

# School of Education

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The School of Education (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 900 students are enrolled in teacher education programs at UW-La Crosse (UWL). Students enrolled in teacher education programs benefit from the numerous K-12 school partnerships, which aim to promote best practices in teaching and learning.

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### License to teach application

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## Majors

The following teacher education majors leading to endorsement for a WI teaching license are available:

B.S. = Bachelor of Science

### Early Childhood Education (B.S.) - housed in the Department of Educational Studies

- Early Childhood Education (birth - grade 3) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-education/>)

### Elementary and Middle Education (B.S.) - housed in the Department of Educational Studies

- Elementary/Middle Education (grades K-9) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education/>)
- Elementary/Middle Education (grades K-9) and French Education (grades K-12) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-french-education/>) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Spanish Education (grades K-12) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-spanish-education/>) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Special Education (grades K-12) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-special-education/>) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Teaching English to Speakers of Other Languages (grades K-12) (<http://catalog.uwlax.edu/undergraduate/educationalstudies/elementary-middle-education-and-tesol/>) - *dual licensure*

### Secondary Teacher Education Preparation (STEP): Middle and High School Education (B.S.) - housed in the related content department (Biology, Chemistry, English, History, Mathematics & Statistics, and Physics)

- Biology: Science Education (grades 4-12) Concentration (<http://catalog.uwlax.edu/undergraduate/biology/education/>)
- Broadfield Social Studies Education (grades 4-12) (<http://catalog.uwlax.edu/undergraduate/broadfieldsocialstudies/broadfield-social-studies-education/>)
- Broadfield Social Studies Education (grades 4-12): History Concentration (<http://catalog.uwlax.edu/undergraduate/broadfieldsocialstudies/broadfield-social-studies-education-history/>)
- Broadfield Social Studies Education (grades 4-12): Political Science Concentration (<http://catalog.uwlax.edu/undergraduate/broadfieldsocialstudies/broadfield-social-studies-education-political-science/>)
- Broadfield Social Studies Education (grades 4-12): Sociology Concentration (<http://catalog.uwlax.edu/undergraduate/broadfieldsocialstudies/broadfield-social-studies-education-sociology/>)
- Chemistry: Science Education (grades 4-12) Concentration (<http://catalog.uwlax.edu/undergraduate/chemistry/education/>)
- English Education (grades 4-12) (<http://catalog.uwlax.edu/undergraduate/english/english-education/>)
- Mathematics Education (grades 4-12) (<http://catalog.uwlax.edu/undergraduate/mathematics/mathematics-education-bs/>)

- Physics: Science Education (grades 4-12) Concentration (<http://catalog.uwlax.edu/undergraduate/physics/education/>)

Art, Music, World Language and Physical, Adapted & School Health Education (p. 6) (B.S.) - housed in the related content department (Art, Exercise and Sport Science, Global Cultures and Languages, and Music). The dual licensure programs in elementary/middle education (grades K-9) and Spanish education (grades K-12) or French education (grades K-12) are housed in the Department of Educational Studies.

- Art Education (grades K-12) (<http://catalog.uwlax.edu/undergraduate/art/art-education-bs/>)
- French Education (grades K-12) (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/french-education/>)
- French Education (grades K-12) and Teaching English to Speakers of Other Languages (grades K-12) (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/french-education-and-tesol/>) - dual licensure
- Music Education (grades K-12): Choral and General Music Emphasis (<http://catalog.uwlax.edu/undergraduate/music/choral-education-emphasis-bs/>)
- Music Education (grades K-12): Instrumental and General Music Emphasis (<http://catalog.uwlax.edu/undergraduate/music/instrumental-education-emphasis-bs/>)
- Physical (grades K-12), Adapted (grades K-12), and School Health (grades K-12) Education (PASHE) (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajorphysicaladaptedschoolhealth/>) - triple licensure
- Spanish Education (grades K-12) (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/spanish-education/>)
- Spanish Education (grades K-12) and Teaching English to Speakers of Other Languages (grades K-12) (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/spanish-education-and-tesol/>) - dual licensure

## Mission, values, and conceptual framework

### 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.

### 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 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 educator preparation programs

- Wis. Administrative Code § PI 34 ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/))

## 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 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.
- **1:1 Student iPad Program** - The School of Education (SOE) is committed to staying abreast with current technology trends in our area K-12 schools and strives to prepare teacher candidates who are able to facilitate and inspire student learning and creativity through creation of digital age learning experiences. To this end, we promote creativity, collaboration, responsibility, and innovation in the use of technology by students, faculty, and the local educational community. As a result, all UWL teacher candidates who are admitted to the School of Education are required to have an iPad that meets SOE specifications for use in their pre-professional courses and clinical experiences, and strategies for utilizing this technology in future K-12 classrooms are incorporated across the curriculum. The fee for an iPad purchased through the SOE iPad program is financial aid eligible and will appear on the student bill in the semester following admission to the candidate's teacher education program. Students may also seek approval to purchase an iPad that meets specifications outside of the SOE process or may be eligible for a donated iPad through the iPad Give Back Program. Complete details can be found on the student iPad requirement (<https://www.uwlax.edu/soe/resources/ipad-requirement/>) webpage.

