) Program

Department of Health Education and Health Promotion (<http://catalog.uwlax.edu/undergraduate/healtheducation>)
124 Mitchell Hall; 608.785.8161

www.uwlax.edu/health-education-and-health-promotion/undergrad/school-health-education/

A one-of-a-kind program in Wisconsin, the school health education major is nationally recognized for excellence in preparing certified school health education professionals. Highly qualified faculty and staff lead students in assessing, planning, implementing, and evaluating school health education programs through classroom and field experiences. Graduates are certified to teach kindergarten through high school, prepared to coordinate school health education curricula, and experienced in developing health promotion activities for students and faculty. Courses are offered in curriculum development, effective teaching behaviors, stress management, nutrition, physical fitness,

human sexuality, alcohol and other drugs, and health promotion. Graduates become professionals who assist others in developing a healthy, active lifestyle primarily within the school setting.

The school health education major in the Department of Health Education and Health Promotion has specific admission requirements and other academic policies. Students may refer to program websites for the most detailed information regarding these criteria and procedures. Students are also required to disclose past criminal offenses (p. 7) in order to be admitted to any teacher education program.

Specific admissions policies for the SHE Program are listed in the Department of Health Education and Health Promotion (<http://catalog.uwlax.edu/undergraduate/healtheducation>) and in the requirements for the school health education major (<http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationbs>).

Secondary Teacher Education Preparation (STEP) Program

School of Education, Professional and Continuing Education (p. 1)
145 Graff Main Hall; 608.785.8127

Program Coordinators:

- Jennifer Docktor (Physics) - 2030 Cowley Hall; 608.785.8485
- Ken Shonk (History) - 336B Wimberly Hall; 608.785.6560

www.uwlax.edu/secondary-teacher-education-preparation

Based in the School of Education, the Secondary Teacher Education Preparation Program (STEP) is a collaborative university-wide program committed to preparing knowledgeable, skillful, and professional middle and high school teachers who have the content and pedagogical knowledge to meet the needs of students in a variety of settings. Teacher candidates who complete the STEP Program are eligible for licensure in the early adolescence-adolescence (EA-A, ages 10-21) range. UWL has STEP programs leading to EA-A licensure in the following content majors: biology, chemistry, computer science, English, general science (broad field), geography, history, mathematics, physics, political science, social studies (broad field), and sociology. Several content minors are also available for EA-A licensure.

Teacher candidates must fulfill the requirements of the STEP education core coursework, content major coursework, general education requirements, and field and student teaching experiences. Additional DPI statutory requirements (p. 5) may be required. For all social studies majors and minors, EFN 200 and GEO 200 are DPI statutory requirements. Candidates must also maintain a 2.75 combined cumulative grade point average in all certifiable majors, minors, and professional education courses to be eligible for STEP program admission, retention, student teaching, and certification. A combined cumulative grade point average of 3.0 is required for an internship.

Students are also required to disclose past criminal offenses (p. 7) in order to be admitted to any teacher education program.

Admission requirements to the STEP Program

(Early adolescence-adolescence only)

Phase I: pre-application

Prior to submitting an application (<http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission>) to STEP candidates must meet the following criteria:

- Complete or concurrent enrollment in EDS 203 or EDS 206.

- Complete ENG 110 or ENG 112 with a grade of "C" or higher.
- Complete a minimum of 40 earned credits (including transfer credits) with a 2.75 combined cumulative grade point average.

Phase II: application

Submit an electronic application (<http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission>) containing the following materials to the STEP Admission Committee by 4:30 p.m. by the fourth Monday of each semester:

1. Current resume
2. Teacher candidate recommendation references - submit the names and contact information of two professional references. The STEP Admission Committee will send the references a teacher candidate recommendation form. The form is designed to assess the candidate's qualifications for STEP admission.
3. Unofficial transcript
4. Educational experience reflection paper based on PHASE I coursework.

Phase III: interview

Approximately two weeks following submission of the online application materials, STEP candidates meeting Phase I and II criteria will be contacted via e-mail to arrange the interview portion of the application process. Meeting the minimum eligibility criteria does not guarantee an interview.

Phase IV: admission

Resources available limit the number of students admitted. Not all students completing the application process are admitted to STEP. Admission decisions will be sent to students via e-mail within one month following the application deadline.

Phase V: appeal and reapplication policy

Students who do not meet the minimum GPA may appeal Phase I. A student must submit an appeal packet at least 30 days before the application deadline to the STEP Admission Committee containing:

1. Written statement of appeal identifying the requirement being appealed, reason(s) why the requirement was not satisfied, and why the committee should approve a waiver in this case.
2. Two letters of support from faculty/staff or other professionals who can address the issue being appealed.

