School of Education (SOE)

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www.uwlax.edu/school-of-education

The School of Education (SOE) at the University of Wisconsin-La Crosse (UW-L) 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-L. 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 (p. 1)
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Student teaching and internships (p. 4)
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Specific areas in teacher education:
Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Early Childhood-Adolescence certification (p. 6) (excepting PETE, SHE, & STEP programs)
Physical Education Teacher Education (PETE) certification (p. 6)
School Health Education (SHE) certification (p. 7)
Secondary Teacher Education Preparation (STEP) admission and certification (p. 7) (EA-A program)

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

Mission
The mission of the School of 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.

Conceptual framework
Vision: The School of Education at UW-L 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 healthier 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.

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

Alice Hagar Curriculum Resource Center
• Contains many teacher education materials and references for all grade levels
• Located on the upper floor of Murphy Library (http://www.uwlax.edu/murphylibrary)

Rhea Pederson Reading Center
• Provides reading resources for UW-L students and area teachers
• Located in 335 Morris Hall

Majors and minors in the Department of Educational Studies
The Department of Educational Studies (DES) is housed in the School of Education. The following undergraduate majors, minors, and programs
are available through DES. Specific content areas are housed in the related departments in the other colleges/school.

B.S. = Bachelor of Science m = minor

- Early Childhood-Middle Childhood Education (B.S., EC-MC)
- Middle Childhood-Early Adolescence Education (B.S., MC-EA)
- Early Childhood-Adolescence (B.S. in art, music, French, German Studies, or Spanish; EC-A)
- Special Education (m, add-on teacher certification)
- General Science (m, MC-EA)
- Social Studies (m, MC-EA)

**Department of Public Instruction (DPI) certification ranges and abbreviations**

- EC-MC = Early Childhood-Middle Childhood Certification (ages birth to 11)
- MC-EA = Middle Childhood-Early Adolescence Certification (ages 6-12 or 13)
- EC-A = Early Childhood-Adolescence Certification (ages birth to 21)
- EA-A = Early Adolescence-Adolescence Certification (ages 10 to 21)

**Additional teacher certification programs in the School of Education**

The following programs are certifiable at the Early Adolescence-Adolescence (ages 10 to 21) developmental range (EA-A):

**College of Liberal Studies**

- Economics Education (m)
- English Education (B.S., m)
- French Education (m)
- German Studies Education (m)
- History Education (B.S., m)
- Political Science Education (B.S., m)
- Psychology Education (m)
- Social Studies - Broad Field (B.S.)
- Sociology Education (B.S., m)
- Spanish Education (m)

**College of Science and Health**

- Adapted Physical Education (m) (requires ESS: Physical Education Emphasis, EC-A certification)
- Biology Education (B.S., m)
- Chemistry Education (B.S., m)
- Computer Science Education (B.S., m)
- Exercise and Sport Science: Physical Education Emphasis (B.S., EC-A certification)
- General Science Education - Broad Field (second major only)
- Geography Education (B.S., m)
- Mathematics Education (B.S., m)
- Physics Education (B.S., m)
- School Health Education (B.S., EC-A certification; m)

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**General Admission and Retention in Teacher Education**

**Teacher education admission policy: literacy requirements**

All students must be admitted to teacher education in order to enroll in professional education courses. Application and admission requirements vary by program. Students are encouraged to work closely with their academic advisor to ensure completion of the application requirements in effect for their program of study. Meeting the eligibility criteria does not guarantee admission into the teacher education program. Resources available limit the number of students admitted. In addition, all SOE students must meet CST 110 and ENG 110 or ENG 112 requirements by earning a grade of "C" or better. See below (p. 6) for admission requirements for specific certification areas.

**Teacher education admission policy: required disclosure of criminal offenses policy**

Students interested in admission will be asked to disclose any criminal charges filed against them through a self report form. Applicants with a felony conviction (which prohibits them from entering the teaching profession) will not be admitted into any program within the SOE. Student applicants with lesser charges (misdemeanors not involving children) shall be permitted to apply to the SOE.

Any student who has been convicted of a criminal offense must contact the Wisconsin Department of Public Instruction (DPI) to discuss eligibility for teacher licensure. A copy of the DPI Conduct and Competency Code is available in the certification office in 260 Morris Hall.

**Teacher education: retention policy**

Candidates may be retained in the teacher education program as long as they maintain 2.75 combined cumulative, major, and minor GPA’s (3.00 for graduate candidates); show proficiency in oral and written communication; fulfill additional assessment criteria (e.g., portfolio) required by the candidate’s program; and are otherwise in good standing with the university and SOE.