## Wisconsin Department of Public Instruction (DPI) license ranges

The following WI license ranges and subject areas, found in Wis. Administrative Code § PI 34 ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/)), are aligned with UWL programs starting in the 2021-22 catalog.<sup>1</sup> The WI DPI license code is indicated in parentheses.

**Early childhood:** birth-grade 3 (2088)

**Elementary and middle school:** grades K-9 (2088)

**Middle and high school:** grades 4-12 for the following subjects:

- English (2300)
- Mathematics (1400)
- Science (2600)
- Social Studies (2700)

**Kindergarten through grade 12** for the following subjects:

- Adapted Physical Education (1860)
- Art (1550)
- Health (1910)
- French (1355)
- Music (2500)
- Physical Education (1530)
- Spanish (1365)

<sup>1</sup> In 2018, the Wisconsin Department of Public Instruction changed the Administrative Code (Wis. Admin. Code § PI 34 ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/))) regulating educator licensing. Like all educator preparation programs in Wisconsin, UWL is authorized to prepare and endorse teacher candidates completing programs under the pre-2018 license ranges until August 2023. Teaching licenses and programs based on the developmental levels prior to 2018 can be found in earlier catalogs (<http://catalog.uwlax.edu/archivedcatalogs/>).

## Admission to teacher education programs Department of Educational Studies programs

Department of Educational Studies

335 Morris Hall; 608.785.8152

Department Chair: Heather Linville - 335B Morris Hall; 608.785.8326

ECE Program Director: Ann Epstein - 340C Morris Hall; 608.785.8145

EME Program Director: Yuko Iwai - 365A Morris Hall; 608.785.5407

Special Education Program Coordinator: Lema Kabashi - 300B Morris Hall; 608.785.8413

TESOL Program Coordinator: Matt McParker - 325B Morris Hall; 608.785.8132

[www.uwlax.edu/educational-studies/](http://www.uwlax.edu/educational-studies/) (<https://www.uwlax.edu/educational-studies/>)

The Department of Educational Studies (DES) is committed to preparing teachers who can teach all students in all schools - rural, urban, or suburban - while preparing teacher leaders for a global society. We prepare teacher candidates to become teachers who ground curriculum in the lives of students; who embrace multicultural perspectives and uphold just teaching practices; value academically rigorous curriculum; and are culturally sensitive.

Teacher candidates who complete a DES program are eligible for WI teaching license in either the early childhood (2088, birth - grade 3) or elementary and middle school (2088, grades K-9) ranges. Teacher candidates who complete a dual licensure program are also eligible for a WI teaching license in the kindergarten - grade 12 (K-12) range in the aligned area. DES programs that lead to dual licensure include Elementary and Middle School (2088, grades K-9) with Special Education (2081, grades K-12) or Teaching English to Speakers of Other Languages (ESL certification 1395, grades K-12). Two additional programs offered in collaboration with the Global Cultures & Languages Department (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/>) lead to dual licensure in Elementary and Middle School (2088, grades K-9) with French (1355, grades K-12) or Spanish (1365, grades K-12).

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. DES has specific criteria that must be met in order to be admitted to SOE in a DES program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. Students are also required to successfully pass a criminal background check (p. 7) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

## Admission to a Department of Educational Studies program

Students interested in completing a teacher education program at UW-La Crosse may declare a teacher education major and be assigned an advisor in their program at any point in their career at UW-La Crosse. However, students must apply for and be accepted into the School of Education in order to register for certain education courses, progress to a degree, and complete licensure requirements.

The Department of Educational Studies admission policies pertain to the following teacher education programs:

### Birth - grade 3:

- Early Childhood Education (ECE)

### Grades K-9:

- Elementary/Middle Education (EME)

### Grades K-9 and grades K-12: (*dual licensure*)

- Elementary/Middle Education (EME) and Teaching English to Speakers of Other Languages (TESOL)
- Elementary/Middle Education (EME) and Special Education
- Elementary/Middle Education (EME) and French Education
- Elementary/Middle Education (EME) and Spanish Education

Applicants must meet the following **minimum criteria** in order to apply for admission:

1. **Preliminary course work:** applicants must have sophomore standing and have met the following:
  - Successfully completed EDS 203 with a grade of "C" or better
  - Successfully completed EDS 206 with a grade of "C" or better
  - Be concurrently enrolled or have successfully completed EDS 308
2. **Combined cumulative grade point average:** applicants must have earned a combined cumulative GPA of 2.75 in all academic work taken prior to applying for admission. Combined cumulative GPAs include transfer grade points averaged with grade points earned at UWL. For applicants with prior post-secondary degrees, the grades from the entire previous course of study will be included in the combined cumulative GPA.
3. Applicants are required to disclose past criminal offenses (p. 11) and successfully pass a criminal background check (<http://catalog.uwlax.edu/undergraduate/education/#criminal-background-check>) to be admitted to any teacher education program.
4. **Writing statement:** applicants must submit a writing statement based on a prompt supplied in the application for admission. See "admission requirements" on the Department of Educational Studies (<http://www.uwlax.edu/educational-studies/>) website for the specific prompt.