Students who are not admitted may appeal the admission decision by submitting a letter of appeal to the STEP Admission Committee by November 1 for fall applicants and April 1 for spring applicants. The student may be asked to meet with the STEP Admission Committee as part of the appeal process. Students will be notified of the appeal decision in a timely manner. The appeal decision is final. Students may reapply to the STEP Program at any time during their academic career at UWL.

STEP Program educational core coursework

34 core credits required¹ as follows:

| Code | Title | Credits |
|---------|--|---------|
| EDS 203 | School, Society, and Teachers ^{2,3} | 3 |
| EDS 206 | Multicultural Education ^{2,3} | 3 |
| EDS 309 | Education in a Global Society | 2 |
| PSY 212 | Lifespan Development | 3 |

| | | |
|--|---|-----------|
| PSY 370 | Educational Psychology | 3 |
| Courses requiring admission to STEP before registration | | |
| EDS 351 | Language, Literacy, and Culture in the Secondary Classroom | 4 |
| SPE 401 | Introduction to Exceptional Individuals | 3 |
| EDS 492 | Student Teaching Seminar | 1 |
| EDS 494 | Student Teaching: Early Adolescence-Adolescence/Early Childhood Adolescence | 12 |
| or EDS 495 | Teaching Internship | |
| Total Credits | | 34 |

- 1 Additional coursework required for each certifiable major and/or minor. See content majors for more information.
- 2 General education course
- 3 EDS 203 or EDS 206 is required prior to submitting an application. Both courses are required for the STEP core.

School of Education program requirements for teacher candidates

General education and WI statutory requirements

Wisconsin Department of Public Instruction (DPI) requires all initial licensure programs to include a **general education program** that demonstrates student knowledge and understanding of the following (WI State Code PI 34.15(7) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/IV/15)):

- **Written and oral communication**
- **Mathematics**
- **Fine arts**
- **Social studies**
- **Biological and physical sciences**
- **Humanities, including literature**
- **Western and non-western history or contemporary culture**
- **WI model academic standards/InTASC standards**

In some cases, specific courses within the UWL General Education Program are required of all undergraduate teacher education programs in order to meet DPI general education requirements (see below). The two-year transfer policy does not exempt students from these requirements.

In addition, there are several other **WI State statutory requirements** specified in WI State Code PI 34.15(4) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/IV/15) that vary according to program:

- **Cooperative Marketing and Consumer Cooperatives:** majors and minors in social studies.
- **Environmental Education and Conservation:** EC-MC majors, MC-EA majors, EA-A majors and minors in science and social studies.
- **Minority Group Relations (a.k.a. Human Relations):** all teacher education programs.
- **Conflict Resolution:** all teacher education programs.
- **Reading and Language Arts:** EC-MC majors, MC-EA majors.
- **Special Education:** all teacher education programs.

Required courses for all programs

The below courses fulfill both a UWL general education requirement and a WI statutory requirement and are required for **all** undergraduate teacher education programs.

| Code | Title | Credits |
|---|---|---------|
| UWL category GE01: | | |
| Meets State Code PI 34.15(7)(a) requirement: Written and Oral Communication | | |
| CST 110 | Communicating Effectively ¹ | |
| ENG 110 | College Writing I ¹ | |
| or ENG 112 | College Writing AP (Advanced Placement) | |
| UWL category GE03: | | |
| Meets State Code PI 34.15(4)(c) requirement: Minority Group Relations | | |
| EDS 206 | Multicultural Education | |
| UWL category GE04: | | |
| Meets State Code PI 34.15(7)(g) requirement: Western and Non-Western History | | |
| HIS 101 | Global Origins of the Modern World | |
| or HIS 102 | Global Transition and Change | |
| UWL category GE05: | | |
| Meets State Code PI 34.15(7)(e) requirement: Biological and Physical Sciences | | |
| One physical science course AND one natural laboratory science course | | |
| UWL category GE06: | | |
| Meets State Code PI 34.15(7)(d) requirement: Social Studies | | |
| EDS 203 | School, Society, and Teachers | |

Additional required courses

Each individual teacher education program may have additional required courses that are intended to meet the remaining WI statutory requirements. Review the specific program's requirements for more details.