**Teacher education: certification requirement policy**

Candidates must maintain a 2.75 combined cumulative grade point average and a 2.75 grade point average in all certifiable majors, minors, concentrations, and professional education courses. Official score reports documenting passing scores for all additional testing requirements (p. 4) for the appropriate certification area/discipline must be on file in the certification office, 275 Morris Hall. The completion of the portfolio/edTPA also is required.

Candidates who complete all university requirements and all teacher education requirements for student teaching/internship, but who fail to successfully complete the student teaching/internship experience, may be awarded a Bachelor of Science degree without certification. This degree will not earn WI Department of Public Instruction endorsement for licensure. See the academic assistant to the dean (p. 1) for details.
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, 2015, all teacher candidates completing a program will be required to complete the edTPA to be eligible for a license. Passing scores will be set by the Wisconsin Department of Public Instruction in 2015-16 and will be available prior to September 1, 2016. Beginning September 1, 2016, a passing score on the edTPA will be required for program completion and to be eligible for a license.

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.

Interstate Teacher Assessment and Support Consortium (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

Wis. Admin. Code PI 34.02 (http://docs.legis.wi.gov/code/admin_code/ pi/34.pdf)

Teacher education: candidate progress review

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 (http://www.uwlax.edu/Student-Life/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), and the candidate receives a copy of the referral. The Director of the School of Education will forward a copy to the candidate’s advisor, the academic assistant to the dean/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 Director 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 Director 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 needing 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 Director 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 Director 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.

Teacher education: testing requirements policy

The 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 both basic skills testing (Praxis I/PPST or another basic skills test) and content area testing (Praxis II). The State Superintendent of DPI 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.

Basic skills testing options

Entry into teacher education programs requires passing scores on one of the basic skills tests approved by the State Superintendent of DPI, selected from the following:

1. Praxis I, Pre-Professional Skills Test (PPST), scores in reading (175), mathematics (173), and writing (174) tests through August 31, 2014. Beginning September 1, 2014, the Praxis Core Academic Skills Test scores in reading (156), mathematics (150), and writing (162); OR

2. ACT composite score of 23 with minimum scores of 20 on English, math, and reading. Scores presented for this purpose must be dated within the five years preceding application for admission; OR

3. SAT composite score of 1070 with minimum scores of 450 on verbal and math. Scores presented for this purpose must be dated within the five years preceding application for admission; OR

4. GRE (after August 1, 2011) composite score of 298 with minimum scores of 150 on verbal and 145 on math. Scores presented for this purpose must be dated within the five years preceding application for admission.

Passing scores on one of the basic skills tests must be recorded in a student’s university record prior to applying for admission to any teacher education program.

Additional Testing Requirements

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

1. An official Praxis II Subject Assessment score report documenting passing scores on Praxis II content tests in the appropriate certification area/discipline;

2. An official Wisconsin Foundations of Reading test score report documenting passing scores (ONLY required 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 (ONLY required for French education, German education or Spanish education candidates).

Teacher education: student teaching and internship admission policy

The student teaching experience is generally completed during the final semester in residence. Students must apply for student teaching (http://www.uwlax.edu/SOE/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:

1. Have and maintain 2.75 combined cumulative, major, minor, concentration, and professional sequence grade point averages

2. Meet prerequisites and all additional testing requirements (see above) for the appropriate certification area/discipline, specified for:
Procedures conducted each semester. The Office of Field Experiences will record the criminal background checks if more than one year has passed since their last criminal background check. Additional criminal background check if more than one year has passed since their last criminal background check. The Office of Field Experience will record the 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 during the fall or spring semester of the subsequent year.

Internships
To be eligible to apply, 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 Director with support of faculty screeners, admits students to the internship program. Internships require an application (http://www.uwlax.edu/SOE/For-teachers) through the Office of Field Experience. The completed application is due by the dates posted online for placement.

School of Education 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 Experiences will record the criminal background checks conducted each semester.

Procedures
1. Criminal background check policies and procedures 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.
5. 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.
6. 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 the Director and/or Assistant Director of Field Experiences 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.