Other factors that will be considered in admissions decisions:

1. **Progress through and performance in professional course work:** When there are more applications for admission than class size allows, the following factors may be considered in making admission decisions:
  - Progress toward completing pre-field coursework
  - Grades in EDS 203 and EDS 206
  - Previous application(s) for admission

2. **Experience working with children:** Applicants will be asked to describe their experience working with children and/or to provide contact information for references. See "admission requirements" on the Department of Educational Studies (<http://www.uwlax.edu/educational-studies/>) website for details. Applicants are encouraged to seek out structured settings in which they are responsible for the planning and/or implementation of programming for children when possible and to describe those experiences in their application.

## Request for an admission GPA waiver:

Applicants who have significant extenuating circumstances that prevent them from meeting the minimum GPA requirement above may provide a detailed statement (in addition to the other required information) requesting that the GPA requirement be waived and documenting why they should still be considered for admission. Documentation should include evidence to support the request for consideration (see "admission requirements" on the Department of Educational Studies (<http://www.uwlax.edu/educational-studies/>) website for prompts). Academic advisors will also be contacted and asked to provide information relevant to the appeal (see "admission requirements" on the Department of Educational Studies (<http://www.uwlax.edu/educational-studies/>) website for more detail). A request for a waiver is not a guarantee of admission. Waivers will be considered depending on space availability, the nature of the request, and the likelihood for success in the program as evaluated by the admissions committee.

## Application procedures

Students who meet the criteria described above and wish to apply should complete the School of Education application for admission (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>). Additional information, including contact information for the Admission Committee Chair is also available on the website.

Applications must be completed and submitted by 4:00 p.m. on the Friday of the third week of the fall or spring semester. Late or incomplete applications will not be considered except in extenuating circumstances. Admission decisions will be sent to applicants via e-mail no later than Friday of the eighth week of each semester. Candidates who are already admitted to the School of Education and wish to change to a different education major must reapply for admission into the new major. Readmission will be based on current admission criteria and space availability.

## Secondary Teacher Education Preparation (STEP): Middle and High School Education (grades 4-12) programs

STEP Program Director: Matt Chedister (Mathematics) - 1003 Cowley Hall; 608.785.6609

[www.uwlax.edu/secondary-teacher-education-preparation](http://www.uwlax.edu/secondary-teacher-education-preparation) (<http://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 a STEP program are eligible for a WI teaching license in the middle and high school (grades 4-12) range in the subjects of English and Language Arts (2300), Mathematics (1400), Science (2600), or Social Studies (2700).



According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. The STEP Program has specific criteria that must be met in order to be admitted to SOE in a STEP program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. The STEP Program has additional retention and advancement standards. Students are also required to successfully pass a criminal background check (p. 7) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

## Admission to a Secondary Teacher Education Preparation program

Students wishing to apply for admission to the School of Education do so based on specific program admission criteria. Admission is competitive and successful completion of application requirements does not guarantee admission into the program. Course substitutions may be authorized by the program director in consultation with the SOE Certification Officer. Curriculum changes may result in a revision of courses and other criteria used as admission requirements. Students who wish to be considered for admission into the program must follow the application process below and will be evaluated using the criteria described below.

The Secondary Teacher Education Preparation (STEP) admission policies pertain to the following programs in the grades 4-12 licensure range:

- English Education
- Social Studies Education
- Social Studies Education: History Concentration
- Social Studies Education: Political Science Concentration
- Social Studies Education: Sociology Concentration
- Biology: Science Education Concentration
- Chemistry: Science Education Concentration
- Physics: Science Education Concentration
- Mathematics Education

### Phase I: Complete application survey

Applications to SOE STEP programs are accepted starting on the first day of classes during both the fall and spring semesters. Students who meet the application criteria below may complete the online application for admission survey for STEP (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>). **The application must be completed by 11:59 p.m. on the Friday of week three of the application semester.**

#### Eligibility criteria:

- Completion of ENG 110 or ENG 112 with a grade of "C" or higher
- Completion of a minimum of 40 earned credits (including transfer credits)
- Completion of or current enrollment in EDS 203 or EDS 206
- At least a 2.75 combined cumulative grade point average<sup>1</sup>

<sup>1</sup> The GPA listed on the current academic transcript is used to satisfy the GPA requirement for admission purposes. A GPA waiver process exists for students whose current grade point average falls below

2.75. For more details on this process, refer to the GPA Waiver Policy below.

#### The following materials need to be submitted in the application survey:

- Current resume
  - For resume samples, visit UWL Career Services (<https://www.uwlax.edu/aaccs/studentsalumni/searching-for-jobinternships/>).
- Unofficial transcript
  - Upload an unofficial transcript from WINGS.
- Educational Experience Reflection Paper based on the required coursework (listed above)
  - See the STEP Educational Experience Reflection Paper Guidelines ([https://uwlax-my.sharepoint.com/:w:/g/personal/mchedister\\_uwlax\\_edu/EULXYIuube1Lhm5OK9WkWeEBbK0HN3o5OWUiK\\_NqvmxIXQ/?e=POymcv](https://uwlax-my.sharepoint.com/:w:/g/personal/mchedister_uwlax_edu/EULXYIuube1Lhm5OK9WkWeEBbK0HN3o5OWUiK_NqvmxIXQ/?e=POymcv)) for more information.
- *Broadfield social studies (BFSS) majors only:* References
  - Provide contact information for two references (details are available on the BFSS admissions website (<https://www.uwlax.edu/secondary-teacher-education-preparation/admission/bfss-admission-process/>))

### Phase II: Interview

Once the application deadline has passed, faculty members within each STEP discipline will review the completed applications. Approximately two weeks following the application close date (end of week five), applicants will be notified of whether or not they will be moving on to the interview portion of the application process. Meeting the minimum application eligibility criteria does not guarantee an interview.