The below courses are examples of courses required in certain programs that meet additional statutory requirements.

| Code | Title | Credits |
|---|--|---------|
| Meets State Code PI 34.15(4)(a): Cooperatives | | |
| EFN 200 | Cooperatives ² | |
| Meets State Code PI 34.15(4)(b): Environmental Education and Conservation | | |
| GEO 200 | Conservation of Global Environments ³ | |

¹ Must earn a grade of "C" or better to satisfy this requirement.

² Required for all majors and minors in social studies.

³ Required for all EC-MC majors, all MC-EA majors, and all EA-A (STEP) majors and minors in science and/or social studies.

Retention policy

Teacher candidates may be retained in their teacher education program as long as they fulfill the following conditions:

1. Maintain at least a 2.75 combined cumulative, major, and minor GPA (3.00 for graduate candidates);
2. Meet required benchmark assessment criteria (testing, portfolio) required by the candidate's program;
3. Maintain appropriate professional disposition; *and*
4. Are otherwise in good standing with the university and EPC.

Teacher candidates who do not meet GPA requirements and/or who have been referred to **teacher candidate progress review (TCP)** for

dispositional concerns may be approved to continue in their program by the TCPR Committee.

Teacher candidate progress review (TCP)

The faculty and staff (including clinical and student teaching personnel) of SOE recognize that all individuals seeking certification may not meet certain minimal professional standards; therefore, a procedure has been established to identify and to counsel candidates in need of directed guidance. Additional measures may be taken if deemed necessary. The referral process may lead to the candidate's removal from the teacher education program(s).

SOE's Teacher Candidate Progress Review Committee is charged with overseeing the development and assessment of knowledge, skills, and dispositions among teacher candidates as assessed by the multiple measures of the established teacher education assessment system. Academic and non-academic misconduct (plagiarism, cheating, etc.) are referred directly to the Office of Student Life as outlined in the university's student handbook (<https://www.uwlax.edu/student-life/student-resources/student-handbook>).

If issues related to the progress of candidates are identified, a referral is initiated using the Teacher Candidate Progress Review Referral Form ([http://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/School_of_Education/TCPR%20Original%2010-31-14%20ver%203\(1\).pdf](http://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/School_of_Education/TCPR%20Original%2010-31-14%20ver%203(1).pdf)), and the candidate receives a copy of the referral. The Dean of the School of Education will forward a copy to the candidate's advisor, the academic services director/certification officer, department chair, and the content liaison, where appropriate. There are three types of referrals:

- Notice of concern,
- Automatic referral, and
- Program referral.

Notice of concern

1. A concerned faculty or staff member completes a written notice of concern. The candidate is required to schedule an appointment to review the content of the notice of concern form. A minimum of two faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed, the candidate signs the referral form acknowledging receipt.
2. The faculty or staff member submits the signed referral form to the Office of the Dean of the School of Education; copies of the form are sent to the appropriate individuals and placed in the candidate's permanent file.
3. If two notices of concern are received, the candidate is automatically referred to the Teacher Candidate Progress Review Committee by the Dean of the School of Education. For candidates enrolled in pupil services certification programs (school psychology), each notice of concern will be sent to the program director. The program will work with the candidate to develop an action plan.

Automatic referral(s) to the Teacher Candidate Progress Review Committee

Automatic referrals include, but are not limited to, concerns needing immediate intervention related to the candidate's knowledge, skills, and/or dispositions, or concerns related to candidate GPA (cumulative, major, minor, concentrations, core).

Non-GPA-related automatic referrals

1. An issue requiring immediate intervention related to the candidate's knowledge, skills, and/or dispositions is identified, and an automatic referral form is completed. The candidate is required to schedule an appointment to review the content of the automatic referral form. A minimum of two faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed, the candidate signs the referral form acknowledging receipt.
2. The faculty or staff member submits the signed referral form to the Office of the Dean of the School of Education; copies of the form are sent to the appropriate individuals and placed in the candidate's permanent file.
3. The candidate is automatically referred to the Teacher Candidate Progress Review Committee by the Dean of the School of Education and will be required to appear at the next committee meeting to address the concerns cited in the automatic referral. When the candidate meets with the committee, the concerns are reviewed, and the candidate addresses these concerns. After the candidate has met with the committee, the committee recommends further action. If the candidate fails to meet with the committee, he/she will be unable to continue in his/her program of study.