License and Statutory Requirements in Teacher Education

Wisconsin Department of Instruction educator licenses
Educator licenses (http://tepdl.dpi.wi.gov/licensing/educator-licenses-general) issued under WIS. Admin. Code PI 34 are based on the following developmental levels:

DEVELOPMENTAL LEVELS AGE RANGES GRADE LEVEL

| Early Childhood (EC)* | birth-8 PK-3 |
| Early Childhood through birth-11 PK-6 |
| Middle Childhood (MC) |
| Middle Childhood through 6-12/13 1-8 |
| Early Adolescence (EA) |
| Early Adolescence through 10-21 5-12 |
| Adolescence (EC) |

* program not offered at UW-L.

Teacher education: license application

Wisconsin: Graduates desiring a license to teach in Wisconsin may submit an application through Educator Licensing Online (ELO) (http://tepdl.dpi.wi.gov/licensing/elo). The fee for the initial educator license is $100.00. When all certification requirements are satisfactorily completed, the certification officer will upload program completer data for all candidates into ELO. After the program data has been uploaded into ELO, applicants will be able to complete the license application.

Out-of-state applicants: Graduates seeking certification in other states will obtain instructions from the Department of Education of the state in which certification is desired and submit the appropriate application materials. Candidates should be aware that license rules vary from one state to another and seek such information 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. The signature of the teacher certification officer is accepted for institutional endorsement.

**Wisconsin statutory requirements**

**Environmental Education and Conservation**: Demonstration of knowledge and understanding in environmental education and in the conservation of natural resources is required for licenses in early childhood-middle childhood, middle childhood-early adolescence, science (majors or minors), and social studies (majors or minors). Instruction in environmental education and conservation is required for the completion of these programs.

**Cooperatives**: Demonstration of knowledge and understanding of cooperative marketing and consumer cooperatives is required for licenses in social studies (majors or minors). Instruction in cooperatives is noted by the major and minor course listings in social studies disciplines.

**Exceptional Education**: Demonstration of knowledge and understanding of procedures used for assessing and providing education for children with disabilities, including provider roles and responsibilities and curriculum modification.

**Human Relations**: Demonstration of knowledge and understanding in the area of “minority group relations,” under Wis. Admin. Code PI 34.15(4)(c)1-6, to be certified to teach in the State of Wisconsin.

**Reading**: Demonstration of knowledge and understanding of teaching reading and language arts including phonics for licensure in early childhood-middle childhood and middle childhood-early adolescence.

**Conflict Resolution**: Demonstration of knowledge and understanding in:

1. Resolving conflicts between pupils and between pupils and school staff;
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils; and
3. Dealing with crises, including violent, disruptive, potentially violent, or potentially disruptive situations that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

**General education requirements**

Students take specific courses from general education to meet statutory requirements in the areas of human relations, environmental education and conservation, mentioned above, depending on the certification desired. General education check sheets listing required courses are available in 260 Morris Hall and on Advisement Reports (AR). The two-year transfer policy does not exempt students from these requirements.

Wis. Admin Code PI 34.15(4) (http://docs.legis.wisconsin.gov/code/admin_code/pi/34.pdf)

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**Admission Requirements for Specific Areas in Teacher Education**

**Early childhood-middle childhood, middle childhood-early adolescence, and early childhood-adolescence certification (excepting PETE, SHE, & STEP programs)**

Department of Educational Studies
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.

**Certification areas within 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)

**Admission to DES teacher education programs**

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. Students are also required to disclose past criminal offenses (p. 2) in order to be admitted to any teacher education program.

See the Department of Educational Studies (http://catalog.uwlax.edu/undergraduate/educationalstudies) for specific admission requirements to the Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Early Childhood-Adolescence teacher education programs. To see the course work for individual programs, visit the Majors tab on the DES page.

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**Physical Education Teacher Education (PETE) certification**

(Early childhood-adolescence, ages birth-21 years)

PETE Program Director: Kristi Mally, Ph.D.
210 Mitchell Hall; 608.785.6527

Department of Exercise and Sport Science
124 Mitchell Hall; 608.785.8173

www.uwlax.edu/exercise-sport-science/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 emphasis on motor skills, fitness, scientific principles, teaching strategies, and program development. The UW-L 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.

**Admission to physical education**

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. 2) in order to be admitted to any teacher education program.

See the exercise and sport science: physical education major (http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajors/physicaleducation) for specific admission requirements and course work for the PETE Program.