### Phase III: Admission

**Available resources limit the number of students admitted each semester. Not all students completing the application process are admitted to STEP.** Admission decisions will be sent to the applicants via e-mail by Friday of the eighth week of the semester.

Admission decisions are contingent upon criminal background check (CBC) (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/#tm-criminal-background-check>) clearance by the UWL Office of Field Experience. Applicants are required to disclose past criminal offenses (p. 11) to be admitted to any teacher education program. Please see the admission to SOE (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage for additional information and requirements.

### Request for an admission GPA waiver

Students who do not meet the minimum GPA requirement for admission may request the committee grant a waiver of this Phase I criterion. This waiver request must be completed as part of the Phase I application survey (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>), by uploading the following **additional** documents:

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

***Students who meet minimum eligibility requirements (see Phase I) may reapply to the School of Education for admission to the STEP program at any time during their academic career at UWL.***

## Art, Music, and World Language Education (grades K-12) programs

AWLME Program Director: Kim Morris - 315G Graff Main Hall; 608.785.8323

Teacher candidates who complete an art, music, or world language program are eligible for a WI teaching license in the kindergarten-grade 12 range in the subjects of Art (1550), Music (2500), French (1355), or Spanish (1365).

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. The Art, Music, and World Language Education programs have specific criteria that must be met in order to be admitted to SOE in an AWLME program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. Students are also required to successfully pass a criminal background check (p. 7) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

## Admission to an Art, Music, and World Language Education program

Students interested in completing a teacher education program at UW-La Crosse may declare a teacher education major and be assigned an advisor in their program at any point in their career at UW-La Crosse. However, students must apply for and be accepted into the School of Education in order to register for certain education courses, progress to a degree, and complete licensure requirements.

The Art, Music, and World Language Education admission policies pertain to the following teacher education programs in the grades K-12 licensure range:

- Art Education
- Music Education: Choral and General Emphasis
- Music Education: Instrumental and General Emphasis
- Spanish Education
- Spanish Education and Teaching English to Speakers of Other Languages (*dual licensure; grades K-12 in both*)
- French Education
- French Education and Teaching English to Speakers of Other Languages (*dual licensure; grades K-12 in both*)

Although applicants apply after at least 24 credits are earned, applicants can only be officially admitted to the School of Education after the completion of 40 credits.

Applicants must meet the following **minimum criteria** in order to apply for admission:

1. **Preliminary course work:**
  - a. applicants must have completed a minimum of 40 credits in which grade points have been earned (including transfer credits)
  - b. applicants must have successfully completed or be concurrently enrolled in EDS 203 at the time of application for admission
  - c. applicants must have successfully completed or be concurrently enrolled in EDS 206 at the time of application for admission in order to apply

2. **Combined cumulative grade point average:** applicants must have earned a combined cumulative GPA of 2.75. Combined cumulative GPAs include transfer grade points averaged with grade points earned at UWL. For applicants with prior post-secondary degrees, the grades from the entire previous course of study will be included in the combined cumulative GPA.
3. Applicants are required to disclose past criminal offenses (p. 11) to be admitted to any teacher education program.

Additional application requirements that may be considered:

4. **Response to a writing prompt:** applicants must respond to the indicated prompt in the application for admission (200 word limit). The prompt is posted on the SOE admission webpage (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>).

## Request for an admission GPA waiver:

Applicants who have significant extenuating circumstances that have prevented them from meeting the minimum requirement above may provide a detailed letter (in addition to the other required information) requesting that the GPA requirement be waived and documenting why they should still be considered for admission. Documentation should include evidence to support the request for consideration. Applicants must also provide contact information for one reference who can support their request and who can speak to their ability to be successful in their teacher education program. A request for a waiver is not a guarantee of admission. Waivers will be considered depending on space availability, the nature of the request, and the likelihood for success in the program as evaluated by the admissions committee.

## Application procedures

Students who meet the criteria described above and wish to apply should complete the School of Education application for admission (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>). Additional information, including contact information for the Admission Committee Chair is also available on the website.

Applications must be completed and submitted by 4:00 p.m. on the Friday of the third week of the fall or spring semester. Late or incomplete applications will not be considered. Admission decisions will be sent to applicants via e-mail no later than Friday of the eighth week of each semester. Any applicant who changes between majors with a licensure track must reapply for admission. Readmission will be based on current admission criteria.

Students are required to successfully pass a criminal background check in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity.