Program referral(s) to the Teacher Candidate Progress Review Committee

Faculty and staff (including clinical and student teaching personnel) who have concerns about a candidate's knowledge, skills, and/or dispositions as described within the teacher education program standards shall document and initiate the referral process by completing the referral form. For the purpose of facilitating the referral process, the following procedures are used:

- The faculty or staff member discusses the referral with the candidate and provides him/her with a copy of the referral form.
- The faculty or staff member delivers the referral form to the appropriate program director or department chair. The faculty involved decide if the referral form is to be sent to the Teacher Candidate Progress Review Committee or remediated within the program. The candidate is notified of the decision within two weeks regarding action or remediation plan. If the remediation plan is unacceptable to the candidate, he/she may appeal the plan to the committee.
- If so deemed, referral forms and the referred student's academic record(s) and performance are reviewed by the committee at the next monthly meeting in which they are received.

Benchmark assessments (testing) policy

The WI Department of Public Instruction (DPI) is specific in its requirements about the content of both general education and professional education. DPI requires teacher education candidates to complete a variety of benchmark assessments (tests) detailed below. The WI State Superintendent of Public Instruction determines passing scores. Therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of DPI requirements for licensure may take longer than four academic years.

Assessments required prior to application for student teaching:

Prior to enrolling in the student teaching/internship semester and in order to be recommended for licensure by the certification officer, candidates must provide:

1. An official Praxis Subject Assessment (formerly Praxis II) score report documenting passing scores on Praxis Subject Assessment content tests in the appropriate certification area/discipline;
2. An official Wisconsin Foundations of Reading Test (FoRT) score report documenting a passing score of at least 240 (required **only** for Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Special Education candidates);
3. An official American Council Teaching of Foreign Languages score report demonstrating oral and written proficiency with a rating of "Intermediate High" in French, German, and/or Spanish (required **only** for French education, German education or Spanish education candidates).

Disclosure of criminal offenses policy

Students applying for field and student teaching placements will be asked to disclose any criminal charges filed against them through a self report form. Applicants with a felony conviction that would prohibit them from entering the teaching profession will not be admitted into any teacher education program. Student applicants with lesser charges, such as misdemeanors not involving children, shall be permitted to apply to teacher education programs.

Any student who has been convicted of a criminal offense must contact the WI DPI (<https://dpi.wi.gov/tepd/licensing/background>) to discuss eligibility for teacher licensure.

Criminal background check policy

All teacher candidates must complete the designated criminal background checks prior to entering the schools for their first clinical field experience. This is a requirement of school placement sites, and it is the teacher candidate's responsibility to follow the instructions and complete the process by the dates specified. Teacher candidates are responsible for all costs associated with the criminal background checks. Policies and procedures must be followed for teacher candidates to receive a placement.

Prior to student teaching, teacher candidates must complete a second designated criminal background check if more than one year has passed since their last criminal background check. Additional criminal background checks may be required for teacher candidates if the time period between criminal background checks exceeds two years. The Office of Field Experience will record the criminal background checks conducted each semester.

Procedures

1. Criminal background check policies and procedures (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/#tm-criminal-background-check>) are shared with teacher candidates at clinical field experience meetings prior to registration each semester and are also available on the Office of Field Experience website.
2. The Office of Field Experience will email the clinical field experience forms and criminal background check instructions to teacher candidates registered for clinical field experiences prior to the first day of class.
3. Course instructors discuss the criminal background check process at the beginning of the course and ensure students have completed the required clinical field experience forms for the Office of Field Experience.
4. Forms must be completed by teacher candidates each semester they participate in a school observation, clinical field experience, or any other school experience. Teacher candidates must notify the Office of Field Experience of new offenses as soon as possible.

- The Office of Field Experience staff monitors the criminal background check process and notifies course instructors when teacher candidates have been cleared to enter the schools.
- In the event the background check discloses criminal activity or information the teacher candidate has failed to report, the teacher candidate may be required to meet with his or her Field Experience Coordinator to discuss the discrepancy. The result of this discussion may alter or terminate the teacher candidate's participation in a field experience or student teaching assignment.

Student teaching and internship policy

The student teaching experience is generally completed during the final semester in residence. Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates>) through the Office of Field Experience one year prior to the student teaching semester. Completed applications must be returned to the Office of Field Experience by the deadlines posted online for a fall or spring semester placement.

Candidates student teach for a full semester as calculated according to the calendar of the cooperating school. Most cooperating schools are approximately located within a 50-mile radius of La Crosse.

To be eligible for student teaching, candidates must:

- have completed all coursework to meet general education, program, minor, and WI statutory requirements;
- have and maintain at least 2.75 combined cumulative, major, minor, concentration, and professional sequence grade point averages;
- have successfully completed all benchmark assessments (testing requirements) for the appropriate certification area/discipline; *and*
- be in good standing with the university and the School of Education, Professional and Continuing Education.