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## School Health Education (SHE) certification

(Early childhood-adolescence, ages birth-21 years)

School Health Education Program Director: Tracy Caravella, Ph.D.
202 Mitchell Hall; 608.785.6788

Department of Health Education and Health Promotion
124 Mitchell Hall; 608.785.8161

www.uwlax.edu/health-education-and-health-promotion/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. Eight faculty, all with doctorates in the field, 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 in curriculum development, effective teaching behaviors, stress management, nutrition, physical fitness, human sexuality, alcohol and other drugs, and health promotion are offered. Graduates become professionals who assist others in developing a healthy, active lifestyle primarily within the school setting.

**Admission to school health education**

The school health education major in the Department of Health Education and Health Promotion has admission requirements and other academic policies of which students should be aware. 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. 2) in order to be admitted to any teacher education program.

See the school health education major (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationmajors) for specific admission requirements and course work for the SHE Program.

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**Secondary Teacher Education Preparation (STEP) teacher certification**

(Early adolescence-adolescence, ages 10-21 years)

Program Coordinator: Jennifer Kosiak - 1004 Cowley Hall; 608.785.8385
College of Science and Health - 205 Graff Main Hall; 608.785.8156
College of Liberal Studies - 260 Morris Hall; 608.785.5454

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

The Secondary Teacher Education Preparation Program (STEP) is a university-wide School of Education (SOE) 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. STEP is a collaborative program leading to licensure in early adolescence-adolescence (EA-A) in which teacher candidates earn a bachelor's degree in an appropriate content major combined with professional education coursework and multiple field experiences. At UW-L, EA-A programs leading to licensure include the following content majors of 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.

All STEP teacher education candidates must complete one or more teacher certification majors to be eligible for licensure to teach students from 10-21 years of age. In addition to a major, students may choose to complete one or more minors for additional certifications.

In addition, candidates must fulfill the requirements of the STEP education core coursework (35 total credits). Additional DPI statutory requirements may be required. Candidates must maintain a 2.75 combined cumulative grade point average in all certifiable majors, minors, and professional education courses to be eligible for STEP admissions, 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. 2) in order to be admitted to any teacher education program.

**College of Liberal Studies: early adolescence-adolescence (ages 10-21) certifiable majors and minors**

**Majors:** English, history, political science, social studies (broad field - option A or option B), sociology

**Minors:** economics, English, French, German studies, history, political science, psychology, sociology, Spanish, special education, teaching English to speakers of other languages (TESOL)

Note: For all social studies majors and minors, EFN 200 and GEO 200 are DPI statutory requirements.

**College of Science and Health: early adolescence-adolescence (ages 10-21) certifiable majors and minors**

**Majors:** biology, chemistry, computer science, general science (broad field - second major only), geography, mathematics, physics

**Minors:** biology, chemistry, computer science, geography, earth science, mathematics, physics
Note: For all science majors and minors, GEO 200 is a DPI statutory requirement.

Teacher education: Secondary Teacher Education Preparation (STEP) admission to program policy
(1st 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, EDS 206, and PSY 212 (or equivalent).
- 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.
- Satisfy the basic skills testing requirement (p. 4). UW-L must receive an official score report sent from ETS to the university.

Phase II: step 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: step 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: step 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 either the minimum GPA or the basic skills testing requirement (p. 4) (but not both) 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.

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 UW-L.

Teacher education: Secondary Teacher Education Preparation (STEP) educational core coursework
36 core credits required as follows:

| Courses required before admission into STEP (see Phase I in STEP admission) |
|---------------------------------|--------------------|
| PSY 212 Lifespan Development    | 3                  |
| EDS 203 School and Society      | 3                  |
| EDS 206 Multicultural Education | 3                  |

<table>
<thead>
<tr>
<th>Additional courses required for STEP</th>
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<tbody>
<tr>
<td>EDS 309 Education In a Global Society (Early Adolescence-Adolescence)</td>
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<tr>
<td>EDS 319 Teaching with Integrated Technology I</td>
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<tr>
<td>PSY 370 Educational Psychology</td>
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<tr>
<th>Courses requiring admission to STEP before registration</th>
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<tbody>
<tr>
<td>EDS 351 Language, Literacy, and Culture in the Secondary Classroom</td>
</tr>
<tr>
<td>SPE 401 Introduction to Exceptional Individuals</td>
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<tr>
<td>EDS 492 Student Teaching Seminar</td>
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<tr>
<td>EDS 494 Student Teaching: Early Adolescence-Adolescence/Early Childhood Adolescence</td>
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or EDS 495 Teaching Internship

Total Credits 36

1. Additional coursework required for each certifiable major and/or minor. See content majors for more information.
2. General education course