## Physical, Adapted, and School Health Education (PASHE) (grades K-12) program

Department of Exercise and Sport Science (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/>)  
PASHE Program Director: Brock McMullen - 215 Mitchell Hall; 608.785.8167

[www.uwlax.edu/exercise-sport-science/undergraduate-majorsminors/physical-adapted-and-school-health-education/](http://www.uwlax.edu/exercise-sport-science/undergraduate-majorsminors/physical-adapted-and-school-health-education/) (<https://www.uwlax.edu/exercise-sport-science/undergraduate-majorsminors/physical-adapted-and-school-health-education/>)

Teacher candidates who complete the PASHE Program are eligible for a WI teaching license in the kindergarten - grade 12 range in the areas

of Physical Education (1350), Adapted Physical Education (1860), and Health (1910). Graduates of the PASHE Program are highly sought after. The PASHE Program balances traditional coursework and activities with an abundance of practical experiences. This balance provides students with the knowledge and hands-on experiences to enter the teaching profession prepared and confident.

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. The PASHE Program has specific criteria that must be met in order to be admitted to SOE in the PASHE program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. All majors in the Department of Exercise and Sport Science have additional admission standards and retention and advancement standards. Students are also required to successfully pass a criminal background check (p. 7) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

## Admission to the Physical, Adapted, and School Health Education Program

Students majoring in the Physical, Adapted, and School Health Education (PASHE) Program must apply for admission to the School of Education based on specific program admission criteria. Admission is competitive and successful completion of application requirements does not guarantee admission into the program. Course substitutions may be authorized by the program director. Curriculum changes may result in a revision of courses and other criteria used as admission requirements.

Students who wish to be considered for admission into the PASHE Program (K-12 licensure range) will be evaluated using the following criteria:

1. Completion of or concurrent enrollment in the following PASHE foundation courses:

Code	Title	Credits
EDS 203	School, Society, and Teachers <sup>1</sup>	3
EDS 206	Multicultural Education <sup>2</sup>	3
ESS 118	Foundations of Physical and School Health Education	2
ESS 121	Teaching Adventure Education in Physical Education	2
ESS 200	Introduction to Teaching Methods in Physical and School Health Education	2
ESS 212	Teaching Fundamental Movement Skills in Physical Education	3
ESS 231	Introduction to Teaching Adapted Physical Education	3
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> Counts toward General Education Program requirement: Self and Society (GE Category 6). Also satisfies an SOE core requirement.

<sup>2</sup> Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3). Also satisfies an SOE core requirement.

2. Completion of 30 college credits
3. At least 2.75 combined cumulative GPA (including transfer grade points)
4. Current resume
5. Online reference form
6. Teaching philosophy and reflection paper
7. A satisfactory interview with PASHE admission committee members
8. A criminal background check (p. 7)

See the admission to School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) website for additional information and requirements.

## Request for an admission GPA waiver

Applicants who have extenuating circumstances preventing them from meeting the GPA admission criterion may provide a request for admission with a GPA waiver consideration if their GPA is not below 2.70. The request is submitted through the PASHE electronic admission application survey, and must include:

- A written statement of appeal. The appeal should include reason(s) why the requirement was not satisfied, and why the committee should approve a waiver in this case (e.g., in justification of the request, please submit convincing evidence of academic success, personal circumstances beyond your control, prospects for success as a teacher).

The student may be asked to meet with the PASHE faculty as part of the appeal process. The decision after the appeal is final.

The curriculum requirements for the PASHE major are on the exercise and sport science major: physical, adapted, and school health education (<http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajorphysicaladaptedschoolhealth/>) page.

## SOE criminal background check policy

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC, and to complete their portion of the process prior to the deadline specified in their admission letter. Candidates are responsible for all costs associated with their criminal background check(s). Admission decisions by programs are contingent upon CBC clearance by the UWL Office of Field Experience or designated graduate program representative.

Additional criminal background checks may be required for teacher candidates if the time period between criminal background checks exceeds five years, or if there are other mandated CBCs that must be met. The Office of Field Experience will record the criminal background checks conducted each semester.

## Procedures

1. The requirement for a criminal background check (CBC) at the time of application for admission is shared with candidates through website, electronic admission application, advisement report, and UWL catalog material.
2. Candidates complete an electronic application for admission to the School of Education that includes an authorization to perform a CBC.

3. The Office of Field Experience emails criminal background check instructions to candidates who have applied for admission to the School of Education.
4. Teacher candidates must complete the CBC process, including paying any fees associated with the CBC, within the timeline set out in their admission letter. Admission decisions are contingent upon a successful CBC as evaluated by the Office of Field Experience.
5. Candidates may need to complete additional CBCs prior to field experience(s) and/or student teaching experiences.
6. Candidates must notify the Office of Field Experience as soon as possible, but no later than the day after the event occurs, if they have been convicted of any crime or have been or are being investigated by any governmental agency for any act or offense. Candidates who fail to report may be required to meet with the Teacher Candidate Progress Review Committee; failure to report may result in termination of a field experience, internship, practicum or student teaching placement.
7. Disclosure forms must be completed by candidates each semester prior to participation in a school observation, clinical field experience, or any other school experience.
8. The Office of Field Experience staff monitors the criminal background check process, and in the case of field experience courses, notifies course instructors when candidates have been cleared to enter the schools.
9. In the event the background check discloses criminal activity or information that would prohibit a candidate from entering the teaching profession, the candidate will not be admitted into any education program, and may be dropped from the program if previously admitted.