During the student teaching semester, eligible candidates must enroll in one of the following student teaching courses (aligned with their declared program) and the concurrent student teaching seminar course:

| Code | Title | Credits |
|--|--|---------|
| Student teaching course (choose one aligned with declared program): | | |
| EDS 493 | Student Teaching: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence | |
| EDS 494 | Student Teaching: Early Adolescence-Adolescence/Early Childhood Adolescence | |
| SHE 494 | Student Teaching in School Health Education: Early Childhood-Adolescence | |
| SPE 483 | Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence | |
| SPE 484 | Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence | |
| Student teaching seminar course (choose one aligned with declared program): | | |
| EDS 492 | Student Teaching Seminar (EC-MC; MC-EA; EC-A (Art, Music, Modern Languages); STEP) | |
| SHE 492 | Student Teaching Seminar in School Health Education | |
| ESS 425 | Student Teaching Seminar in Physical Education | |
| SPE 430 | Seminar in Special Education | |

Internships

To be eligible to apply for an internship, candidates must be formally admitted to teacher education and must possess and maintain, through

graduation, a combined cumulative grade point average of 3.00. Interns are assigned for an entire semester to schools that are part of the Wisconsin Improvement Program. The Office of Field Experience, with support of faculty screeners, admits students to the internship program. Internships require an application (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/#tm-application-materials>) through the Office of Field Experience. The completed application is due by the dates posted online for placement during the fall or spring semester of the subsequent year.

Comprehensive assessment system in teacher education (including portfolio/edTPA)

All teacher candidates seeking certification must successfully complete procedures related to program admission, progression, and exit criteria. The teacher candidate's progress toward competencies in the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards is monitored while the candidate completes requirements in the respective teacher education program. Teacher candidates must earn and maintain the cumulative, major, and minor grade point averages required by their respective program of study. Course and field experience assessments are designed to monitor professional growth in the InTASC Model Core Teaching Standards listed below. The Wisconsin Department of Public Instruction (DPI) requires that each candidate who prepares for a teaching career to have a portfolio of evidence documenting that the standards required for a teaching license have been met (PI 34.13).

Wisconsin edTPA (Education Teacher Performance Assessment)

The Wisconsin Department of Public Instruction is committed to ensuring that highly prepared and effective teachers educate Wisconsin students. A part of that commitment is to make certain that all initial license applicants are ready to teach before they receive a license. One way to determine readiness is through performance assessment, using a system such as the edTPA. Upon the recommendation of the Wisconsin educator preparation programs, the State Superintendent has selected the edTPA (<http://www.edtpa.com>) to be used as one of the performance measures required for initial licensing.

Beginning September 1, 2016, the Wisconsin Department of Public Instruction set a minimum passing score of 38 for all certification areas, except for world languages, which have a minimum passing score of 32. A passing score on the edTPA is required for program completion and to be eligible for a license.

Candidates who do not earn a passing score on the edTPA may be eligible for a partial or complete retake/resubmission. The UWL edTPA Retake Policy (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/#tm-assessments-during-the-clinical-field-experience-program>) is available on the School of Education, Professional and Continuing Education website.

Graduation without certification

Candidates who complete all university and program requirements, but who fail to successfully complete the benchmark assessments and/or the student teaching/internship experience, may apply for a Bachelor of Science degree without certification through the School of Education Dean's office. This degree will not earn WI Department of Public Instruction endorsement for licensure.

Note: Students should be aware that the Department of Public Instruction is specific in its requirements about the content of both general education and professional education; therefore, prospective teacher education candidates should work closely with an advisor

from the outset of their studies at the university. Completion of DPI requirements for licensure may take longer than four academic years.

Teaching license application

Wisconsin: Graduates desiring a license to teach in Wisconsin may submit an application through Educator Licensing Online (ELO) (<https://dpi.wi.gov/tepd/licensing>). When all certification requirements are satisfactorily completed, the certification officer will upload program completion data for all candidates into ELO. After the program data has been uploaded into ELO, applicants will be able to complete the license application. There is an applicable fee (<https://dpi.wi.gov/tepd/licensing/application-fee>) for an initial educator license.

Other States: Graduates seeking certification in other states should contact the state Department of Education in which certification is desired and submit the appropriate application materials. Candidates should be aware that license rules are different in all states, so they should seek information about licensing requirements early in the professional preparation program. Most states require documentation of program completion (institutional endorsement) on a form specific to the state's application requirements that must be signed by the Teacher Certification Officer.