## School of Education program requirements for all teacher candidates

### School of Education (SOE) core requirements

Students ("teacher candidates") in a School of Education program or in a SOE-affiliated teacher preparation program housed in the College of Science and Health (CSH) or College of Arts, Social Sciences, and Humanities (CASSH), are required to complete the below courses. Teacher candidates must also meet other benchmarks required by the WI Department of Public Instruction and the School of Education as part of program completion requirements (p. 11). Teacher candidates successfully completing one of these programs earn a Bachelor of Science (B.S.) degree from UWL.

### General education courses

Code	Title	Credits
EDS 203	School, Society, and Teachers <sup>1</sup>	3
EDS 206	Multicultural Education <sup>2</sup>	3
<b>Total Credits</b>		<b>6</b>

### Courses not requiring admission to School of Education

Code	Title	Credits
<b>Child/motor development<sup>3</sup></b>		<b>3-6</b>
ECE 214 & ECE 215	Child Growth and Development for ECE: Birth-Age 3 and Child Growth and Development for ECE: Ages 4-8 (PK-Grade 3)	3
ESS 207	Human Motor Behavior	
PSY 212	Lifespan Development	
<b>Preparation in teaching students with disabilities<sup>3, 4</sup></b>		<b>3</b>
ESS 231	Introduction to Teaching Adapted Physical Education	
SPE 200	Foundations of Special Education	
<b>Total Credits</b>		<b>6-9</b>

### Courses requiring admission to School of Education

Code	Title	Credits
<b>Pre-student teaching</b>		<b>8-18</b>
At least two teaching methods courses (may be combined courses including field experience) <sup>5</sup>		
At least two pre-student teaching field experience courses, developmental in scope and sequence (may be combined courses including methods) <sup>5, 6</sup>		
<b>Student teaching semester<sup>7</sup></b>		
EDS 492	Student Teaching Seminar	1
One semester of full time student teaching aligned with declared program: <sup>3, 6</sup>		11
EDS 490	Student Teaching: Early Childhood Education (birth-grade 3)	
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 495	Teaching Internship	
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
<b>Total Credits</b>		<b>20-30</b>

- <sup>1</sup> Counts toward General Education Program requirement: Self and Society (GE Category 6). Also satisfies Wisconsin Act 31 and Wis. Admin. Code § PI 34.022(3).
- <sup>2</sup> Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3). Also satisfies Wis. Admin. Code § PI 34.022(3)
- <sup>3</sup> See individual program requirements for which course is required in that specific program.
- <sup>4</sup> Also satisfies Wis. Admin. Code § PI 34.022(7).
- <sup>5</sup> Individual programs may have additional methods and/or field course requirements. See specific program requirements for details.
- <sup>6</sup> Also satisfies Wis. Admin. Code § PI 34.023(2).
- <sup>7</sup> Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).



## General education and WI statutory requirements for teacher education programs

Wisconsin Department of Public Instruction (DPI) requires all initial licensure programs to meet statutory Wisconsin Educator Standards as part of a teacher preparation program. (Wis. Admin. Code § PI 34.002 ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/11/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/11/))).

All teacher preparation programs at UWL are aligned to WI teacher standards/InTASC standards.

DPI requires all initial licensure programs to include a general education program as part of a bachelor's degree program or higher. (Wis. Admin. Code § PI 34.018(3) ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/018/3/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/018/3/))). All education programs must also include assessment of candidates' communication skills (Wis. Admin. Code § PI 34.021(1)(a) ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/021/1/a/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/a/))).

The two-year transfer policy does not exempt students from SOE-required general education, program-specific general education, or WI statutory requirements.

### WI State statutory requirements

Wis. Admin. Code § PI 34.022 ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/022/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/022/)) lists several specific requirements for teacher candidates, some of which are associated with particular programs. Additional details can be found on the appropriate program's catalog page.

- **Cooperative Marketing and Consumer Cooperatives:** ECO 110 or ECO 120 - applies to programs leading to licenses in social studies
- **Environmental Education and Conservation:** GEO 200 - applies to programs leading to licenses in early childhood, elementary and middle education, science and/or social studies
- **Equity & Minority Group Relations:** EDS 203 and EDS 206 - applies to all teacher education programs
- **Conflict Resolution:** applies to all teacher education programs (through student teaching experiences)
- **Teacher Responsibilities:** applies to all teacher education programs (through student teaching experiences)
- **Reading and Language Arts:** applies to programs leading to licenses in early childhood, elementary and middle education (through program-specific requirements)
- **Children with Disabilities:** applies to all teacher education programs (through program-specific SOE core requirements)
- **Professional Responsibilities:** applies to all teacher education programs (through field and student teaching experiences)

### Required general education courses for all teacher education programs

In some cases, specific courses within the UWL General Education Program are required of all teacher education candidates in order to meet licensing and/or statutory requirements. Besides the below, individual programs may have additional required general education courses, as specified on the appropriate program catalog page.

Code	Title	Credits
<b>UWL GE Category 1:</b>		
Satisfies Wis. Admin. Code § PI 34.021(1)(a) requirement: Communication Skills		
CST 110	Communicating Effectively <sup>1</sup>	
ENG 110	College Writing <sup>1</sup>	

or ENG 112 College Writing AP (Advanced Placement)

#### UWL GE Category 3:

Satisfies Wis. Admin. Code § PI 34.022(3) requirement: Equity & Minority Group Relations

EDS 206      Multicultural Education

#### UWL GE Category 6:

Satisfies Wis. Admin. Code § PI 34.022(3) requirement: History, Culture, and Tribal Sovereignty of American Indian Tribes and Bands Located in Wisconsin

EDS 203      School, Society, and Teachers

<sup>1</sup> Must earn a grade of "C" or better to satisfy this requirement.

## 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 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** (TCPR) for dispositional concerns may be approved to continue in their program by the TCPR Committee.

## Teacher candidate progress review (TCPR)

SOE faculty and staff (including clinical and student teaching personnel) recognize some candidates seeking certification may need additional supports to meet minimal professional standards; therefore, a committee has been established to identify and to counsel candidates in need of directed guidance. The guidance may include a plan, and if necessary, additional measures or follow up plans. In rare cases, the TCPR referral process may lead to the candidate's removal from the teacher education program(s) if the support plan does not successfully remediate the concerns.

The SOE Teacher Candidate Progress Review (<https://www.uwlax.edu/soe/resources/resources-for-facultystaff/epc-committees/teacher-candidate-progress-review-committee-tcpr/>) 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, and the candidate receives a copy of the referral. The SOE Dean will forward a copy to the candidate's advisor, the academic services director/certification officer, department chair, and/or the content liaison, as 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 SOE Dean; 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 or if the student is in field experiences/student teaching, the candidate is automatically referred to the Teacher Candidate Progress Review Committee by the SOE Dean. 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 the candidate's GPA.

#### GPA-related automatic referrals:

If a candidate is unable to meet the minimum cumulative GPA requirement for graduation (2.75), the candidate is automatically referred to TCPR. The committee or its designee will evaluate program performance using the following alternative assessment plan (approved by WI DPI 1/20/2022):

1. The candidate provides a written statement explaining the reasons for their low GPA and articulating their plans for success in their final semester(s) of courses and during student teaching.
2. The candidate also provides two letters of recommendation, one from a cooperating teacher, and one from a faculty member. Letter writers are asked to speak to the candidate's content knowledge, pedagogical knowledge, and field experience(s), and may include additional information about life experiences and academic skills that are relevant to the situation.
3. Candidates must have successfully demonstrated content knowledge either by passing the Praxis II exam, or by achieving at least a 3.0 GPA in the aligned content area based on courses identified in the approved New Licensure Program Report for their program and in the candidate's Advisement Report.
4. The portfolio of information is reviewed by the Academic Services Director/Teacher Certification Officer and SOE Dean. Candidates with GPAs above 2.50 are typically approved (see item 6 below) directly by the SOE Dean based on this alternative assessment portfolio, assuming the letters of support and candidate statement attest to the candidate's satisfactory content knowledge, pedagogical knowledge, and clinical experience.
5. Candidates with GPAs below 2.50 or who already have a TCPR support plan in place meet with the TCPR committee to hear their appeal and discuss their evidence. The committee assesses whether there is sufficient evidence demonstrating that the candidate has met performance expectations through this body of alternative measures, and makes a corresponding recommendation to the SOE Dean. The SOE Dean approves the use of alternative measures based on the committee recommendation.
6. Approval for the use of alternative measures of assessment of program performance are contingent upon successful completion of

field I, field II, and student teaching (clinical experience assessment), and a passing score on the edTPA (pedagogical assessment).

#### 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 SOE Dean; 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 SOE Dean 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, they will be unable to continue in their 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 them 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, they 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 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. Additional information can be found on the School of Education (<https://www.uwlax.edu/soe/undergrad/benchmark-assessments/>) website. The WI State Superintendent of Public Instruction determines passing scores. Teacher education candidates are expected to work closely with their academic advisor in order to understand these requirements and be sure they are met in a timely manner. Completion of DPI requirements for licensure may take longer than four academic years.

#### Assessments required prior to approval 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. One of the following to demonstrate content knowledge (Wis. Admin. Code § PI 34.021(1)(c) ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/021/1/c/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/c/))):
  - a. 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; or
  - b. A 3.0 GPA or higher in all certified content subject areas, as determined by grades earned in courses aligned with the content area. Specific courses aligned with the content knowledge GPA benchmark are indicated on each student's Advisement Report.
2. Demonstration of teaching reading competency (required **only** for candidates seeking a license to teach in Kindergarten to grade 5, and/or in special education) as required by Wis. Stat. § 118.19(14) (a) (<https://docs.legis.wisconsin.gov/statutes/statutes/118/19/14/a/>).
  - a. An official Wisconsin Foundations of Reading Test (FoRT) score report documenting a passing score of at least 240 on the FoRT090 or 233 on the FoRT190.
  - b. Special education teacher candidates may elect to complete an alternate assessment of reading competency to meet Wis. Admin. Code § PI 34.021(1)(f)(2) ([https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.021\(1\)\(f\)2.html](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.021(1)(f)2.html)). Elementary/middle education (EME, grades K-9) & special education (grades K-12) majors must apply for **both** their Elementary and Middle School (2088) and Special Education (2081) licenses in order to use the alternative assessment in place of the FoRT. Candidates who choose to apply for **only** the Elementary & Middle School license (2088) must take and pass the FoRT to meet the reading competency requirement.
  - c. Teacher candidates completing the following dual certification programs do not need to pass the FoRT for licensure so long as they apply for **both** licenses being prepared. Candidates who choose to apply for **only** the Elementary & Middle School license (2088) must take and pass the FoRT to meet the reading competency requirement.
    - i. Elementary/middle education (EME, grades K-9) & french education (grades K-12) major
    - ii. Elementary/middle education (EME, grades K-9) & spanish education (grades K-12) major
    - iii. Elementary/middle education (EME, grades K-9) & TESOL (grades K-12) major
3. An official American Council Teaching of Foreign Languages score report demonstrating oral and written proficiency (Wis. Admin. Code § PI 34.021(1)(c) ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/021/1/c/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/c/))) with a rating of "Intermediate High" in French and/or Spanish (required **only** for candidates seeking a teaching license in French or Spanish).

## Disclosure of criminal offenses policy

Students applying for admission to teacher education, field experiences, and student teaching placements will be asked at each stage 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 Wisconsin Department of Public Instruction (<https://dpi.wi.gov/tepd/licensing/background/>) to discuss eligibility for a teaching license.

## Student teaching and internship policy

The student teaching experience is 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 by the deadlines posted online for a fall or spring semester placement. There are special course fees associated with student teaching and internship experiences (additional information (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/>) available on the SOE website).

As required by Wis. Admin. Code § PI 34.023(2) ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/IV/023/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/IV/023/)), teacher candidates student teach for a full semester as calculated according to the calendar of the cooperating school. Most cooperating schools are located within approximately 50 miles of La Crosse.

To be eligible for student teaching, candidates must:

1. have completed all coursework to meet general education, program, and WI statutory requirements;
2. have and maintain at least 2.75 combined cumulative grade point average;
3. have successfully completed all benchmark assessments (testing requirements) for the appropriate certification area/discipline; *and*
4. have demonstrated appropriate professional disposition and be in good standing with the university and the School of Education.

During the student teaching semester, eligible candidates must be enrolled in one or more of the student teaching courses listed in the SOE core requirements (p. 8) aligned with their declared program and the concurrent student teaching seminar course.

## Internships

To be eligible to apply for a student teaching internship, candidates must be formally admitted to the School of Education and must possess and maintain a combined cumulative grade point average of at least 3.00. Students must apply for a student teaching internship by completing the student teaching application (<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 by the deadlines posted online for a fall or spring semester placement. Interns are assigned to a school that is part of the Wisconsin Improvement Program (WIP) for an entire semester. The Office of Field Experience, with support of faculty recommendations, admits students to the internship program. There are additional fees associated with WIP internships (full details (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/#tm-out-of-area-student-teaching-placements>) are available on the Field Experience website), and interns are paid a stipend determined by WIP.

## Program completion

### Comprehensive assessment system in teacher education

All teacher candidates seeking certification must successfully complete procedures related to program admission, progression, and exit criteria.

The Comprehensive Assessment System at UWL tracks teacher candidates' progress toward meeting competencies in the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards, appropriate content standards, professional dispositions, and other Wisconsin teacher preparation requirements as described in the Wisconsin Administrative Code for Educator Licenses, PI 34. 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. The Comprehensive Assessment System is aligned with the assessment criteria specified in Wis. Admin. Code § PI 34.021 ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/021/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/)).

### **Pedagogical knowledge and the 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. In addition, Wis. Admin Code § PI 34.021(d) ([https://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/iv/021/1/d/](https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/d/)) requires that candidates for a teaching license demonstrate pedagogical knowledge. At UWL, the performance assessment that all candidates must successfully pass to demonstrate pedagogical knowledge is the edTPA (<https://www.uwlax.edu/soe/undergrad/benchmark-assessments/>).

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 website.

### **Graduation for candidates unable to complete student teaching**

Teacher candidates who complete all other university and teacher education program requirements, but who fail to successfully complete the benchmark assessments and/or the student teaching/internship experience for extenuating reasons, may apply for admission to UWL's General Studies Program (<http://catalog.uwlax.edu/undergraduate/degree-requirements/#general-studies>) to earn a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree in general studies. Interested teacher candidates must complete an application and correspond with the Academic Services Director (ASD) of the College of Arts, Social Sciences, and Humanities (CASSH), the student's advisor, and with the ASD for the School of Education. This degree will not earn an endorsement for a WI teaching license.

### **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 Academic Services Director/Teacher 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 application 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 Academic Services Director/Teacher Certification Officer.

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